

Differentiated Instruction in Displacement Contexts

Quality holistic learning for refugees and
displaced children



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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



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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.



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Introductory Activity 1

What do you see when you look at this image?



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Conclusion

Review of Key Points



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Introductory Activity 2



What comes to your mind when you see this picture?




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Activity 1: My Learning Chart



What I think I know about differentiated instruction	Questions that I have about differentiated instruction	How will I utilize the different strategies I learned about for differentiated instruction in my class
		<p data-bbox="1246 485 1535 649">You'll fill this at a later stage in the training</p>  An illustration showing a group of diverse people interacting with large puzzle pieces and gears. Some people are sitting at a table, while others are standing and talking. The scene is set against a light blue background with faint gear patterns.





Purpose & Background

Why Differentiated Instruction



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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.

Holistic Learning



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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



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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.



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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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Acknowledgements

- Alisa Vereshchagin, CPL Senior Project Associate
- Aziza Daoud Alsaghir, Translation Fellow in Lebanon
- Boubacar Mossi, Translation Fellow in Niger
- Farah Farroukh, QHL Project Fellow in Lebanon
- Fredrick Kihara Kariuki, QHL Project Fellow in Kenya ·
- Gladys Aliviza Mwigusi, QHL Senior Project Fellow and Consultant in Kenya
- Hadizatou Amou Ali, QHL Senior Project Fellow in Niger ·
- Jihad Khisania, QHL Senior Project Fellow in Lebanon
- Jihan Sondos, QHL Senior Project Fellow in Lebanon
- Joy Ngesa, QHL Project Fellow in Kenya
- Julie Kasper, CPL Director of Teacher Learning & Leadership
- Kadri Hima, QHL Senior Project Fellow in Niger ·
- Sara Kassab, CPL Project Consultant and QHL Project Senior Fellow in Lebanon
- Vianney Mpitabavuma, QHL Senior Project Fellow in Kenya ·
- William Kiarie Muchugia, QHL Senior Project Fellow in Kenya ·
- Yanal Moussa, QHL Senior Project Fellow in Lebanon



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Differentiated Instruction in Displacement Contexts

Introduction



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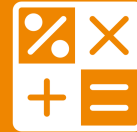
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Differentiation in Displacements Contexts

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.

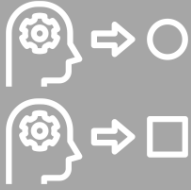


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Differentiation in Displacements Contexts



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



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Thoughts from Teachers from Around the World



“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.”

- QHL fellow from Lebanon

“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. ”

- QHL fellow from Lebanon

“From our discussions, I learned that apart from different questions and levels of consideration, ***using different learning materials and methods is differentiation as well.***”

- QHL fellow from Kenya



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Thoughts from Teachers from Around the World



“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



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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.



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The First Steps Towards Differentiated Instruction



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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?

الترجمة العربية

مضاعف الرقم 11 أكون
لست رقمًا فرديًا ولكني رقم زوجي كما ستري
أنا عدد مؤلف من رقمين
عندما تضرب ببعضها
إنهم يصنعون مكعبًا ومربعًا مني. من أنا؟



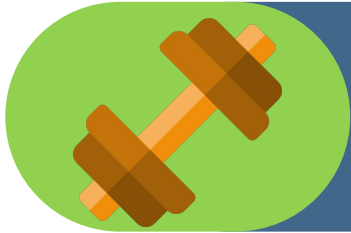
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Key Points for Differentiation

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.



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Starting Point for Differentiated Instruction

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



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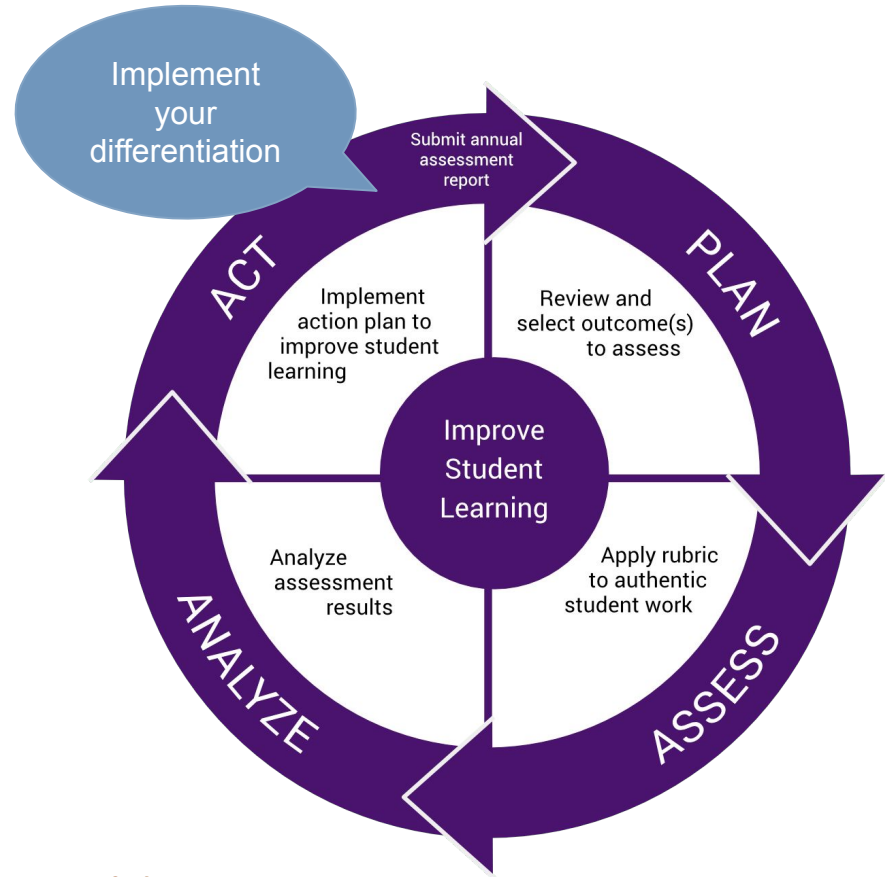
Types of Assessments

Pre-assessment
(Diagnostic
Assessment)

Formative
Assessment

Summative
Assessment

Post
Assessment



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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



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Exploring Assessments

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

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



Exploring Assessments

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

Choose one from these two optional questions to answer

3. Did you ever engage in designing assessment tools? How did you make use of differentiation in your assessment tools?

4. Would you use this/these assessments in your context? What would need to be modified in order to serve your context?

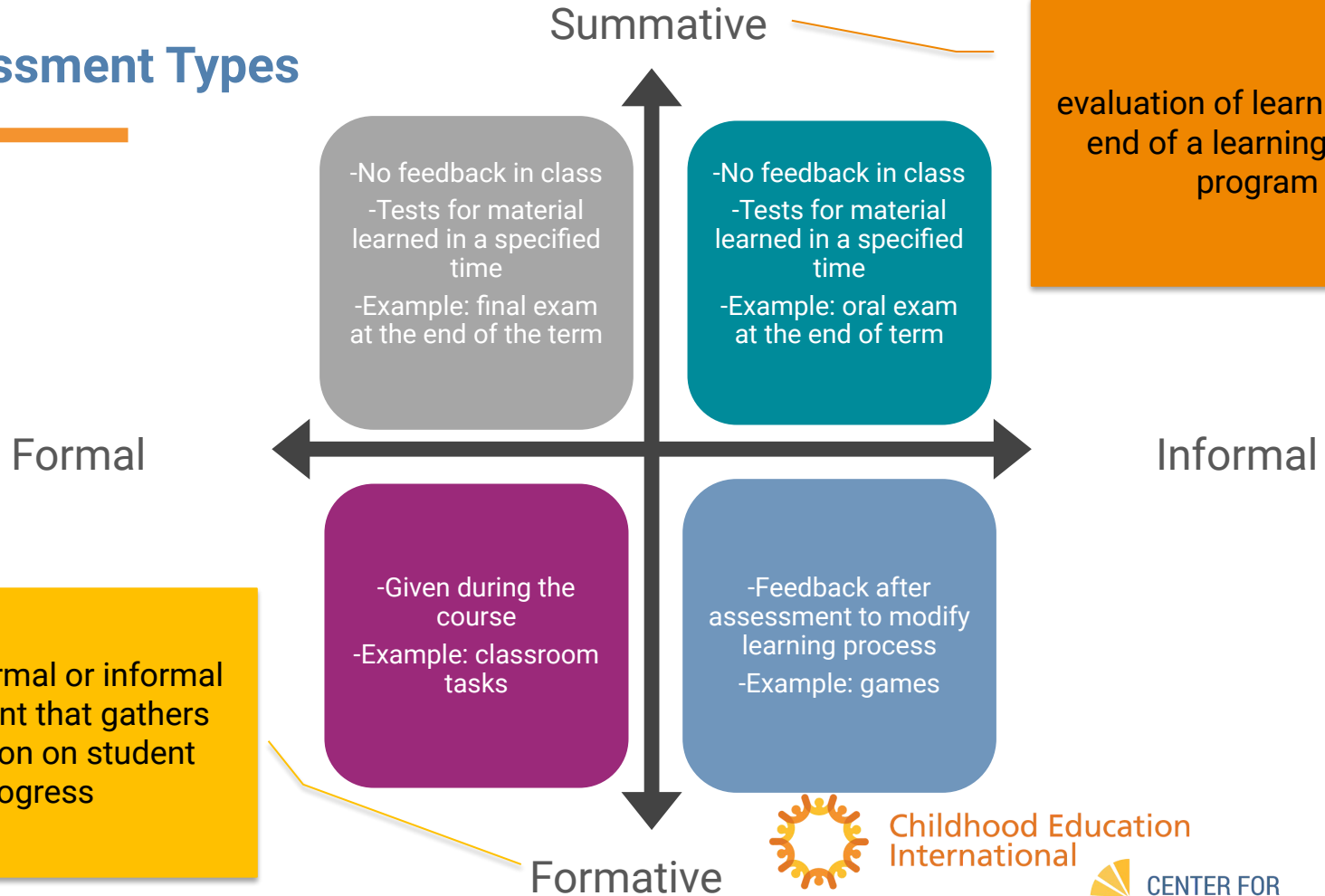


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Assessment Types



Differentiation in Assessment

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



Different Modes

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.



Resource Use

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?



Grouping

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.



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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.



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Important Factors for Assessment



3.

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?



4.

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.



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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



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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

formation /
pairing of
groups

leadership
role
assignment

modification
of learning
into a game

creation of
reward
systems



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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.



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Important Factors for Assessment



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.



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.



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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.



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What is Differentiated Instruction

Part 1: Definition and elements of differentiation



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What is Differentiated Instruction

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

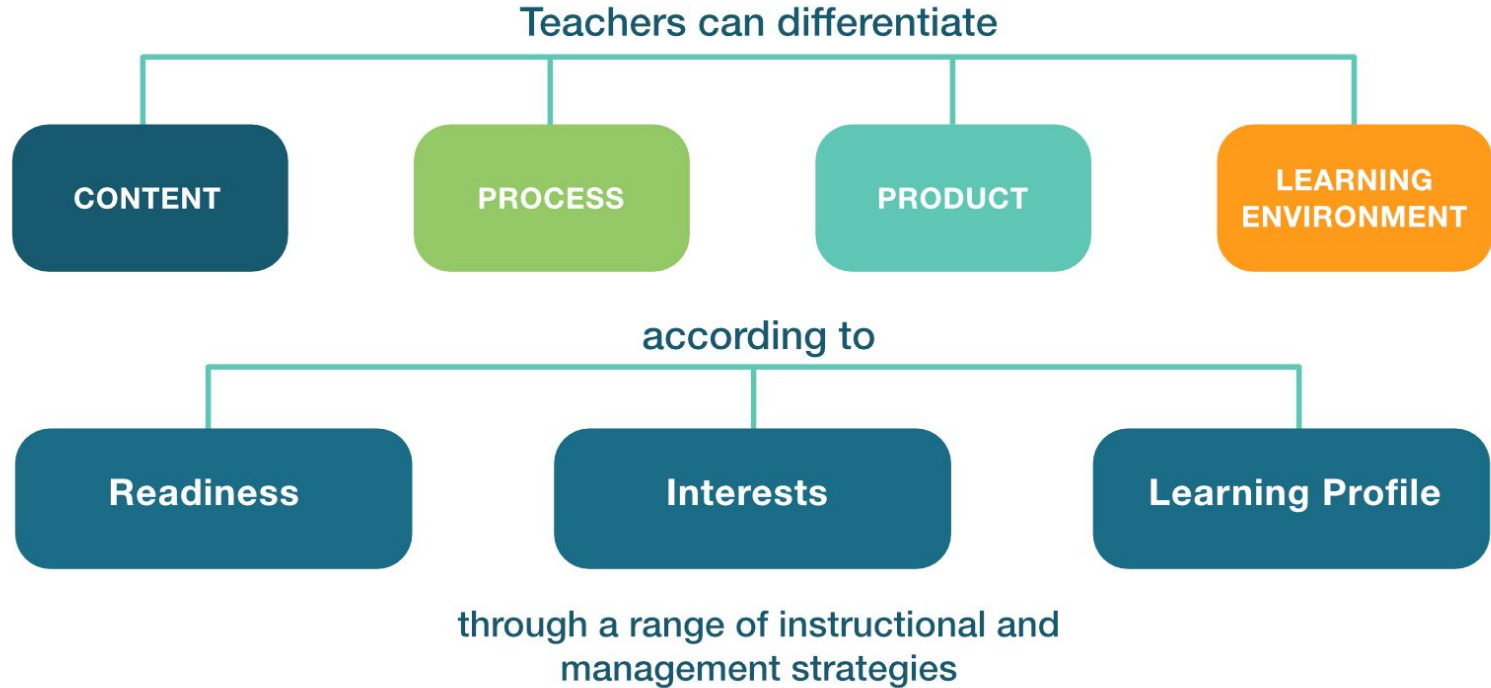


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Instructional Components of Differentiated Instruction



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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



image: Flaticon.com

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



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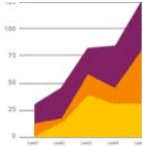


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What is Differentiated Instruction

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



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


$$1+1=$$

4. Environment

- 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



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Elements of Differentiated Instruction

Content	Process	Product	Environment





Group Discussion (15 minutes)



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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.



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What is Differentiated Instruction

Part 2: Ways differentiation



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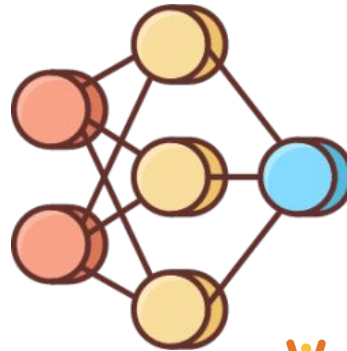
All Learners Every Day - A Framework for Differentiated Instruction

All Learners
Every Day

Multiple
Pathways

Structured
Choice

Targeted
Practice/Review



I can ...	Goal 1	Goal 2
Evidence		

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All Learners Every Day

Multiple Pathways	Structured Choice	Targeted Practice

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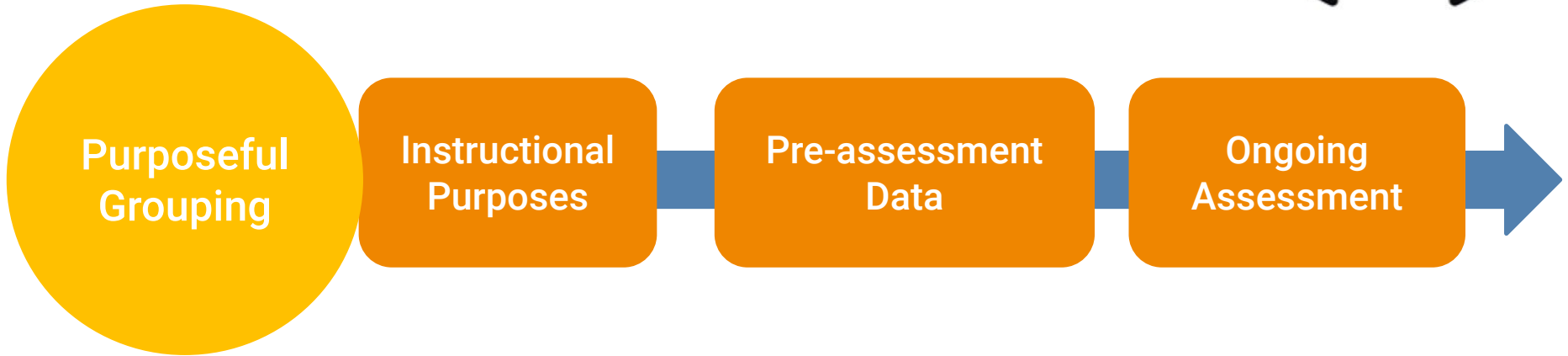


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Purposeful Grouping



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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?



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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.



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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.

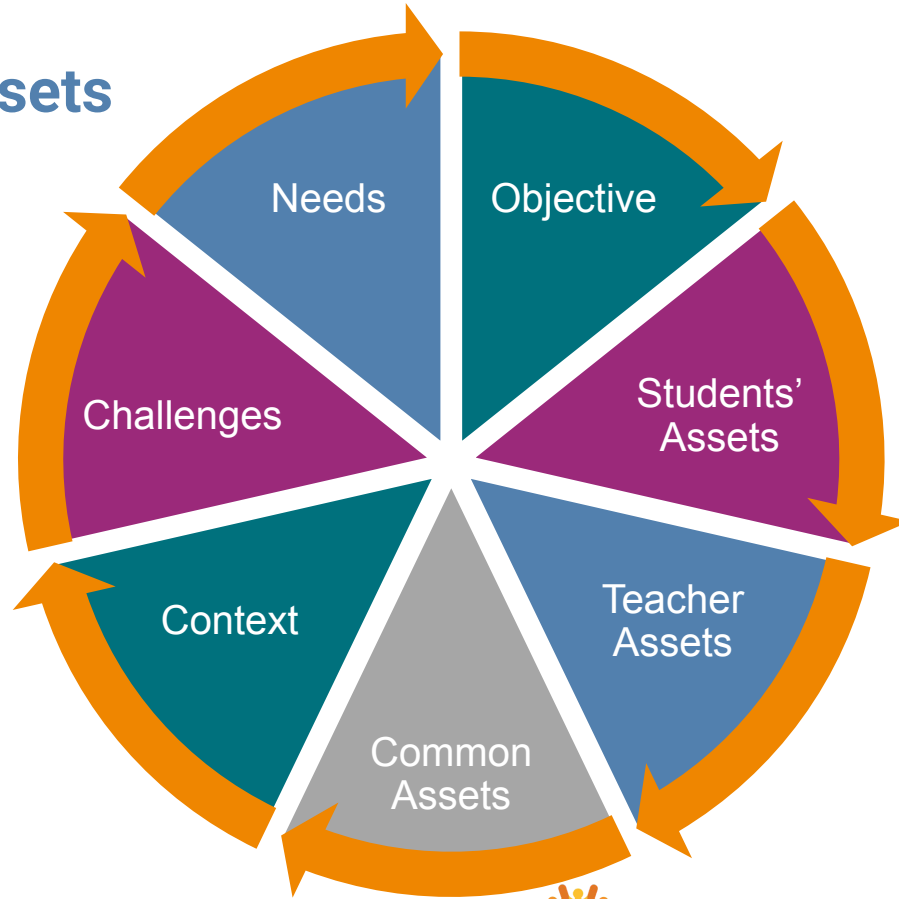


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Building from Assets



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Gardner's Entry Point Approach



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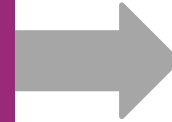


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Gardner's Entry Point Approach



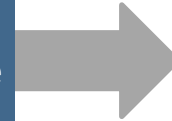
A topic can be accessed using a **story or narrative** that is relevant to the notion utilizing the narrative entry point.



Ex: the development of the light bulb or the first measurement of the speed of light.



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



Ex: measuring the brightness of light).



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Gardner's Entry Point Approach



The **foundational entry point** uses a more philosophical approach to engage students.



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?



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



Ex: Comparing the reflective indices of different materials



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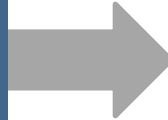


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Gardner's Entry Point Approach



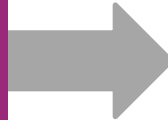
The **experiential entrance point** encourages a conceptual approach through practical studies. Via a **social encounter**, the social entry point provides access to a topic.



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.



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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)



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All Learners Every Day

Multiple Pathways	Structured Choice	Targeted Practice



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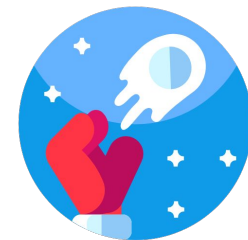
Mental break!



“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.



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Differentiated Instruction in Classrooms

Classroom activities and lesson plans



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English Lesson Plan



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Math Lesson Plan

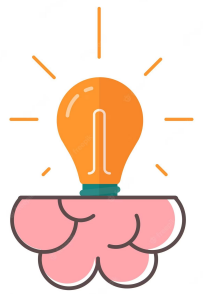


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Explore Lesson Plans



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



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Scenarios from Around the World in Displacement Contexts

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?



Scenarios from Around the World in Displacement Contexts

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!

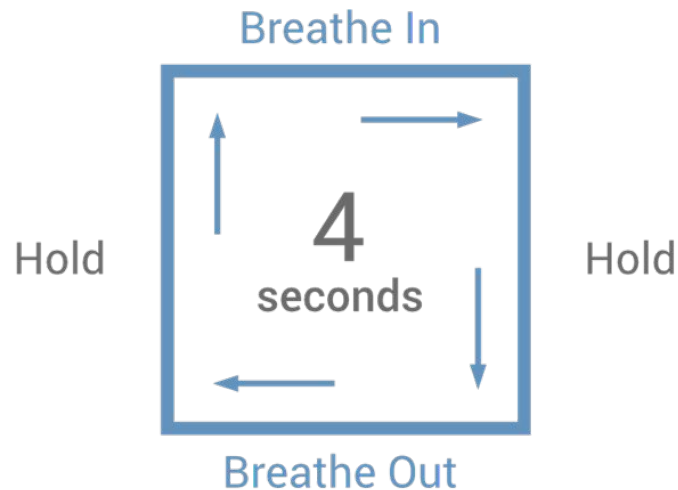
"Square" breathing:

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.



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Differentiation Dos and Don'ts

Dos

Chunk material and/or text to make it more manageable

Sparingly pre-teach vocabulary if students are unlikely to figure out the meaning in context

Provide word banks for written responses

Use visual prompts

Provide sentence frame(s) for conversation

Allow students the opportunity to reflect on what is and what is not working for them in terms of instruction

Group students strategically; consider progress on assessments when grouping students



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Differentiation Dos and Don'ts

Don'ts

Change the material/text to something less challenging

Pre-teach too much of the vocabulary if the students can grapple with it productively and figure out the meaning in context

Tell students the answer(s) without giving them the opportunity to come about it themselves

Talk to students without modelling or using visual prompts

Allow students to be silent or passive

Allow stronger students to do all or most of the work in a group

Create static groups that are not responsive to assessments of progress



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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?



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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




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Exploring the “My Learning Chart”

What I think I know about differentiated instruction	Questions that I have about differentiated instruction	How will I utilize the different strategies I learned about for differentiated instruction in my class
		



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Thank you for your participation!

Send your questions and remarks to
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