

OSSTF/FEESO

Differentiated Instruction: An Annotated Bibliography

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“The mission of the Educational Services Committee is to foster and promote the professional growth of OSSTF/FEESO members in order to enhance the quality of education in Ontario by investigating and researching educational issues and providing direction, information, skills and

Differentiated Assessment Strategies One Tool Doesn't Fit All.

Chapman, C. & King, R. (2005). Thousand Oaks, CA: Corwin Press

This book provides teachers with a variety of tools and strategies which; access individual student needs, and allow teachers to plan and tailor their assessments to meet these needs. Teachers are encouraged to implement these varied strategies to collect data on their learners before, during and after instruction. Individual chapters focus on: a description of recent brain research that indicates students will remember more during authentic, real life experiences; a description of how teachers can create an engaging and nurturing learning environment; a variety of tools to identify learners strengths, abilities and learning modalities; and, a variety of tools and strategies which may be implemented to assess students before, during and after learning. The final chapter introduces an implementation plan template

Well written and easy to read, this book provides a plethora of strategies and tools which may be used by a variety of teachers. The strategies are clearly defined and described. These tools may be modified to a variety of subject areas. This book would be an excellent resource for an inexperienced teacher.

Many of the tools and strategies are more suitable for elementary, intermediate or special needs students. Many of the tools would require a significant amount of time for data-gathering and analysis, thereby reducing the amount of time for instruction. The authors continually emphasize the importance of personalized assessments which are tailored to the specific needs of each individual learner. This type of personalized assessment would certainly become a serious workload issue.

Checking for Understanding – Formative Assessment Techniques for Your Classroom

Fisher, D. & Frey, N. (2007). Alexandria, VA: Association for Supervision and Curriculum Development.

The book focuses on formative assessment techniques. The first chapter explains why formative assessment is necessary, what formative assessment is, and what formative assessment is not. Subsequent chapters focus on how to use oral language, questions, writing, projects and

performances, and tests to check for understanding. Oral language strategies include accountable talk, noticing nonverbal cues, value lineups, retellings, think-pair-share, misconception analysis, and the whip around. Questioning makes use of the QUILT framework, provides a good discussion on how to develop authentic questions and introduces the response card and hand signal strategies. Writing strategies include interactive writing, read-write-pair-share, summary writing, and RAFT. Scaffolding and effective techniques for developing projects and performances is discussed at length in the 5th chapter. The 6th chapter consists of sample test questions and discusses the merits and development of different types of questions (e.g. multiple-choice, essay, short-answer, and dichotomous). The final chapter explains the importance of common assessments and consensus and provides some details on how to score (mark) assessments.

A well-organized book, this is an easy read. The samples and templates can be used for any subject. Although the authors are American, the terminology and content fits meshes with what we are doing in Ontario.

Many of the samples are from the elementary panel with a few history, science and English samples from the secondary panel.

Start Where They Are. Differentiating for Success with the Young Adolescent.

Hume, K. (2008). Toronto, ON: Pearson Education Canada.

This is a great book for the beginner who knows nothing about DI. Hume explains the what, why and how of DI and also provides many different activities for the reader to try in their classroom. There are chapters addressing the learning characteristics of young adolescents, learning styles and multiple intelligences. The book is easy to read, with many pictures, comics and quotes throughout. At the beginning of every chapter there is a quiz or reflection time for the reader and you are directed to specific pages in the book for more information. The book has an accompanying CD with 70 black-line masters and editable black-line masters.

Although chapter 9 provides many resources to help implement DI, such as Venn Diagrams, ABC chart, Metaphor Bingo, the reader needs to use the accompanying CD to fully understand the resource. There are some resources where not enough information is provided for a beginner to be able to adapt the resource to their subject area.

Classroom Instruction that works; Research-Based Strategies for Increasing Student Achievement

Marzano, R. J., Pickering, D. J. & Pollack, J. E. (2001). Alexandria, VA: Association for Supervision and Curriculum Development.

Through research, these authors have identified nine instructional strategies that can have a powerful effect on student achievement. These research-based strategies include: 1) Identifying Similarities and Differences; 2) Summarizing and Note Taking; 3) Reinforcing Effort and Providing Recognition; 4) Homework and Practice; 5) Nonlinguistic Representations; 6) Cooperative Learning; 7) Setting Objectives and Providing Feedback; 8) Generating and Testing Hypotheses; and 9) Cues, Questions, and Advance Organizers. Each chapter begins with a presentation of the research, then provides some generalizations about the classroom strategies and wraps up with explicit examples of use of the strategies.

Strengths include the books use of scaffolding, explicit instruction to show the reader how to employ the strategies in an effective manner. The book provides clear examples. It will change the way you teach.

This is a research-based book and hence the focus is on the results and use of the research.

Differentiating the High School Classroom – Solution Strategies for 18 Common Obstacles.

Nunley, Kathie F. (2006). Thousand Oaks, CA: Corwin Press.

This book addresses many of the issues that cause apprehension and hesitation in educators when they begin to consider how to differentiate their classroom. The author addresses concerns such as: moving out of personal comfort zones, ensuring curriculum content is covered, grading various types of assignments, maintaining control of the classroom environment, measuring student learning styles, workload issues, funding issues, locating supports for implementation, and parental expectations. The issue is clearly described and an example is provided, then the author provides solution strategies to overcome these obstacles and offers practice assignments for educators to complete. Finally, the author lists numerous resources under a variety of content areas as suggestions for further reading. Content areas include: layered curriculum, neuroscience, inclusion, control theory, pedagogical theory, and classroom leadership.

This book is well-written and easy to read. As a high school teacher herself, Kathy Nunley realizes the struggles and boundaries of the typical teacher. She is sympathetic to teachers and offers realistic solutions to overcome these daily barriers. This is a very persuasive text causing even seasoned teachers to reflect upon their teaching styles and consider how they are meeting the needs of their diverse learners.

The focus of this text is to communicate the philosophy of differentiated instruction and why differentiating your classroom is a critical step in meeting the needs of today's learners. As a result, there are few strategies that are shared with the reader. Educators who wish to pursue differentiation will need to explore other resources to obtain a greater diversity of useful strategies.

Teaching Every Student in the Digital Age. Universal Design for Learning.

Rose, D. & Meyer, A. (2002). Alexandria, VA: Association for Supervision and Curriculum Development.

This book was a result of over 15 years of research and development by the Center for Applied Special Technology (CAST). It gives a detailed explanation of UDL and numerous examples for classroom use. It has a chapter on what brain research tells us about learner differences and how we process sound. *Teaching Every Student* outlines potential barriers to learning that students may encounter and practical strategies to eliminate the barriers. The online version provides many helpful videos, animations and links (over 130 references and over 20 online resources).

Focuses on digital ways to incorporate UDL, some of the suggested technologies might not be available in the school. At times the online version is a bit too confusing or a bit too easy to stray because there is a link for every new vocabulary word.

Tools for High-Quality Differentiated Instruction

Strickland, C. A. (2007). Alexandria, VA: Association for Supervision and Curriculum Development.

Provides an overview of what DI is and is not and provides an explanation of the key principles of high-quality differentiation. Subsequent materials focus on strategies to set the tone of the classroom, how to ensure good curriculum, and how to practice ongoing assessment. This chapter provides detailed examples for conducting pre-assessments of interest, readiness, and learning profiles and provides valuable resources for conducting both formative and summative assessments.

The author is a noted expert in this subject and has authored a number of books. Includes two excellent summary charts for the educator just learning about DI. The first chart explains the about differentiating based on content, process, and product, while the second chart explains how DI is varied according to interest, learning profiles, and readiness. Many great samples and templates for both elementary and secondary educators are provided. For some strategies, lesson plans have been fully developed and provided as samples.

Exploring Differentiated Instruction

Strickland, C. (2009). Alexandria, VA: Association for Supervision and Curriculum Development.

This workbook/guide is aimed at teachers and administrators who want to create a professional learning community (PLC) to support their understanding and implementation of differentiated instruction in the classroom or school at large.

This guide contains everything educators need to organize and run PLC, including sample agendas, schedules and background reading for each of the ten sessions, it outlines in the book.

These sessions include the following topics:

- 1) Defining Differentiation
- 2) Routines that support Differentiated Instruction
- 3) High Quality Curriculum as the Basis for Differentiated Instruction
- 4) The Role of Pre-Assessment
- 5) Using Pre-Assessment Results to Differentiate Instruction
- 6) Formative Assessment in the Differentiated Classroom
- 7) Designing Respectful Differentiation
- 8) Strategies for Differentiated Instruction
- 9) Assessing Differentiated Tasks
- 10) Flexible Grouping

The guide also contains rubrics for evaluation of the process and implementation as well as core readings for each of the sessions. Sample templates for use in implementation are provided.

Cindy Strickland has been a teacher for 25 years, working with students from kindergarten to the Masters level. As a member of ASCD's Differentiated Instruction Cadre, Strickland works closely with Carol Anne Tomlinson and has co-authored several books and articles with her. In the past eight years her consulting work has taken her to forty-six states, five provinces, and three continents, where she has conducted workshops on topics relating to differentiation, the Parallel

Curriculum Model and gifted education. This particular workbook is a hands-on guide for educators starting to work with PLC's and DI. It is a workbook and practical tool to initiate the process. It also contains references and ASCD resources as part of the bibliography.

This “workbook” is exactly that; a practical tool to use in implementing PLC's and DI in the educational arena. It does not offer philosophical or contextual background in any depth.

Differentiation in Practice. A Resource Guide for Differentiating Curriculum. Grades 9 – 12.

Tomlinson, C. & Strickland, C. (2005). Alexandria, VA: Association for Supervision and Curriculum Development.

This book provides detailed unit plans, assignments and rubrics for high school: English, art, mathematics, history, science and world language courses. There are many good examples of differentiated activities. There is teacher commentary throughout, describing places where students might get stuck or places for enrichment activities.

Also, there is a detailed extended glossary and three pages of references.

This book provides a very brief discussion on differentiated instruction. It is recommended to have a general understanding of DI before reading.

At times the unit plans can be a bit overwhelming. For instance the math unit on vectors has the students making and flying paper airplanes, then flying the airplanes when there is wind (a fan) in the classroom. Students also complete a marble and straw activity, watch videos of people paddling against the current, do an assignment on the web, play a vector board game and do a tiered activity on vectors. If I were the teacher trying to replicate the unit, I would be exhausted trying to produce all of the activities.

How to Differentiate Instruction in Mixed-Ability Classrooms 2nd Edition

Tomlinson, C.A. (2001). Alexandria, VA: Association for Supervision and Curriculum Development.

To begin, readers are provided with an explanation of what DI is (e.g. proactive, qualitative, rooted in assessment, providing multiple approaches to content, process, and product, student centered, a blend of whole-class, group, and individual instruction, and organic), and what it isn't. Subsequent material focuses on understanding what a mixed ability classroom is, what the role of the teacher is in setting up a differentiated classroom. Strategies for setting up the learning environment, for managing a DI classroom and for preparing students and parents for the DI classroom are also provided. The final six chapters provide specific strategies for differentiating by readiness, by interest, and by learning profiles and then differentiating by content, by process, and by product.

The author is a noted expert in this subject and has authored a number of books. A short easy-to-read book that provides detailed examples on how to use the strategies. The Appendix consists of a chart detailing many of the common DI strategies. The name, description, rationale for use, and guidelines for use are provided for each strategy.

A great deal of theoretical information is mixed in with the strategies and so those who are familiar with DI may find this information tedious.

Differentiated Instruction Professional Learning Strategy Website
<http://www.edugains.ca/newsite/di2/index.html> Ontario Ministry of Education.

Part of the EduGains site, the DI website is a collection of resources designed to help an educator understand the concepts and terminology of DI as well as providing examples of materials developed by the government, and through special projects completed by educators. This site is comprised on links to DI Brochures, Educator Packages, DVD's and Facilitator Guides, Teaching/Learning Examples, Products from the DI Project Schools, Professional Learning Cycles, Professional Learning Modules, Administrator Learning Modules and a site hosted by Karen Hume.

The resources at this site are presented through a variety of text-based documents, brochures, DVDs and videos, electronic presentations, and student artifacts. The site is regularly updated. The side links organize the information by topic. This is a useful site for novices as well as experienced educators looking for ready-to-use examples.

It takes some effort to sort through all of the information to find what you want.