

# Differentiated Instruction Applied

Presented by Gayle Gregory, Cindy A. Strickland, Lin Kuzmich, and other experts  
*Leadership Edition*



This program includes the following PD 360 video segments:

- **Segment 1: Create a Climate for Differentiation**
- Segment 2: Provide Training and Leadership
- Segment 3: Offer Ongoing Support
- Segment 4: Examine Structures That Work

## About This Program

Educators have known for decades that children have various styles by which they learn. Those who have worked with children have observed that they are driven by variant interests. Furthermore, it is well understood that children enter the classroom with different levels of readiness impacted by family dynamics, socio-economic status, and factors such as race, culture, and gender. When mixed together in the same classroom, the teacher is faced with the daunting task of how to meet the learning needs of each student.

As a philosophy, differentiation meets this challenge, and as a practice—when started simply and strategically—it is proven to work in the classroom.

## Meet Our Presenters

Featured in these programs are outstanding teachers who plan and implement differentiation in their classrooms. Also included are school administrators who train and support differentiation. Internationally recognized experts, Gayle Gregory and Cindy A. Strickland, offer insight and reflection throughout the programs. From Burlington, Ontario, Ms. Gregory is a widely read author and consultant on differentiation and has taught in elementary, middle, and secondary schools. Ms. Strickland is a consultant and adjunct professor at the University of Virginia in Charlottesville. She works closely with Carol Ann Tomlinson as a researcher, teacher, trainer, and writer.

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# Create a Climate for Differentiation

## Segment 1

### Opening Activity:

Before viewing the video segment, discuss the following prompt with the whole learning group.

**What obstacles exist in the launching of differentiated instruction in the classroom?**

Write comments on the board to contrast with ideas after viewing the video segment.

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### Video Outline (6:25 in length)

- Differentiation will not take hold if leadership is not provided to direct implementation of the practice and its proven strategies.
- The climate for differentiation recognizes and nurtures the differences found in each learner, both student and adult.
- Safety must always undergird the climate shift in the differentiated classroom.
- *“The classroom has to be welcoming, safe. Kids have to feel that they can take a risk, that they can fail and it’s going to be okay, that growth will be rewarded and is expected. If that’s going to work for differentiation in the classroom, take that out a step and that is what’s going to have to happen in the school . . . The teachers have to feel safe to take a risk and try something new.”—Cindy A. Strickland*
- In a safe environment, teachers are open to new ideas that support differentiation.
- As schools nurture a culture of collaboration, they are progressing toward differentiation, but teachers must not be pressed to move faster than they are ready.
- A dialogue and understanding must first occur starting with, *“What is differentiation?”*
- It is essential to differentiate for adults, who are unique and individual learners, as well as students.
- Just as students do not like lectures or mandates, neither do adults.
- Practicing new learning helps students and adults internalize knowledge and skills.

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### Follow-Up Discussion:

Review the comments on the board from the opening discussion regarding the obstacles in launching differentiated instruction in the classroom. Ask participants to add comments that may be different following the viewing of the video segment. Note the contrasts, particularly as they relate to creating a nurturing and safe environment in which teachers can explore.

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### Reflection/Journal Writing:

Following the discussion, ask participants to record new learning and ideas in their journals. Encourage them to write down their thoughts about what is important in starting differentiation—climate, safety, collaboration, and differentiation for adults.

Where to go for more information on:

# Differentiated Instruction Applied

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### Publications available on this topic:

Gregory, Gayle H. *Differentiated Instructional Strategies in Practice: Training, Implementation, and Supervision*. Thousand Oaks, CA: Corwin Press. 2003.

Gregory, Gayle H. & Chapman, Carolyn. *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks, CA: Corwin Press. 2001.

Gregory, Gayle H. *Differentiating Instruction With Style: Aligning Teacher and Learner Intelligences for Maximum Achievement*. Thousand Oaks, CA: Corwin Press. 2005.

Gregory, Gayle H. & Kuzmich, Lin. *Data Driven Differentiation in the Standards-Based Classroom*. Thousand Oaks, CA: Corwin Press. 2004.

Gregory, Gayle H. & Kuzmich, Lin. *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6*. Thousand Oaks, CA: Corwin Press. 2005.

Gregory, Gayle H. & Kuzmich, Lin. *Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12*. Thousand Oaks, CA: Corwin Press. 2005.

Tomlinson, Carol Ann. *Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.

Tomlinson, Carol Ann & Allan, Susan Demirsky. *Leadership for Differentiating Schools and Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development. 2001.

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### Grateful appreciation to the following school systems and organizations for sharing their experiences and expertise:

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