Daily Differentiation at Tier One
Three Key Strategies
Middle and High School

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Tier 1
Regular Classroom
80-85%

Tier 2
Targeted
10-15%

Tier 3
Personalized
5-7%

The Best Intervention is Prevention!

High-quality, research-based Core instruction within the regular classroom for ALL students.

Additional targeted (often short-term) small-group instruction

Intensive individualized interventions and supports. May be Special Ed.

Think BIG, Start Small: How to Differentiate Instruction in a Brain-Friendly Classroom (Gregory & Kaufeldt, 2015)

Best Practices at Tier 1:
Daily Differentiation for Effective Instruction Elementary and Secondary (Gregory, Kaufeldt, & Mattos, 2015)

Three Key Strategies for Successful Differentiation at Tier 1

1. Orchestrate a Variety of Cooperative Group Learning Opportunities
2. Develop DailyDifferentiation Tasks Incorporating Instructional Variety & Novelty & CHOICE
**Daily Differentiation**

**Defined:**
The daily integration of a variety of novel, relevant, high-quality, high-impact strategies presented in a brain-friendly environment

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**Cooperative Group Learning**

- Has a proven track record for contributing to student achievement
- **Fosters 21st century skills** – “4 C’s”: **Collaboration, Communication, Creativity, and Critical thinking**
- Increases discussion & builds Social Skills
- Fosters positive peer relationships

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**Flexible Student Groupings**

- **On your own** (OYO)
- **Work with one other student** (WWOOS)
- **Study buddy**: preassigned or random
- **Elbow/Shoulder partner**: person next to you
- **Triad**: group of three
- **Table talk**: group work
- **Jigsaw**: expert groups & share
- **Appointment Cards**: temporary

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**Flexible Grouping**

- Random
- Same readiness
- Heterogeneous
- Interests
- Projects
“Multiple Rehearsals”

- Engaging tasks
- Distributed over time

How can we increase engagement in the classroom?

- Small bursts – limit information
- Unpredictable – variety & novelty
- Visual and auditory cues
- Generate an “action” = do something!

Students typically have a focused attention span of 1 minute per year of age. +/- 2 variable.

Limit Direct Instruction to 12-15 minutes.

Instructional Variety

- Novelty – a New Twist on Something
- Direct Instruction with Modeling & Demonstrations – Brief!
- Visuals/Graphics
- Multi-modal Activities – Movement!
- Games/Mini-competitions
- Discovery Play
- Choice Opportunities!
Students should have multiple experiences for how they:

- **TAKE IN** new information.
- Actively **PROCESS**
- **MAKE SENSE** of new ideas.
- **DEMONSTRATE** their understanding using a variety of **PRODUCTS** and **PERFORMANCES**.

**Tableaux & Living Dioramas**

- Students are asked to physically construct a significant scene from a piece of literature, a historical event or a current issue - through body placement, facial expressions, and the use of a few props.
- This “freeze frame” invites students in the audience to identify the scene, its importance, and the significance of the characters, their actions, and reactions.

**“You choose!”**

The **Power of CHOICE** in Learning

- **Simple Choices**
  - Where you sit, handwritten versus typed, with whom to work, which writing prompt . . .
- **Must Dos and May Dos**
  - Parts of an assignment are non-negotiable, and some parts are a choice of tasks. Some stations or workshop rotations are assigned, and there is a time for student selections.

**“Show What You Know”**

- As an end-of-unit choice, students may select how they demonstrate their understanding.
We **Seek** and **Choose** Tasks That …

- Appeal to our *learning preferences*.
- Remind us of our past *successes*.
- Are within our *realm of possibilities*.
  (I think I can!)
- Look like they might be *fun*.
- Might let me get up and *move*.
- Let me *work with others*.

**Vocabulary Centers**

*A Variety of Multi-Modal, “Pluralized” Strategies*

- Word windows
- Connect two
- Here is ... Where Is?
- Crossword puzzles
- Flipbook or foldable
- Password game
- RAP it up!
- Charades

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**One Size Doesn’t Fit All …**

Equal education is not when all students get the *same*, but when all students get what they *need*.

**Equality**  **Equity**

*Equal isn’t always fair …*
Lev Vygotsky’s ZPD Theory

Beyond Reach at Present
Zone of Proximal Development
Child’s Current Level of Achievement

Can do with help

Basic Tiered Lesson Planning Process

IDENTIFY THE OUTCOMES
What should the students know, understand and be able to do?

ASSESS THE STUDENTS
Pre-assess interests, readiness, and learning profile.

FOCUS LESSON/EXPERIENCE
Create a common experience for the entire class to focus the learning.

- Approaching Standard Task
- At Standard Task
- Exceeds Standard Task

TIERED Lesson:

ON-LEVEL TASK:
Concept or Skill to be MASTERED for BASIC UNDERSTANDING and COMPETENCY

ABOVE-LEVEL TASK:
Lateral Enrichment and Expansion

BELOW-LEVEL TASK:
Adjusted for Abilities, Language Needs, etc.

Lesson Sequence or Routine

Exit Cards (Previous Lesson) Data Interpretation
Whole-Class Direct Instruction
Small-Group Application Activity
Adjustment Opportunity
Reinforce-or-Reteach Activity
Independent Application Activity

Formative Assessment
When designing TIERED Curriculum:
Consider ADJUSTING:
• Complexity/Challenge
• Resource Materials/Technology
• Amount of Structure
• Time Allotment/Pacing
• Variety of Products
• Level of Dependence

Formative Assessments
• A formative assessment or assignment is a tool teachers use to:
  ◦ give feedback to students and/or
  ◦ guide their instruction.
• It is not included in a student grade, nor should it be used to judge a teacher’s performance. (Summative Assessments)

Scaffolded Instruction
The teacher helps the student master a task or concept that the student is initially unable to grasp independently.

Scaffolding
Scaffolding: Using a variety of instructional techniques to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Common Scaffolding Strategies:
• students get a simplified version of a lesson, etc. and then complexity, difficulty, or sophistication is increased over time
• teacher describes or illustrates a concept, problem, or process in multiple ways to ensure understanding
• students are given a vocabulary lesson before they read a difficult text
Newsela

Current events written at various Lexile levels

Newsela provides several levels of the same newspaper articles, along with accompanying online quizzes, that students can read and take. Students can read the articles for free.  
https://newsela.com

News in Levels offers similar resources, but without the ability to track student progress online. The site is free.  
www.newsinlevels.com

For the Teachers has leveled articles available for download. It is free.  
www.fortheteachers.org

Tiered by Complexity

- **Least complex:** Create an informational brochure that will inform your classmates about an environmental issue related to rainforests.

- **More complex:** Create an informational brochure that will inform your classmates of the different points of view about an environmental issue related to rainforests.

- **Most complex:** Create an informational brochure that presents various positions on an environmental issue related to rainforests. Determine your position on the issue and present a convincing argument for it in your brochure.

Responding to Targeted Students

- Check for Basic Needs…
- Consider a Short-Term “Study Buddy”
- Implement a Scaffolding Strategy
- Boost the lesson with a creative twist
- Insert technology
- Offer a CHOICE

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