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Greeting Students

Observe how students enter a room. Do they joke and laugh or meander? This can be relevant for learning. The entrance of individuals of any age provides valuable information. Make mental notes as you meet and greet your students at the door.

The teacher's presence and actions as students enter the classroom set the tone for learning. This time can be used to interact with students who have unique needs. Here are some greetings that make entrances more inviting:

- · Smile and call them by name
- · Share a high five or pat on the back
- · Notice and comment on changes such as new clothes or a new haircut.
- · Share a welcoming handshake
- Use a kind, personal comment or question that shows you are excited about seeing each one of them

Remember the value of informal, social interactions. Give students opportunities to say "hello" and socialize before class formally begins. During this time, they can gather materials or supplies and prepare for the day.

Jump-Start Each Day of Learning

Jump-start the learners' day using a variety of strategies and approaches. Most classes need to begin the year with structured activities. When students become accustomed to routines, select activities to encourage creativity, stimulate higher order thinking, or showcase talents and interests.

Place a focus or bell-ringing challenge in the same spot each day. After the students meet and greet and check for needed materials for class, they begin the assignment.

Bell-Ringing Activities

- Go on a scavenger hunt and find _____ in the text.
- Work the brain challenge activity.
- Write three things you recall from yesterday.
- · Share your homework with a partner.
- Make a list of important facts from yesterday's learning.

Plan activities that create an initial routine to begin the day and promote order. Select or design each activity with the students' individual needs in mind. For example, in the following activity, each student has a specific role that develops communication skills, increases confidence, and develops responsibility.

Example:

Select five students to serve as the news team.

- · First student—local or school news
- · Second student—state news
- Third student—national news
- · Fourth student-weather report
- Fifth student—leads the pledge and moment of silence

Since all students are engaged on the news team or as audience members, the teacher can use this time to conference with students, prepare the lunch count, take the roll, or prepare for the first lesson.

Calling the Roll

Calling the roll consumes valuable time. After the first few days when the roll is finalized, use another quick, efficient method to check attendance. Use procedures similar to the following to save class time.

Example A: Clothesline Rolls

Share classroom management responsibilities with students. Adapt the following procedure to your grade level:

- Hang a clothesline. Place a container for the clothespins nearby.
- Place the students' names on clothespins. Provide time for the class to personalize their clothespins with miniature drawings that symbolize them such as their hobbies, interests, or pets.
- Tell students to find their clothespin on the line and place it in the container as soon as they enter the room.
- Record absentees by taking the names from the remaining clothespins.
- 5. Assign one student to place all pins on the line after attendance is recorded.

Time Killers	Time Savers				
Repeating directions and expectations	Train students to listen the first time Give one or two directions at a time Call on one or two students to repeat the directions Role-play or create simulations Give a visual or verbal signal to let students know they need to listen to directions				
Passing out papers	Establish a routine with designated distributors Color-code baskets or small tubs for groups or individuals to obtain papers or materials Give the papers to three or four student to distribute Arrange papers in seating order				
Collecting papers	Provide privacy by asking students to fold their papers and place their name on the outside Designate a container for papers Idenitify a "materials" person Ask students to leave completed papers on the desk				



FIVE (STAR) MANAGEMENT TIPS FOR MANAGING PROJECTS

- Compile the project topic list around the current standards and content topics.
 Give students an opportunity to choose their projects.
- Assist students by providing a Project Packet similar to the following to guide their project plans. Model and guide students through each step so they understand the process.

Project Packet:

- Purpose and guidelines
- · Timeline, checkpoints, and due dates
- · Assessment tools to use before, during, and after
- Procedure checklist for project partners
- · Presentation and display options
- Schedule accountability checkpoints or conferences for project partners or groups to share findings along the way. During these sessions, students go through the process, review the information, go over the procedures, and analyze what they are learning.
- 4. Remember, projects are a wise use of class time when individuals or small groups engage in tasks that directly relate to the current topic and content standards or skills. Ask students to emphasize the steps and procedures they used in the learning process during their presentations.
- Schedule information celebrations for students to demonstrate or present the final product as evidence of their learning.



Examples of the Project-Based Model Example A: In-Class Project

The teacher divides the class into cooperative groups during a social studies unit. Each group chooses a project from a teacher-made list.

- The teacher introduces the project purposes, directions, and timeline of the assignment.
- Each person is assigned a person, event, place, or artifact from the social studies unit.

	Periodically give an assignment that fits each student's project similar to the following:
	What significant role does play in history? List five characteristics or attributes about Research from five sources including the textbook. Teach students the research card format. Ask students to use it to take useful notes from their reading material.
	Establish a log or journal for personal comments. Identify specific times for journal entries.
5.	Create a display about
5.	Present the key points learned to the class using a choice board activity. See Figure 2.3.

Figure 2.3					
Project Choice Board					
Prepare a Web page news report	Design a poster	Role-play	Design a PowerPoint presentation		
Interview	Be a stand-up comic	Create a song	Create a brochure		

Conference with students about their experiences. Discuss the thinking process used in the project.

Example B: Home-School Projects

After guiding students through the project process, assign some activities for completion at home and others to complete during class time. The same procedures are followed that were presented for the in-class project.

Example C: Home Project

Use the same procedures as those listed above. The entire project is completed at home. On the due date, the student brings the project to class. Remember, project partners may be assigned to work together. They meet periodically to discuss the stage of their progress. They share their accomplishments, needs, and what they are learning during the project work.

Figure 2.4							
Multiple Intelligence Planning Model							
Steps for Implementation	Directions						
Name the topic or unit.	List the content standards, information, skills, and/or concepts to be learned.						
Assess students to find out what they know.	Use the most effective formal or informal tool to identify the learner's prior knowledge, background, attitude, and interests.						
Brainstorm a list of strategies and activities related to the topic.	List all the activities and strategies that teach the content standards, information, skills, and concepts. Record each thought in writing to create a quantity of ideas.						
4. Write the lesson plan.	Analyze the preassessment data and select the "best" activities from the brainstormed list to teach the information needed by this individual or group of students. Write each activity in the order you plan to teach it. Create a smooth flow or transition between instructional segments.						
Label the targeted intelligence and the supporting intelligences for each activity.	Identify one "intelligence" as the target of the activity. A task usually engages more than one intelligence, so identify one or two supporting intelligences. Use the abbreviations: V/L = visual/linguistic L/M = logical/mathematical M/R = musical/rhythmic B/K = bodily/kinesthetic V/S = visual/spatial N = naturalist Intra = intrapersonal Inter = interpersonal						
Tally the targeted and supporting intelligences. Check overkills and opportunity.	Design a form or checklist similar to the following to monitor how often the learner engages in a targeted intelligence and one or more supporting intelligences.						
omissions.	V/L	V/S	L/M	M/R	B/K	N	
	JHÚ	1111	JHL	Ш	JHL	111	
Identify the grouping arrangements.	Label the flexible grouping strategy using the TAPS acronym. T = Total group A = Alone P = Partner S = Small group						