


Promoting effectiveness for all students in mixed ability and diverse classrooms through differentiated instruction

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What is differentiated Instruction in mixed ability and diverse classrooms?

Write down your own definition of what is differentiation?

Discuss your definition within your group and refine it to produce a definition by the whole group.



### Workshop Overview

**PART 1**

- What is Differentiated Instruction?
- Differentiation and historical thinking
- Planning for Differentiation


**PART 2**

- Hands on Workshop "The Ottoman period in Cyprus"

**PART 3**

- Main presuppositions of Differentiated Instruction in Mixed Ability Classrooms
- Useful Tips for differentiated Instruction

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### What is instruction

- What we really mean when we refer to teaching or instruction?

**Instruct (verb)**

- to **provide** or **supply** with knowledge, especially by a **systematic method**; teach; train; educate


*Does this definition provide a framework for contemporary classrooms ?*



### Instruction - teaching

#### How we perceive instruction in contemporary classrooms ?

- Instruction is not the transferring of knowledge
- Instruction must be seen as a **Dynamic Process – Constant Interaction of Students Knowledge and Material**
- **DIFFERENTIATION** is a Provision and Supply of a **framework** within which all students are able to work and learn



### Systematic Method Vs By chance

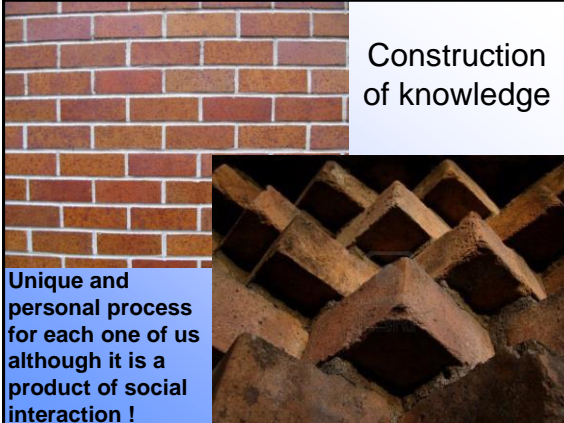
- Why am I here today ?
- What is my aim for today?
- What knowledge or competences do my "students" need to construct and develop further from today's session?

*I am working with educators and I want to discuss with them what is differentiation and how can we accommodate differentiation in history lesson, in order to promote the development of historical thinking !*

But ...  
I don't really know  
a lot about you all

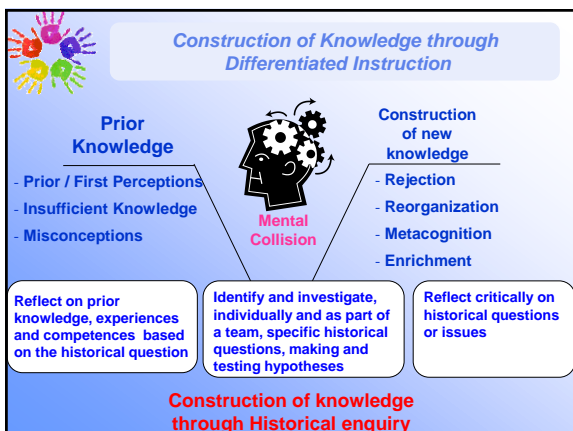



- Readiness level
- Experiences
- Cultural differences
- Differences in learning profile
- Differences in interests
- Social differences
- Personal characteristics – needs



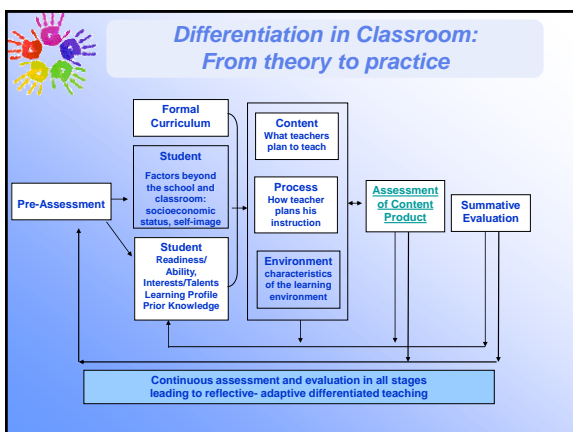

Construction  
of knowledge

Unique and  
personal process  
for each one of us  
although it is a  
product of social  
interaction !

**Historical enquiry & Differentiation**

- Pupils work with a range of historical sources, including textual, visual and oral sources, artifacts and the historic environment - evaluate the sources used in order to reach reasoned conclusions.
- By reading different kind of written resources
- By talking, discussing, debating
- By looking, observing, critically analysing
- By creating, producing different products


**PART B**

Hands on Workshop

**“The Ottoman period in Cyprus”**

*Learning to explore change, continuity and diversity*

*Association for historical Dialogue and research*




### Why is it hard to tell the story of the Ottoman in Cyprus?

*Lesson 1*

**What kinds of stories can we tell about the Ottoman Cyprus?**

- Students' existing understanding of the Ottoman period
- Students recall and consolidate that familiar knowledge and then think about the many other ways in which it might be possible to construct and convey knowledge of the period.
- Students built a "story" of the period based on the recourses studied

**NOT A SINGLE STORY**



### Activity 1



#### Who does this bag belong to ?

**Q:** Using this object, what could you say for **certain** about the person who owns this bag?

**Q:** Using this object what could you suggest **might** be true about the person who owns this bag?  
*"I can suggest that he/she ..."*



**Q:** What **can't** you tell about the person who owns this bag?

**Q:** Can you choose just one object to sum the person who owns this bag?

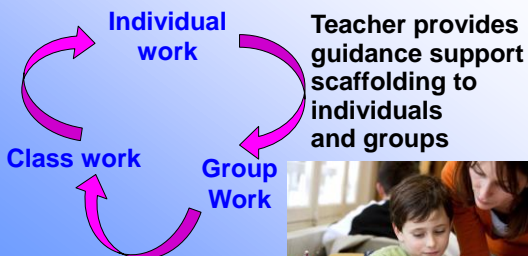



### GROUP WORK



- **Q:** Looking at all five objects together, what kinds of things is it possible to say about the person who owns this bag overall? What kind of person is he/she ?


### Reflection on Activity 1



Teacher provides guidance support scaffolding to individuals and groups


### Flexible Grouping



Occurs when there is a whole group assessment or instruction initially; and then the students are divided in order to **review, for re-teaching, for practice or enrichment.**

**Flexible grouping creates temporary groups for an hour, a day, a week, or a month or so.**


**Different grouping criteria**  
**Interests, readiness, learning profile etc**



### When does grouping facilitate instruction?


When it:

- allows both for quick mastery of information and ideas
- allows for additional exploration by students needing more time for mastery
- allows for both collaborative and independent work
- allows students to work with a wide variety of peers
- encourages teachers to "try out" students in a variety of work settings
- keeps students from being "pegged" as advanced or struggling



### Activity 2

- Study resource 1.1 p.14-15 work individually to fill in the gaps




### Differentiation of a given activity

#### Individual work level

- According to their **pace of work** or their **level of competences** limited the amount of work they have to do on this activity on the individual level

*Example*  
Fill in the gap of only two specific paragraphs

- Make simple sentences in order to show that you understand the words given **Create their own story**
- Create a story using words given in recourse **Diverse understanding**
- Create a cross word given words in recourse **Challenging work**
- Make a collage of pictures to present as many works as you can (you must be able to present your work) **Creative work**  
**In depth – open activities**



#### Group work level

- Presentation of individual work, exchange of ideas and reflection on their work. Fill in all the gaps within the group


#### Class work

- Reflection on results of group work (only if needed)– All students must be able to report the work of the group


**Curriculum compacting** for those students that complete their work before everybody else!

#### Social Construction of Knowledge

- Discussion
- Exchange of ideas and knowledge
- Development of social competences
- Opportunities for talented and students that are ahead of the majority of the classroom




## Curriculum Compacting



**A teaching strategy that “buys time” for acceleration and/or enrichment.**


**The goal is to modify or “streamline” curriculum to allow students to move at a quicker pace and then have time to pursue an alternate topic or go into greater depth in an area of study.**



### Activity 3

- **Student Resource 1.2.** - 6 Different recourses
- **Student Resource 1.3** – Table to fill in

**Study the recourses given and think about the kinds of issues that each of the sources might raise – political, social, economic, etc.**



### How can we accommodate differentiation with this activity?

- Individual work
- Choice of recourses (pictures, photos, articles, Inscription, official documents, letters, etc )
- Set criteria on how many and what kind of recourses students should work with


**Prior knowledge - competences**

**Learning profile**


**Interests**

**Competences**

**Knowledge**



- Individual work (a minimum number of resources for each student) ← **Students work at their own pace**
- Different products – outcomes by studying the resources ← **Learning profile**
- Group work with all of resources ← **Social construction of knowledge**



## Learning Contracts

“In essence, a learning contract is a **negotiated agreement** between teacher and students that gives students some freedom in acquiring skills and understanding that a teacher (students) deems important at a given time.”


Tomlinson



### Designing a Differentiated Learning Contract

1. **A Skills Component**
  - ↗ Focus is on skills-based tasks
  - ↗ Assignments are based on pre-assessment of students' readiness
  - ↗ Students work at their own level and pace
2. **A Content Component**
  - ↗ Focus is on applying, extending, or enriching key content (ideas, understandings)
  - ↗ Requires sense making and production
  - ↗ Assignment is based on readiness or interest
3. **A Time Line**
  - ↗ Teacher sets completion date and check-in requirements
  - ↗ Students select order of work (except for required meetings and homework)
4. **The Agreement**
  - ↗ The teacher agrees to let students have freedom to plan their time
  - ↗ Students agree to use the time responsibly
  - ↗ Guidelines for working are spelled out
  - ↗ Consequences for ineffective use of freedom are delineated
  - ↗ Signatures of the teacher, student and parent on the agreement


[Learning Contract 1 \(elementary\) Handout 3](#)



### Activity 4

Student Resource 3.3 p. 38  
Student Resource 3.4 p. 39

Now as experienced history teachers with knowledge of differentiated instruction can you think of some ways to differentiate Instruction using these resources



### Proposals for Differentiation on Activity 4

**Individual Work - Provide choices on how students' can work using the resources!**

- Work with activity as it is
- Choose at least three characters and try to identify the encounters that has to do with these characters
- Make a single sentences for every encounter using the characters below
- Create a graph to show encounters at least between three characters
- Make a graph to show how society was structured that period using the characters of these recourse
- Present a character from the resource provided based on evidence from the resource (use the words *might, probably, certain*, etc)


**Group the students according to their choice on how to work !**

- Presentation and reflection on individual work in the group
- Preparation of a presentation from the group
- Group chooses how to present their work

**Class Work**

- Presentation of the group work – Reflection on the big question !

**Why is it hard to tell the story of the Ottoman period in Cyprus ?**



### RAFT

**Role:**  
Who are you as the writer? Are you Chil Osman ? A Bishop ? A noble Cypriot ? The Sultan ?

**Audience:**  
To whom are you writing? Is your audience the Cypriot people? Readers of a newspaper?

**Format:**  
What form will the writing take? Is it a letter? A classified ad? A speech? A poem?

**Topic:**  
What's the subject or the point of this piece? Is it to persuade Osman to change the taxes ? To make accusations against Osman ? To pursuit Cypriots to take action against Osman ?

**RAFT**

In this RAFT, all students will have a Topic that focus on an event that took place in Cyprus in 1764, when some groups of Orthodox Cypriots and Muslim Cypriots, prelates and nobles, rose up against the governor Chil Osman. The Formats are meant to appeal to different learning styles .

Role	Audience	Format	Topic
Cypriot nobles	People gathered outside Chil Osmans' Aga Palace	Dramatic speech	Presenting the situation and what must be done about this
Archbishops	Grand Vezir	Letter	The problems Cypriots are facing because of Chil Osmans' actions
Chil Osman Agha	Archbishops, Turkish council	Role playing of the meeting of Chil Osman and the Archbishops	Confrontation of allegations by Chil Osman
The Sultan	To Chil Osman and Grand Vezir	Create a List	List of measures to be taken for the problem arose in Cyprus

### 3-2-1 Exit Card

Is way to assess student learning

- 3 things you learned today regarding the Ottoman period
- 2 ways you might like to continue studding the Ottoman period
- 1 question you still have about the Ottoman Period

[More Differentiation Strategies on Handout 3](#)

### Teacher's Role in Differentiated instruction

The role of teachers in differentiated teaching is **Vital - Difficult - Intensely differentiated**

Teacher doesn't have the "leading role" - "silently" in charge

Differentiation is what and how students work, something that is orchestrated with **mastery, knowledge, experience, interest** and **love** from each teacher for his students (Koutsilini, 2006)

The teacher is among the students that work individually or in groups, moving in the classroom **watching** and **supervising** on their work. Teachers become a **collaborator** and a **critical friend** in the process of constructing knowledge.

Success

what people think it looks like

Success

what it really looks like

### Characteristics and Presupposition of effective differentiation (1)

- Instruction planning
- Reduction of teachers talking time during teaching
- Personalize support to students
- Instruction hierarchical order of learning activities
- Maximization of students active participation in the learning process
- Variety of activities
- Continuous evaluation of students' achievement with a parallel evaluation of the effectiveness of learning process
- Reflective Thinking – Reflective Teaching


### Presuppositions of Differentiated Instruction in Mixed Ability Classrooms

**Reflective Thinking – Reflective Teaching**

- Teachers must be able to evaluate and reflect on their work.


**Teacher's Development through Differentiation**

- Teachers develop new teaching practises and strategies so that they can differentiate and adapt their teaching corresponding to the needs of his students
- Teachers repertory of instructive practices is enriched and perfected



### Characteristics and Presupposition of effective differentiation (2)



- Students work according to their personal pace
- Activities according to students' interests and their learning profile
- Differentiation must be brought into practice little by little
- **Slow and Solid Steps** (Wehrmann, 2000)
- **Three hierarchical steps of differentiated teaching** (Tomlinson, 2003)
  - Verify the **main ideas and dexterities** that all students must concord
  - **Pre Evaluate** student's prior knowledge/dexterities-state their educational needs
  - **Plan differentiated teaching** in a way that will connect students' prior knowledge and their dexterities with new knowledge and dexterities



### Tips for Implementing Differentiated Instruction: Your Classroom

- Start slowly.
- Organize your classroom space.
- Start with one or two strategies.
- Try it and be willing to alter and extend.

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“You miss 100% of the shots you never take.”  
*Wayne Gretzky*




**Remember !**

*One size doesn't fit all !*



Differentiation is not easy  
 but it is viable, possible and highly effective  
 if you pursue it !



### 3-2-1 Exit Card on Differentiation

- 3 things you learned regarding differentiation
- 2 ways you might start or continue using differentiation in your own classroom
- 1 question you still have regarding differentiation



**Thank you !**

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