



Dynamic Teaching Yields Dynamic Results

*An Introduction to Tiered and Differentiated
Instruction and Pre-Assessment*

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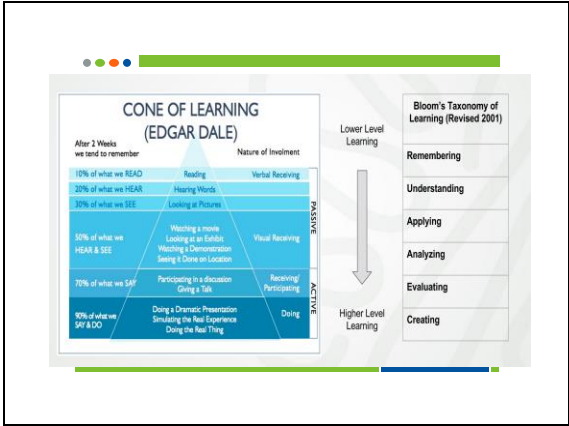
The surface area of a regulation dartboard is 247 inches, but its center (inner bull) is only a 1/2 inch wide. Aiming only at the bull's-eye causes you to ignore up to 99.8% of the total area in front of you.





Does this look familiar to you?



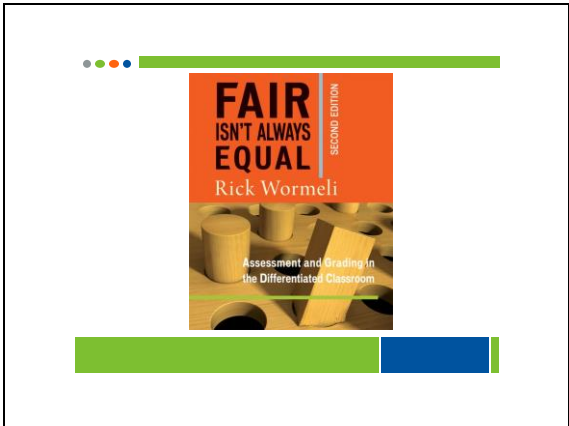


Webb, Bloom, & Dale Agree that Whole Group, Teacher-Led, Direct Instruction Strategies are LEAST effective.

Instead, use what we call "PAT" strategies...

*P*air/group students by interest, learning style, or prior knowledge
*A*nalyze student data to determine "glows" and "grows" for each child
*T*ier/differentiate planning and teaching to help grow your students

**NOTE: Teach with a GROWTH mindset, not a PROFICIENCY mindset.
Teaching for growth positively influences proficiency but teaching to proficiency doesn't always cause or impact student growth!**





Rick Wormeli's Guiding Principles

1. We can't teach all kids in same way and/or expect them to all to learn the same way...
2. "Fair" does not mean "same" or "equal."
3. "Fair" means everyone gets support they need to be successful in reaching targets, and that may mean their instruction differs.

(Rick Wormeli, "Fair Isn't Always Equal")





6 steps to effective differentiation

1. Evaluate previous summative/standardized data.
2. Observe your students and their performance.
3. Use pre-assessment before, and formative assessment throughout, to assess learning.






6 steps to effective differentiation


4. Use data to group students in classes/levels of need according to demonstrated mastery.
5. Focus on the same standard, but without changing the target learning objective, engage group members' in specific activities aligned with levels in DOK, Bloom's & Dale's work.
6. Challenge all learners to grow, no matter where they begin. Each activity should support growth.






Pre-assessment


The purpose of pre-assessment is to gather information for differentiating instruction. You can't differentiate until you've assessed kids against a rubric for demonstrating prior learning of an objective" - Harry Wong







Pre-assessing, but still teaching all kids the same way and at the same level means...

- 1/3 likely already know the material
- 1/3 are likely to be able to learn it
- 1/3 may not "get" it at all








2/3

Only teaching one way can leave up to 2/3 of your students "out!"





Benefits:

- Assessing for Readiness → greater growth & achievement
- Assessing for Interest → greater motivation
- Assessing for learning style/profile → greater efficiency and engagement

(Betty Hollis "Differentiating Instruction in a Whole Group Setting")





To pre-assess effectively...

- Build your unit around 3-5 key, over-arching standards that all students should demonstrate proficiency in after engaging in the learning experience that you design.
- Develop a standards-based pre-assessment that includes 5 questions per key concept/standard.
- Evaluate your data using the frameworks of 60% (3/5) as a demonstration of proficiency, and 80% (4/5) as mastery





IMPORTANT - BEFORE PRE-ASSESSING, BE SURE TO STRESS...

- This doesn't "count" for a grade...
- When I know what you know, I know how to best teach you!





Pre-assessing for each concept helps you to identify...

Students whose proficiency is below 60% in all areas (low learners who need support to meet minimum proficiency)

Students whose proficiency was below 60% in one or 2 areas but above 60% in all others (mid-level learners who can do "on target" work but need to fill some gaps)

Students with high mastery (80%+) in all areas that need challenging opportunities to engage them in higher-level learning and more importantly, growth)





Pre-Assessment: Summary

Step 1: Begin with the end in mind. Identify no more than 3-5 essential learning/key concepts per unit.

Step 2: Pre-assess students on each key concept (no more than 5 items per standard) & evaluate performance data.

Step 3: Tier your students based on their initial proficiency data and use formative assessments throughout the unit to monitor their learning and understanding of key concepts as instruction progresses.





Tiered Instruction

"Tiered instruction and assignments allow teachers to help kids grow and ready themselves at different levels of complexity while learning the same objective." – Betty Hollis





If your pre-assessment data shows you have...

- Students who have mastered (80%+) concept(s):
Increase the rigor in which you engage them on their tier
- Students who pre-assess as proficient (60%+):
Engage them for higher level learning on their tier
- Students who score below proficiency (<60%):
Help them develop basic understanding of key concepts





IMPORTANT!



IT'S KIND OF A BIG DEAL

Everyone learns the same standards, but at different levels. Don't change the standard!





What is Rigor? (Cash, Krzya)

Rigor = Depth & Complexity

Depth = Level of information needed to solve complex and abstract problems within or across disciplines

Complexity = the level of thought that the brain goes through to manage information





Tiered Instruction: Key Points

Tiered lessons must be planned w/target standards in mind, and be both rigorous, and relevant.

Learning standards are not negotiable, but the routes we take our students to learning them are.

Tiered assignments/activities must be similar but vary by depth and complexity of learning and engagement.





In Summary

- Pre-assess students to determine groups/class placement
- Ensure that students learn the same standard, but at different levels of depth and complexity.
- Different students can do different things in different ways.
- Keep students engaged at their level to avoid boredom (high-level learners) or avoidance (low-level learners)
- Differentiated instruction IS fair & right for all students.