Differentiated Instruction in Displacement Contexts

Quality holistic learning for refugees and displaced children
Today’s Agenda

➔ Warm-up activities
➔ Training objectives
➔ Introduction to differentiated instruction in displacement contexts
➔ Forms of differentiated instruction in the classroom
➔ Differentiated instruction in assessments
➔ Differentiated instruction in the classroom
➔ Tools for differentiated instruction
➔ Closing reflections
Today’s Learning Objectives

At the end of this workshop, you will be able to:

1. **Define** the term differentiated instruction and **explain** why it is important in general and in displacement contexts specifically.

2. **Examine** ways to differentiate instruction in the classroom, including **tools** that support differentiation and how **assessments** can guide your choices about differentiated instruction.

3. **Learn** how to **differentiate assessments** in displacement contexts.
Introductory Activity 1

What do you see when you look at this image?
Conclusion

Review of Key Points
Introductory Activity 2

What comes to your mind when you see this picture?
## Activity 1: My Learning Chart

<table>
<thead>
<tr>
<th>What I think I know about differentiated instruction</th>
<th>Questions that I have about differentiated instruction</th>
<th>How will I utilize the different strategies I learned about for differentiated instruction in my class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>You’ll fill this at a later stage in the training</td>
</tr>
</tbody>
</table>

You’ll fill this at a later stage in the training.
Purpose & Background

Why Differentiated Instruction
Why Differentiated Instruction (DI)

DI recognizes and celebrates students' varied backgrounds, experiences, and assets, which can support the development of a more inclusive and inviting learning environment. Ultimately, differentiated instruction is essential because it ensures that all students get the resources and assistance they require to achieve.

Social-emotional learning (SEL) is the process of acquiring the knowledge and abilities necessary to comprehend and control emotions, create and attain constructive objectives, feel and demonstrate empathy for others, build and sustain healthy relationships, and make moral decisions.
Why Differentiated Instruction

“Certain motivational states interfere with learning. Two adverse conditions are especially dangerous; anxiety and boredom. Anxiety occurs primarily when teachers expect too much from students, boredom occurs when teachers expect too little. When curricula expectations are out of sync with students’ abilities, not only does motivation decrease, but also achievement.”

Talented Teenagers by Csikszentmihalyi, Rathunde, Whalen
Why is this workshop important?

This workshop fits within most national education and training strategies. In particular, it helps teachers recognize that differentiated instruction:

| **Aids growth which is accelerated by active learning more than passive learning. Differentiated instruction also makes learning engaging and helps students in understanding topics more rapidly.** |
| **Supports each unique student in the classroom across dimensions of learner variability: including their prior experiences, interests and talents, learning preferences, needed accommodations, etc.** |
| **Creates learning communities in which the varied modes of engagement and interaction of learners are supported in positive, team-based, and collaborative learning environments.** |

Adopts a proactive, upbeat approach. To cater to the diverse methods in which students master the course content, the instructor also assumes a variety of learning demands.
Workshop Goals

Improve quality holistic teaching by supporting educators to

- understand the importance of **differentiated instruction (DI)** and the use of students’ own assets and strengths
- establish simple **practices to promote an environment conducive to learning**
- discover **what differentiated instruction looks like in classroom**, but also and above all:
  - integrate differentiated activities, assessments, instruction, and practices into lesson plans to ensure **quality holistic learning**

The Quality Holistic Learning (QHL) Project Page:
https://clip.careyinstitute.org/2021/03/10/refugee-educator-workforce-development-project-for-quality-holistic-learning-qhl/
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Differentiated Instruction in Displacement Contexts

*Introduction*
Differentiation in Displacements Contexts

The following research suggests that differentiated instruction can be a useful tool for teachers working with refugee learners in a variety of contexts. Differentiation can be used in teaching narratives and literature.

Niño Santisteban (2014) found that differentiation was effective in helping displaced learners in Colombia with reading comprehension when inferring and comparing and contrasting texts.

Tieso (2005) found that differentiated instruction was effective for keeping high-ability students more challenged in math classes with many children of diverse abilities.

The process of differentiation allows for more creativity and improvisation from the teacher as well. Chatzikonstantinou (2020) studied whether differentiated instruction in the form of drama techniques and acting had an effect on how quickly refugee children learn Greek as a foreign language. The technique has a positive effect on the retention of new vocabulary words, suggesting that the method increases vocabulary recall, increases the range of application of the words in different situations, and engages students more actively in learning.
In a study conducted together with the University of Cambridge and UNICEF, Fitzsimons et. al (2014) notes that an inclusive approach includes a common curriculum for all that is “based upon differentiated or individualised instruction,” as opposed to an alternative curriculum developed for lower achievers.

Newcomer et al (2020) proposes that differentiation is most effective as part of a larger culturally-responsive approach to teaching refugees that includes, but is not limited to:

- allowing students to share about themselves in a safe space
- being cognizant of communicating at different levels of second language proficiency with learners
- engaging family members for support
- using modeling and other techniques to scaffold instruction
### Thoughts from Teachers from Around the World

<table>
<thead>
<tr>
<th>Quote</th>
<th>Location</th>
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<tbody>
<tr>
<td>“It’s not fair to give all the students the same exam [...] to be fair, you should differentiate between your students. Students, teachers and administrators are all collaborators in this, which is so important [for all to be involved]. So, we go back to the idea of connected learning, not individual learning.”</td>
<td>QHL fellow from Lebanon</td>
</tr>
<tr>
<td>“We try to even differentiate with font. Sometimes when students see the font on an assessment is small, they get very afraid. They see the text is packed and think they cannot do the assessment. My administration is very helpful, but they are limited to the instruction of the ministry, also.”</td>
<td>QHL fellow from Lebanon</td>
</tr>
<tr>
<td>“From our discussions, I learned that apart from different questions and levels of consideration, using different learning materials and methods is differentiation as well.”</td>
<td>QHL fellow from Kenya</td>
</tr>
</tbody>
</table>
“Differentiated instruction is important to meet previously identified student needs (because students do not progress at the same speed, and because they do not have the same repertoire of behaviors, because they are not motivated to achieve the same goals). It can enable each student to master knowledge and skills [...] and can fight against school dropout and also bring each student to the maximum of his or her potential.”

- QHL Fellow from Niger

“For me, differentiation is simply varying teaching activities based on the learners' different learning styles. In my classroom, I try to have as many different activities as possible. I usually do my best to identify my students' individual learning styles and/or assets to build on it during the class activities. Group work is a key in differentiated instruction in large classes [...] I think that differentiation is related to asset-based pedagogies in the sense that it focuses on the students' individual assets and learning styles.”

- QHL Fellow from Niger
Mental break!

Try this for yourself!

A small activity at the start of class or to transition from one activity to another during class.

Instructions:

1. Stand up and shake and release your arms.
2. Rub your hands vigorously for a minute.
3. Sit down.
4. Share with colleagues how you are feeling.
The First Steps Towards Differentiated Instruction
What does this tell you about differentiation?

**English**
A multiple of 11 I be, 
not odd but even you see, 
my digits are a pair, 
when multiplied there, 
They make a cube and square out of me. 
Who am I?

**French**
Je suis Un multiple de 11, 
Pas impairs mais vous voyez pair, 
Mes chiffres sont une paire, 
Lorsqu'ils sont multipliés, 
Ils font de moi un cube et un carré. 
Qui suis je?
The first step in differentiating instruction is to become aware of student diversity, specifically in the following two points:

1. **Students Assets:**
   Strengthen students’ assets when facilitating learning in the classroom.

2. **Students Needs:**
   Teachers need to become aware of their students’ need in order to help them to overcome what could hinder their learning and engagement in the classroom.
## Starting Point for Differentiated Instruction

<table>
<thead>
<tr>
<th>Students’ strengths to facilitate learning</th>
<th>Challenges that can hinder learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>different interests</td>
<td>missing certain phonemic awareness skills</td>
</tr>
<tr>
<td>various perspectives</td>
<td>reading and writing challenges</td>
</tr>
<tr>
<td>communication skills: drawing, semiotic symbols, bi/multilingualism, building, writing, acting, drama, and storytelling</td>
<td>missing sequential thinking skills for writing, reading or math</td>
</tr>
<tr>
<td>logical thinking and creative thinking</td>
<td>misconception in certain science and math concepts</td>
</tr>
<tr>
<td>spatial and geographic skills</td>
<td>unawareness of cultural and identity differences (interpersonal skills)</td>
</tr>
<tr>
<td>organization and management skills</td>
<td>unfamiliar vocabulary words</td>
</tr>
<tr>
<td>leadership skills</td>
<td>missing prior knowledge</td>
</tr>
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</table>
Types of Assessments

- Pre-assessment (Diagnostic Assessment)
- Formative Assessment
- Summative Assessment
- Post Assessment

Implement your differentiation

Submit annual assessment report
Review and select outcome(s) to assess
Implement action plan to improve student learning
Apply rubric to authentic student work

ANALYZE

ASSESS

PLAN

ACT

Improve Student Learning

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CENTER FOR PROFESSIONAL LEARNING
Pre-Assessment (Diagnostic Assessment)

Mathematics: Algebra and Functions – Sorting and Classifying
Cut out the ladybugs (and leaf) from Student Form B. Show the student ten ladybugs. Put all of the shaded ladybugs in one group and the non-shaded bugs in another.

Say: How many groups of ladybugs did I make? (2) 0 2
Say: Look at the groups of ladybugs. How did I decide which ladybugs to put in each group? (e.g., They are the same color.) 0 2
Say: Sort the ladybugs into groups by the number of spots they have. 0 2
Say: Now sort the ladybugs into groups in another way. 0 2
Say: How did you decide which ladybugs to put in each group? (e.g., big ladybugs/little ladybugs) 0 2
Exploring Assessments

Explore the assessments provided. Then, choose one or more subjects to explore their assessment tools, and answer the following questions:

<table>
<thead>
<tr>
<th>Mandatory Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What skills do this/these assessments tackle?</td>
<td></td>
</tr>
<tr>
<td>2. Each tool you are exploring was designed to fit its own context.</td>
<td></td>
</tr>
<tr>
<td>How are these assessment tools employing differentiation?</td>
<td></td>
</tr>
</tbody>
</table>

Exploring Assessments

Now, for the same assessments you explored, choose one of the following two questions and answer the question.

<table>
<thead>
<tr>
<th>Choose one from these two optional questions to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Did you ever engage in designing assessment tools? How did you make use of differentiation in your assessment tools?</td>
</tr>
<tr>
<td>4. Would you use this/these assessments in your context? What would need to be modified in order to serve your context?</td>
</tr>
</tbody>
</table>
Assessment Types

**Summative**
- No feedback in class
- Tests for material learned in a specified time
- Example: final exam at the end of the term

**Formative**
- Given during the course
- Example: classroom tasks

**Informal**
- Feedback after assessment to modify learning process
- Example: games

**Formal**
- Given during the course
- Example: classroom tasks

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Periodic formal or informal assessment that gathers information on student progress
### Differentiation in Assessment

The following are some examples of ways in which teachers can diversify assessments in displacement contexts:

<table>
<thead>
<tr>
<th><strong>Different Modes</strong></th>
<th>Allows some students to answer questions orally, rather than in written form, if they are learning a new language. You could even ask them to draw or otherwise model an idea or concept. Or, you could scaffold an activity in difficulty.</th>
</tr>
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<tbody>
<tr>
<td><strong>Resource Use</strong></td>
<td>Consider being creative with the resources in your environment. Can you invite students to use something in an unconventional way? Can you repurpose things to hold more meaning?</td>
</tr>
<tr>
<td><strong>Grouping</strong></td>
<td>Use group assessments in which students share resources (books, papers, other supplies) as one way to work around limitations with tools. This is especially helpful if you have a very large class and will not have time to review 100 responses.</td>
</tr>
</tbody>
</table>
Important Factors for Assessment

1. Consider the critical role of mental and emotional health. Learning, including assessment of learning, will be limited if students feel unsafe, threatened or anxious. What can you do to check in with the emotional well-being of your students?

2. Recognize that pre-assessments for students with limited to no formal education will likely look different. Start a conversation with this student to get a sense of their educational background. Use gestures and drawing or set up a hands on experiment or activity, for inclusivity in communication.
Assess with social needs in mind.

Can your assessments include a social component? How can the assessments build student confidence or help them better interact with their peers and their environment?

Have a colleague observe your class.

This is especially helpful for noticing things that one might miss in the busy day-to-day. Someone new to your class may note some things that you can change in your classroom or approach to make it more amenable for learning and assessment.
Important Factors for Assessment

5.

Be inclusive and consider the resource limitations that students and families may be facing as you plan for various assessments or activities.

Not all families can afford to purchase supplies

Supplies are needed for art classes and other class-related activities

Look for home accessible alternatives
Important Factors for Assessment

6. Think outside of the box when it comes to time and money. These are just some ways to be creative:

- Physical space of your classroom
- Modification of learning into a game
- Leadership role assignment
- Formation / pairing of groups
- Creation of reward systems
Important Factors for Assessment

7. Engage students with the outside world, either by leaving your classroom or bringing the outside world to you.

8. Formative assessments as exit tickets (very short assessment to check for comprehension or gather reflection after a lesson) can be a powerful tool to monitor your class and the learners who need extra support.
Important Factors for Assessment

9. Use many modalities to assess. Students can perform role plays, respond to problem-based scenarios, participate in debate, create models, run experiments. Assessments do not need to be only text (reading and writing) in format.

10. Assessments do not need to be lengthy to be effective. Take a look at this simple math assessment. The statements are simple and can be reviewed quickly by the instructor to get a sense of what learners do or do not know.
Mental break!

Catch the bottle challenge

1) Ask participants to sit facing each other in pairs.
2) Place a water bottle between them.
3) The instructor instructs participants to place their hands on different body parts.
4) The instructor suddenly asks the participants to touch the water bottle.
5) The first two participants that complete step 4 stay in the game. The rest are eliminated.
6) Repeat steps 1-5 until you get a winner.
What is Differentiated Instruction

Part 1: Definition and elements of differentiation
Differentiated instruction is a continuous decision making process; where teachers listen and look for academic diversity that will either strengthen or hinder effective learning and then tailor instruction to ensure clarity, access, rigor, and relevance to all learners. When teachers differentiate instruction, the classroom culture supports student feelings of autonomy, belonging, competence, and meaning in their learning. The decision-making process and implementation of differentiated instruction is supported and sustained through the process of self-regulation.

Bondie, 2016
Instructional Components of Differentiated Instruction

Teachers can differentiate

- CONTENT
- PROCESS
- PRODUCT
- LEARNING ENVIRONMENT

according to

- Readiness
- Interests
- Learning Profile

through a range of instructional and management strategies
What is Differentiated Instruction

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

Four ways to differentiate instruction

1. Content
   - Language teacher introduces new vocabulary words to learners
   - Science teacher instructs students on boiling of different substances
   - Language Arts teacher selects several examples of texts that show a writer’s point of view

2. Process
   - Provide visuals along with textbook descriptions
   - Give students the opportunity to complete interactive assignments online
   - In lessons that lend to hands-on learning, such as science, allow students to do a task or experiment instead of just reading about it
What is Differentiated Instruction

Differentiated instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

Four ways to differentiate instruction

3. Product
All students read the same text and have the option of:

• Writing a book report
• Creating a graphic organizer of the story
• Build a diorama illustrating the story

4. Environment

1+1=
- Break some students into reading groups to discuss the assignment
- Allow students to read individually if preferred
- Create a quiet spaces where there are no distractions
## Elements of Differentiated Instruction

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<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Environment</th>
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</table>
Group Discussion
(15 minutes)
Mental break!

Guess the Item!

1) The instructor will have a box full of items from the surroundings.
2) Each participant will choose an item from the box to keep it.
3) In pairs, each participant will have to guess their partner's item with their eyes closed. They need to use their other senses.

Once the first participant is done, they alternate with their partner.
What is Differentiated Instruction

Part 2: Ways differentiation
All Learners Every Day - A Framework for Differentiated Instruction

1. **Multiple Pathways**
2. **Structured Choice**
3. **Targeted Practice/Review**

<table>
<thead>
<tr>
<th>I can ...</th>
<th>Goal 1</th>
<th>Goal 2</th>
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<tr>
<td>Evidence</td>
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## All Learners Every Day

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</table>
Purposeful Grouping

- Instructional Purposes
- Pre-assessment Data
- Ongoing Assessment
Pattern of Purposeful Grouping

- Reading Level
- Communication Method
- Social Group
- Previous background knowledge
- First language
- New language development level
- Interests
- Preferred group role
- Production role
- Gender

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Tools for Differentiated Instruction

What tools can I use?
Building from Assets

Describe the objectives for the unit of study, including the fundamental concepts, information, and abilities that students will acquire.

Generate new learning from a foundation of student strengths and teacher and student excitement for the unit's objectives.
Building from Assets

Take into account how the unit’s objectives relate to students' daily lives and the relevance of this subject to the present and the future.

Define the hardest element of the unit's learning for the students.
Building from Assets

- Objective
- Students’ Assets
- Teacher Assets
- Common Assets
- Context
- Challenges
- Needs
Gardner’s Entry Point Approach

- Narrative
- Logical
- Quantitative
- Foundational
- Aesthetic

Experiential and Social
Gardner’s Entry Point Approach

A topic can be accessed using a **story or narrative** that is relevant to the notion utilizing the narrative entry point.

The **quantitative entry point** uses numerical techniques and concepts to comprehend the subject.

- Ex: the development of the light bulb or the first measurement of the speed of light.
- Ex: measuring the brightness of light.
The **foundational entry point** uses a more philosophical approach to engage students.

Deductive thinking and an if/then viewpoint are encouraged by the **logical entrance point**.

**Ex:** Ask if (1) electric light improves people's lives? (2) Why are symbols of light utilized in so many different religions? (3) Without light, is life even possible?

**Ex:** Comparing the reflective indices of different materials.
Gardner’s Entry Point Approach

The **experiential entrance point** encourages a conceptual approach through practical studies. Via a **social encounter**, the social entry point provides access to a topic.

- Ex: finding a method to bend light; separating the different wavelengths of light using a prism; examining the dilation of the pupil when light levels change

The emphasis of the **aesthetic entrance point** is on appreciating the qualities of the subject through aesthetics, shapes, and connections.

- Ex: reflecting on ways different colored lighting affects how audiences respond to dramatic scenes; experimenting with polar filters to make a work of art.
Gardner’s Entry Point Approach

- **What is the ______ story?** (Narrative)
- **How can I quantify or assess the components of this or its effects?** (Quantitative)
- **What does this bring to mind? What else does this resemble? Why is this crucial? Who would be interested in this in the present or the future?** (Foundational)
- **Draw, talk, move, create, or write about something to demonstrate your understanding of this subject.** (Experiential)
- **What may happen if ___ changed?**
- **What does this have in common with?** (Logical)
- **How was this assembled? Why are the pieces in this particular order and what do they do?** (Aesthetic)
- **With whom may I speak to find out more about this subject?** (Collaborative)
### All Learners Every Day

<table>
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</table>
Mental break!

“Snowball” Fight:

For this activity, follow the following steps:

1. Get a piece of white paper and express an asset you have. This could be through drawing/writing or any other form of expression.
2. Crumple the paper into a ball (snowball).
3. Stand up, and along with your classmates, throw the balls around for 30 seconds. Then, STOP!
4. Pick up the closest one to you, read it and then take turns guessing to whom the papers belong.
Differentiated Instruction in Classrooms

Classroom activities and lesson plans
Math Lesson Plan
Explore Lesson Plans

The following activity will be done in groups of four.

1. Explore the following lesson plan templates
2. Choose one lesson plan template and a subject
3. Write a draft lesson plan using the template chosen
4. Share the lesson plan draft with the other participants
Scenario 1: Imagine that you are teaching a geography lesson and in the lesson, you must show your students the locations of the biggest cities within your country. You do not have a projector and all you have are 5 paper maps that students must share amongst themselves in groups during the lesson as they follow along. An additional challenge you face is that one of your students in your already large class has a vision impairment. This student cannot see fine details and cannot read the small text on a map. What do you do to involve this student in your lesson?
Scenario 2: You have decided to make two different assessments for students to complete after their current unit of study. Students can choose to take a traditional exam, or they can deliver a presentation in front of the class on the topic of study under your guidance. However, your administration has said that this is unacceptable. Since all students take written standardized government exams every three years, a presentation on the unit of study is taking away the opportunity to practice test-taking. What do you do?
Mental break!

"Square" breathing:

I will accompany you, counting for you.

1. Sit or stand in a comfortable position.
2. Inhale through your nose for 4 seconds.
3. Hold your breath for 4 seconds.
4. Exhale through the mouth for 4 seconds.
5. Keep your lungs empty for 4 seconds.

Repeat four times.

Share how you feel after the fourth breath.
## Differentiation Dos and Don’ts

<table>
<thead>
<tr>
<th>Dos</th>
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<tbody>
<tr>
<td>Chunk material and/or text to make it more manageable</td>
</tr>
<tr>
<td>Sparingly pre-teach vocabulary if students are unlikely to figure out the meaning in context</td>
</tr>
<tr>
<td>Provide word banks for written responses</td>
</tr>
<tr>
<td>Use visual prompts</td>
</tr>
<tr>
<td>Provide sentence frame(s) for conversation</td>
</tr>
<tr>
<td>Allow students the opportunity to reflect on what is and what is not working for them in terms of instruction</td>
</tr>
<tr>
<td>Group students strategically; consider progress on assessments when grouping students</td>
</tr>
<tr>
<td>Don’ts</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Change the material/text to something less challenging</td>
</tr>
<tr>
<td>Pre-teach too much of the vocabulary if the students can grapple with</td>
</tr>
<tr>
<td>it productively and figure out the meaning in context</td>
</tr>
<tr>
<td>Tell students the answer(s) without giving them the opportunity to</td>
</tr>
<tr>
<td>come about it themselves</td>
</tr>
<tr>
<td>Talk to students without modelling or using visual prompts</td>
</tr>
<tr>
<td>Allow students to be silent or passive</td>
</tr>
<tr>
<td>Allow stronger students to do all or most of the work in a group</td>
</tr>
<tr>
<td>Create static groups that are not responsive to assessments of progress</td>
</tr>
</tbody>
</table>
Are Our Learning Objectives Achieved?

On a score of 1-10, how would you rate your mastery of today's objectives?

To what extent are you able to

1. Define the term differentiated instruction
2. Describe what differentiated instruction is in displacement contexts
3. Explain why differentiated instruction is important
4. Identify ways differentiated instruction can be applied in the classroom
5. Identify ways assessment can guide differentiated instruction application and how assessments can be differentiated in displacement contexts
6. Explore tools that can support the application of differentiated instruction
7. Examine ways to apply differentiated instruction in a specific context

Do you have any suggestions for improvements?
Why Differentiated Instruction?

“Certain motivational states interfere with learning. Two adverse conditions are especially dangerous; anxiety and boredom. Anxiety occurs primarily when teachers expect too much from students, boredom occurs when teachers expect too little. When curricula expectations are out of sync with students’ abilities, not only does motivation decrease, but also achievement.”

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Exploring the “My Learning Chart”

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Bondie, 2016. How to manage differentiated Instruction

Thank you for your participation!

Send your questions and remarks to clipmail@ceinternational1892.org