

Effective Co-Teaching: Differentiated Instruction in the Co-Taught Classroom

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What is Differentiated Instruction?

Differentiated instruction is a philosophy of teaching that assumes all students learn in different ways.

Instruction is tailored to meet the unique needs and maximize the strengths of each learner in order to meet rigorous state standards.

Outcomes for Teachers

- Understandings
 - Differentiation is the key to supporting students with learning differences
 - Co-teaching utilizes differentiation to be effective and efficient
- Essential Question
 - How do teachers differentiate classroom instruction for students with disabilities?
- Knowledge
 - Identify the reasons to differentiate
 - Identify the options for differentiation
- Skills
 - Determine student interests, learning profile, and skill level
 - Identify ways to differentiate content, products, assessments, materials, and activities



Differentiating Instruction for Students with Disabilities in the Co-taught Classroom

Essential Question:
How do co-teachers differentiate classroom instruction for students with disabilities?

The reasons to differentiate are used as the basis for determining accommodations and modifications

Reasons to Differentiate

Reason 1:
Student Interests

Reason 2:
Student Learning Profile

Reason 3:
Student Skill Level

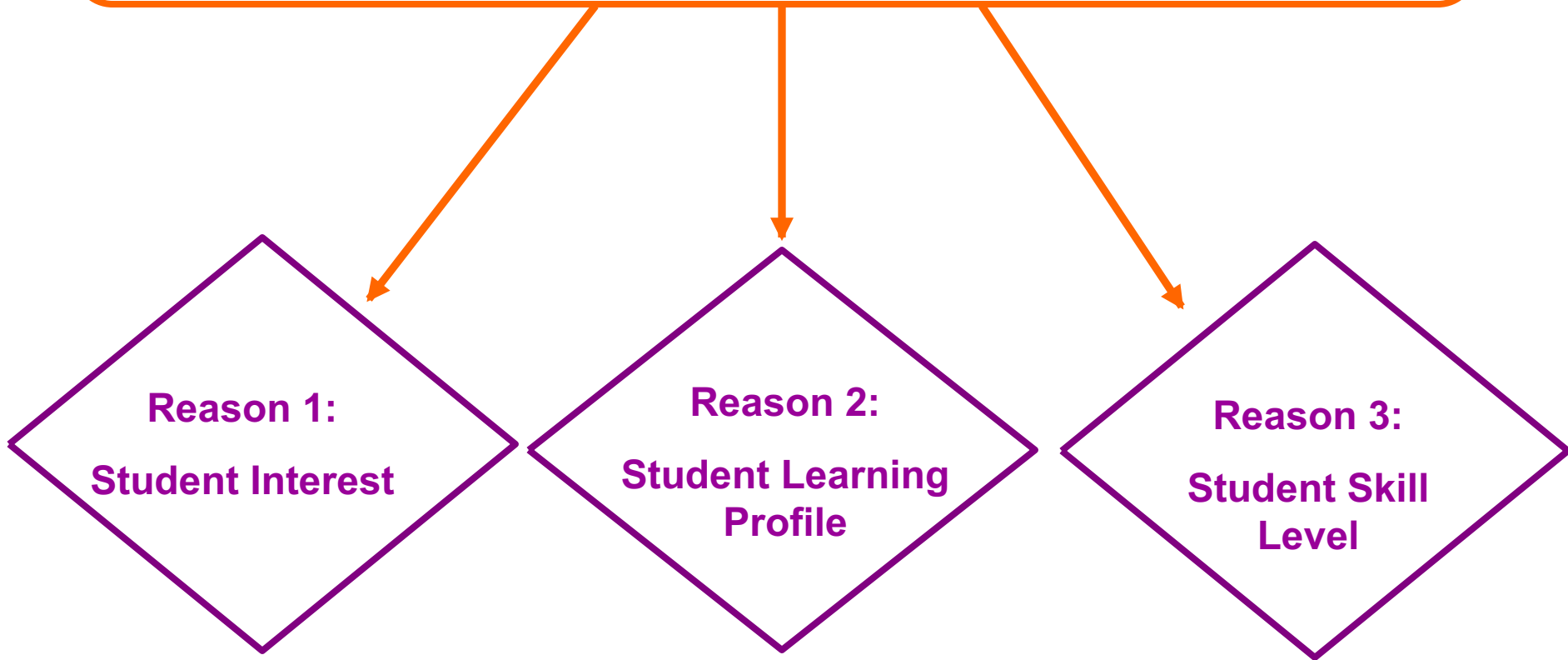
Options for Differentiation

Option 1:
Content

Option 2:
Products and Assessments

Option 3:
Materials and Activities

Reasons to Differentiate

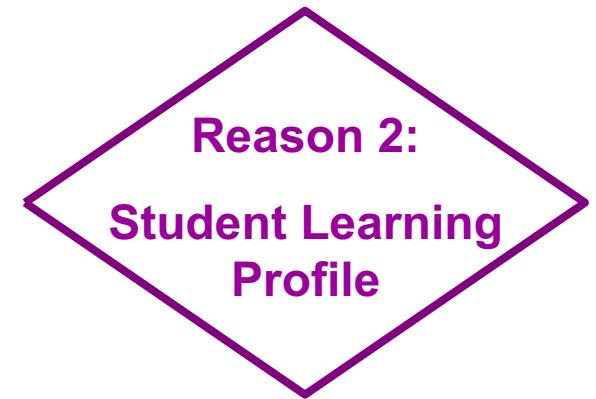


Reasons to Differentiate

Reason 1:
Student Interest

- Students with disabilities have similar interests as other students in the co-taught class and some students with disabilities may have unique or alternative interests
- Using student interests address motivation for learning issues
- Ask students or parents to complete a student interest inventory to gain valuable information for differentiation

Reasons to Differentiate



- Unique for every individual
- Refers to the way students learn
- Includes strength areas that promote learning and weak areas that make learning difficult

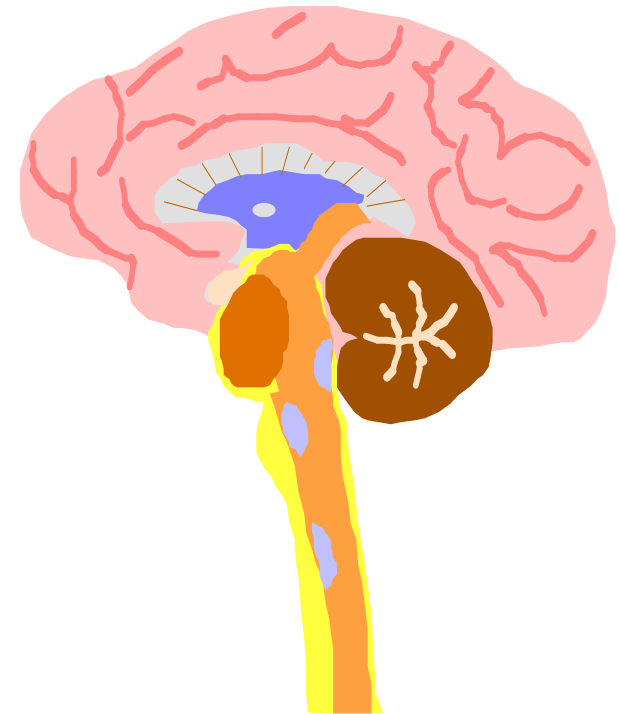
Reasons to Differentiate



Reason 2:
Student Learning
Profile

Categories of a Learning Profile

- Learning style
- Multiple intelligences
- Culture-influenced characteristics
- Processing Systems



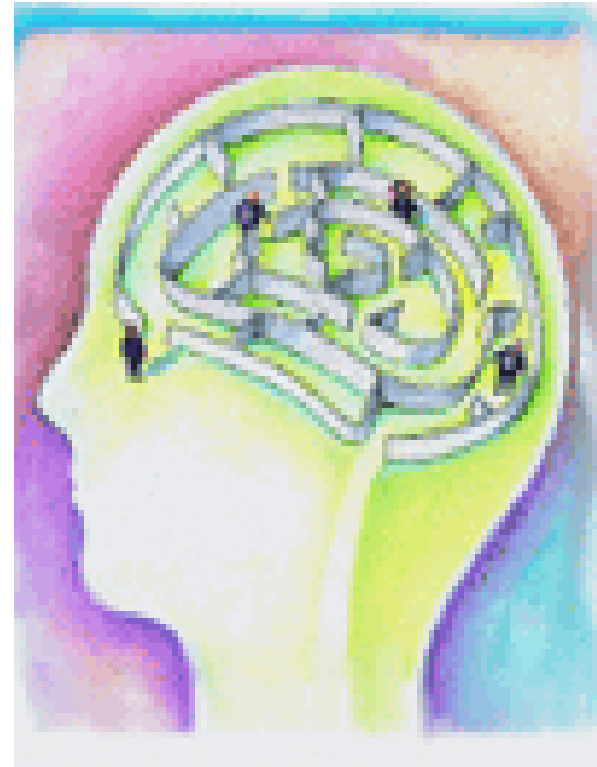
Reasons to Differentiate



Reason 2:
Student Learning
Profile

Processing Systems in the Brain

- Attention
- Memory
- Visual-Spatial
- Sequential
- Language & Auditory
- Motor Function
- Higher-Order Thinking



Reasons to Differentiate



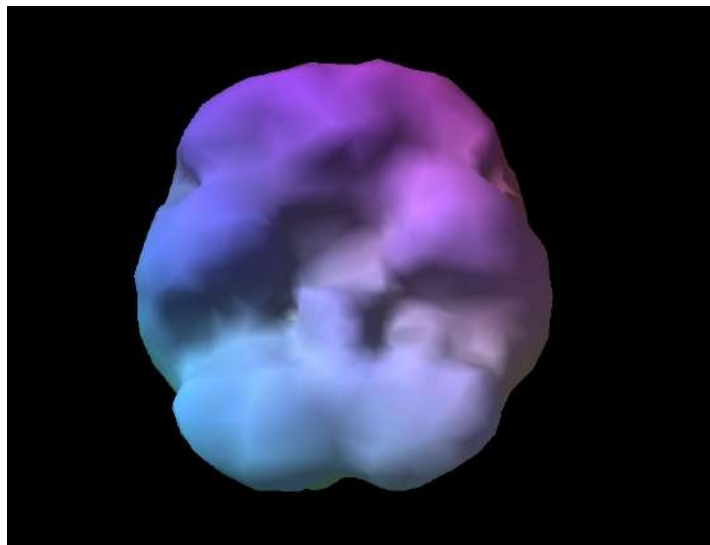
Reason 2:
Student Learning
Profile

Attention

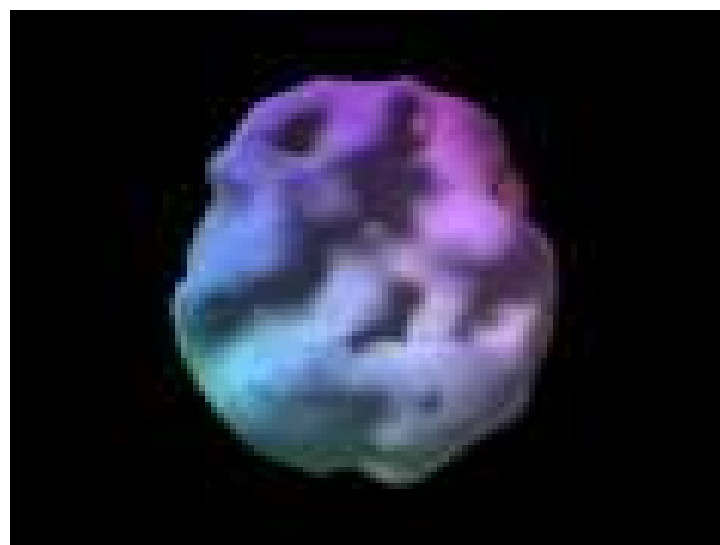


The only factor becoming scarce in a world of abundance

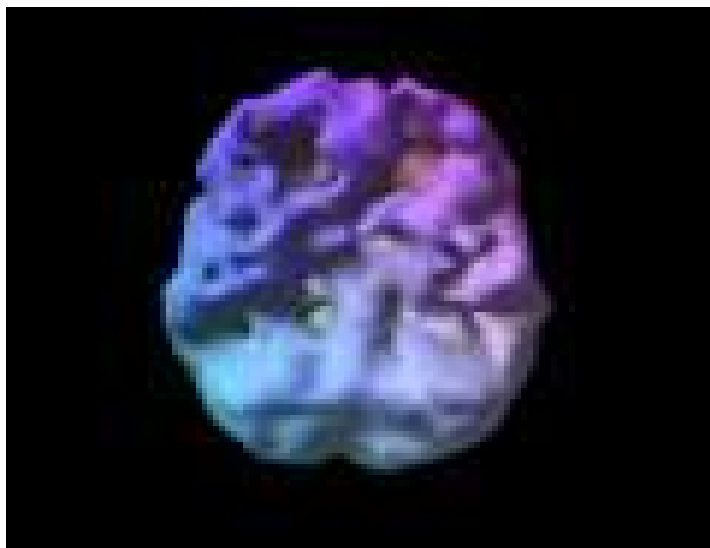
Brain SPECT Studies: www.brainplace.com



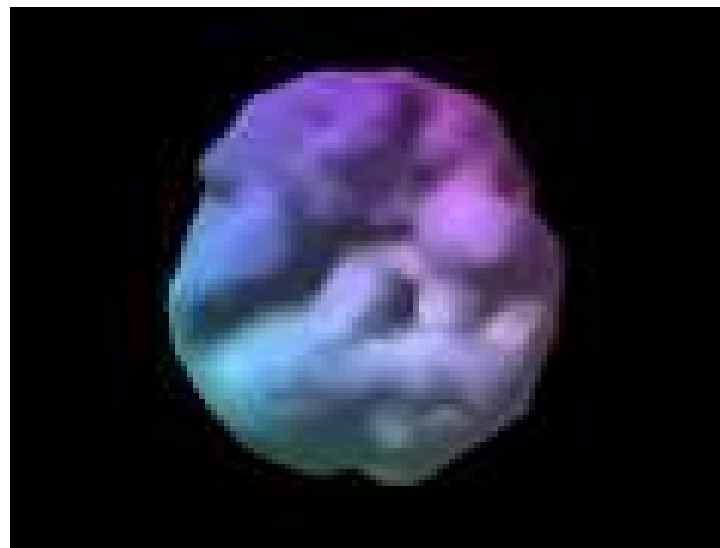
Normal Brain



ADHD at Rest



**ADHD while
Concentrating**



**ADHD with
Adderall**

Activity

Think Pair Share



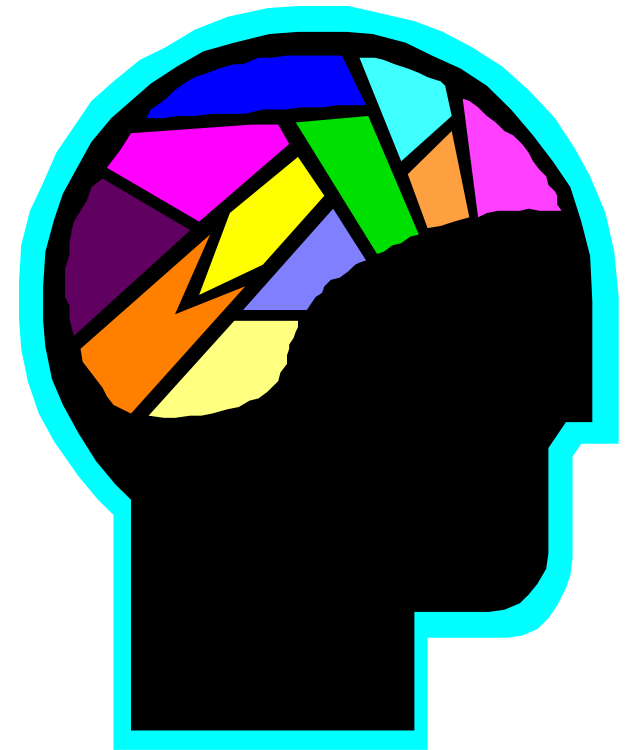
- What is your reaction to the Brain SPECT Study?
- What are some of the behaviors you see in your class from students with attention deficits?
- What are some of the academic issues you see in your classroom with students with attention deficits?

Reasons to Differentiate



Reason 2:
Student Learning
Profile

Memory



The advantage of a bad memory

is that one enjoys several times the same good things for the first time. [Friedrich Nietzsche](#) *German philosopher (1844 - 1900)*

Activity: Memory Trivia Game

Test your memory of important facts learned in school about American History:

1. What year was Jamestown founded?

1607

2. Who was the first vice president of the country?

John Adams

3. Which state was admitted as the 14th state in 1791, it was the 1st addition to the original 13 colonies?

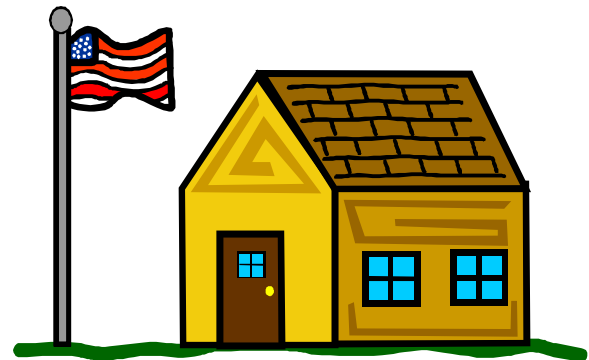
Vermont

4. Who wrote the Declaration of Independence?

Thomas Jefferson

5. Which state was the first state to
allow women to vote?

Wyoming



Activity

Think Pair Share



Look at handout five.

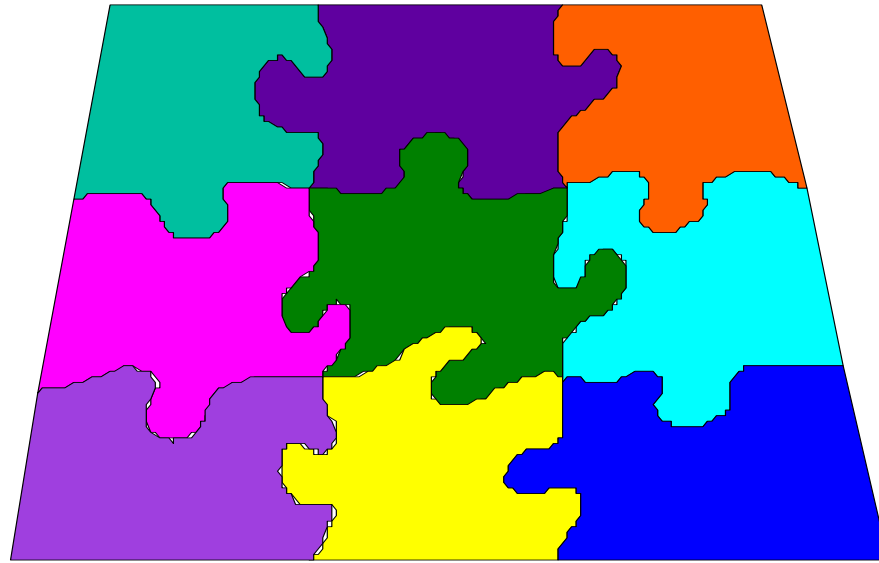
- Identify two behaviors from the second column that you feel would impact learning the most.
- Looking at column one, are the behaviors you identified a short-term memory deficit, and active working memory deficit, or a long long-term memory deficit?
- Looking at column three, what support can you give to students to help them bypass these memory deficits?

Reasons to Differentiate



Reason 2:
Student Learning
Profile

Visual-Spatial Processing



Education is the best provision

for the journey to old age. Aristotle

Activity



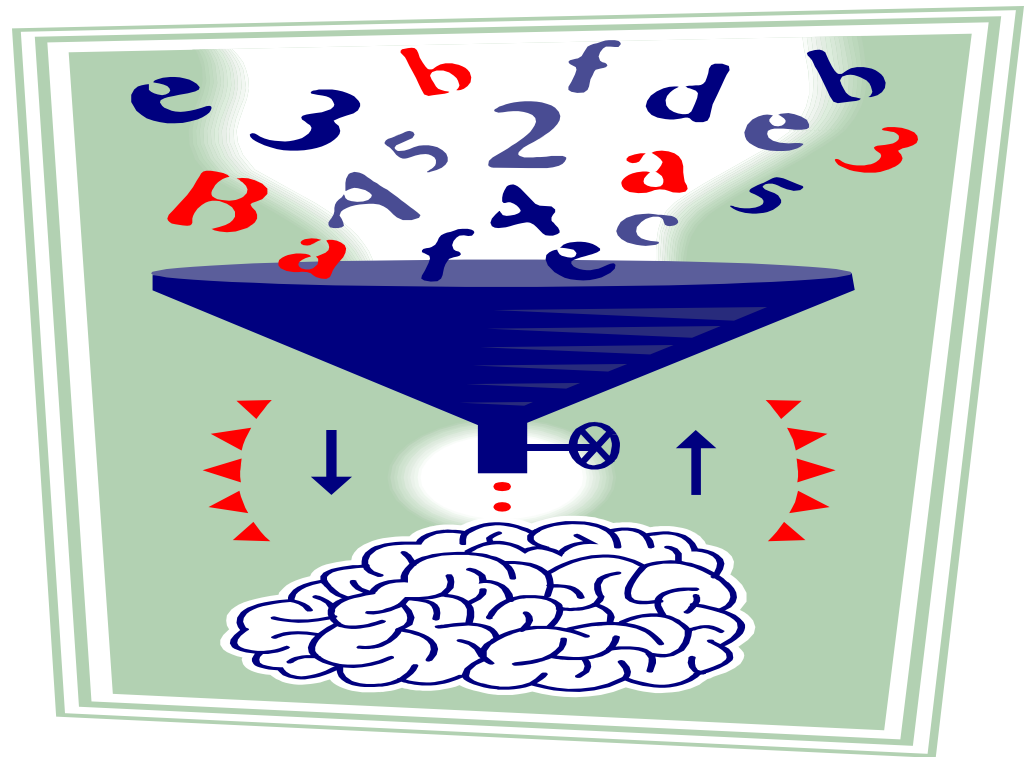
Point North

Reasons to Differentiate



Reason 2:
Student Learning
Profile

Sequential
Processing



Education is not preparation for life;

education is life itself. John Dewey

Activity: Multi-Step Directions

Follow all four instructions below to solve each of the problem. Write your answer on your paper.

- A. Multiply the third number in the first row by the seventh number in the third row.
- B. Add this result to the fifth number in the second row.
- C. Add to this total, ten times the fourth number in the third row,
- D. Subtract the eighth number in the first row from the result.

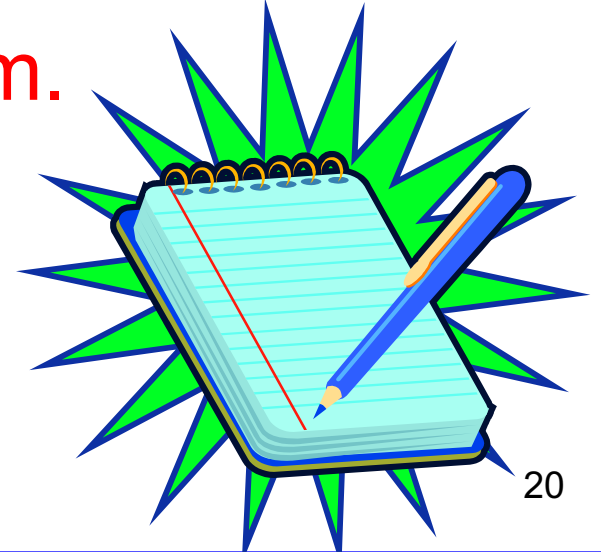
Problem 1: 6 5 8 7 4 5 6 8 4
3 2 1 9 5 6 4 2 1
6 5 1 5 1 3 2 3 5

ANSWER: 63

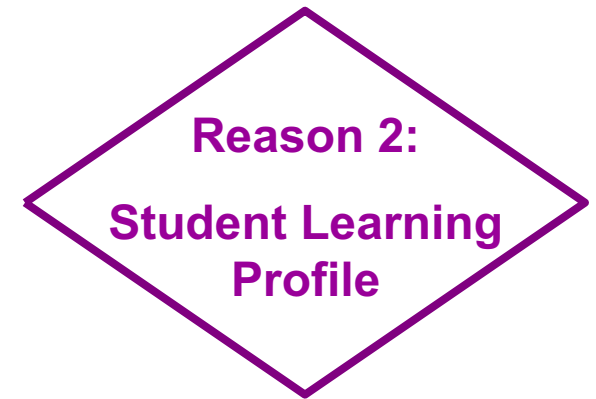
Activity

Sequential Processing Handout

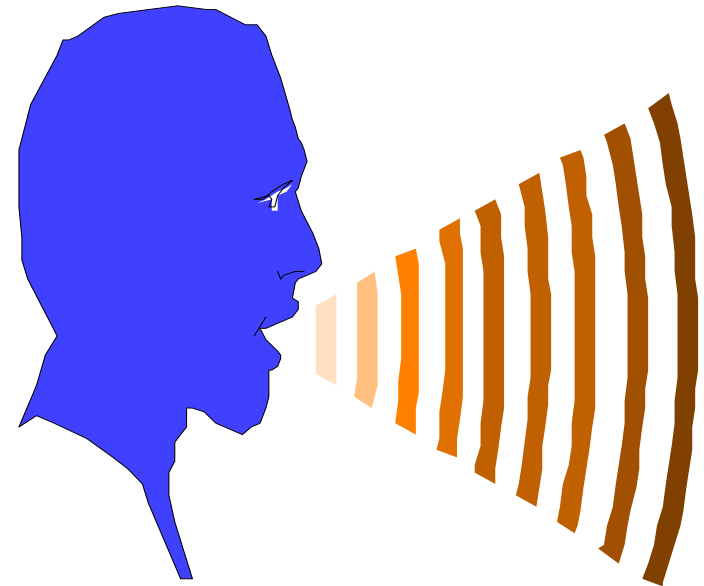
Look at two of the accommodations listed to assist students with sequential processing deficits. Make a note describing how these accommodations would look in your classroom.



Reasons to Differentiate



Language and Auditory Processing



In Paris they simply stared when I spoke to them in French;
I never did succeed in making those idiots understand their language.

Mark Twain (1835 - 1910)

Activity: Reading for Information

When you see:

q

z

p

b

ys

a, as in bate, as in pet

e, as in peta, as in bat

Pronounce as:

d or t

m

b

p

er

We pegin our qrib eq a faziliar
blace, a poqy like yours enq
zine.

Iq conqains a hunqraq qrillion
calls qheq work qogaqhys py
qasign.

Enq wiqhin each one of qhese
zany calls, each one qheq hes
QNA,

Qhe QNA coqe is axecqly qhe
saze, a zess-broquceq rasuze.

Activity: Reading for Information

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA, The DNA code is exactly the same, a mass-produced resume. So the code in each cell is identical, a remarkable but valid claim.

Activity

Language and Auditory Processing Handout

Select three accommodations from the third column and describe how you would use them in a co-taught classroom.



Reasons to Differentiate



Reason 2:
Student Learning
Profile

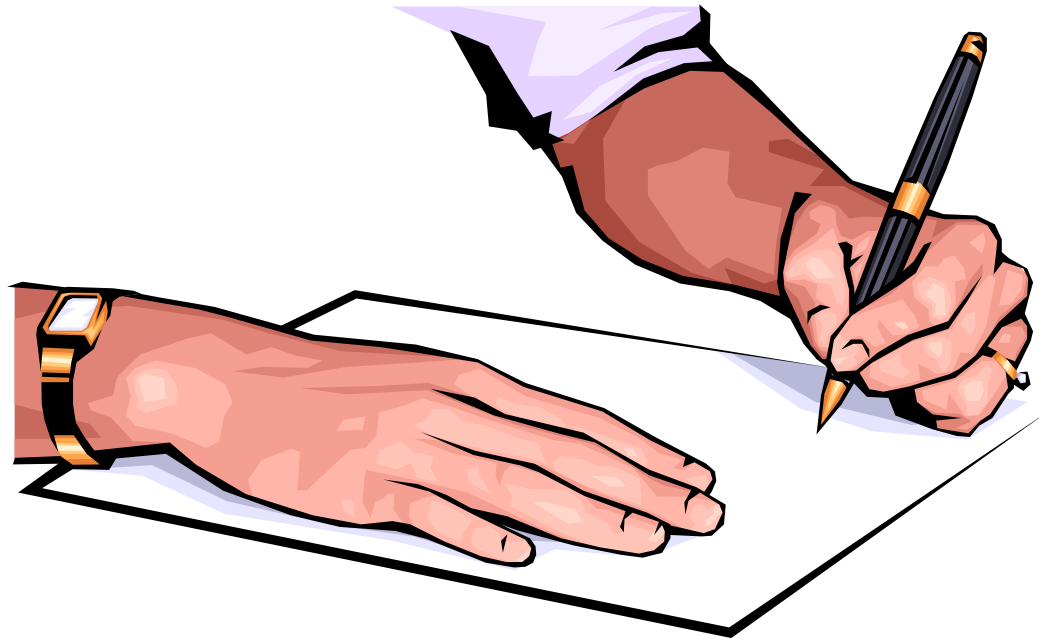
Motor Function



There is no great writing,

only great rewriting. Justice Brandeis

Activity: Dysgraphia



Copy this sentence with your non-dominant hand.

“There is no great writing, only great rewriting.”

Reasons to Differentiate



Reason 2:
Student Learning
Profile

Higher Order Thinking



I have a great belief in the fact that whenever there is chaos,
it creates wonderful thinking. I consider chaos a gift.
Septima Poinsette Clark

Activity

Look at the handout #10.

- Think of learning activities you did in your class last week.
- How would the indicators in the middle column have affected the learning of students with disabilities?

Guidelines for Using Student Learning Profiles

- Some students will not share your learning preferences.
- Take advantage of your co-teacher's learning strengths.
- Help students understand their own learning profile.
- Students with significant learning problems should be “demystified”.
- Begin small when differentiating for learning profile.
- Use strategies that are effective with many different types of learners (e.g. graphic organizers, multi-modal instruction).

Reasons to Differentiate



Reason 3:
Student Skill
Level

Skill Level (Instructional Level)

- ❑ Instructional level is the point at which a student can progress beyond his or her independent level with appropriate support and instruction.
- ❑ Instructional level refers to a student's readiness for learning particular content or skills.
- ❑ Instructional level is based on assessment.



Reasons to Differentiate



**Reason 3:
Student Skill
Level**

Factors Affecting Skill Level (Instructional Level)

- Lack of prerequisite skills
- Mastery of previous grade-level standards
- Need to practice or more time to learn
- Reading level
- Cognitive ability



Reasons to Differentiate



**Reason 3:
Student Skill
Level**

Important Information Regarding Instructional Level

- Standardized achievement scores
- IEP Information
- CRCT and other statewide testing results
- Informal reading inventories
- Portfolio products
- Informal classroom assessment



Reasons to Differentiate



Reason 3:
Student Skill
Level

Flexible Groups



Options for Differentiation

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graph TD; A[Options for Differentiation] --> B[Option 1: Content]; A --> C[Option 2: Products and Assessments]; A --> D[Option 3: Activities and Materials];
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Option 1:
Content

Option 2:
Products and
Assessments

Option 3:
Activities and
Materials

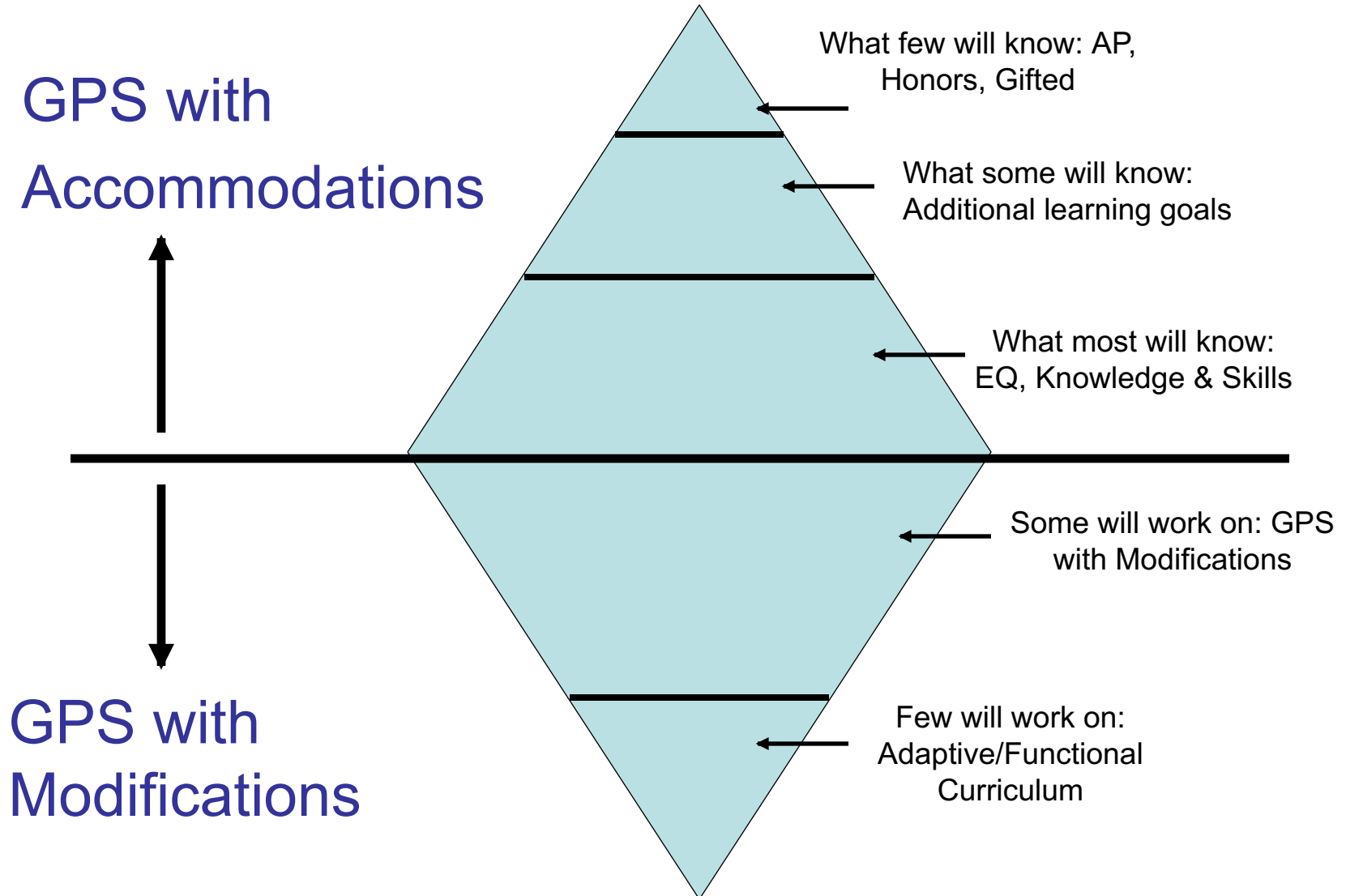


Options for Differentiation

Option 1:
Content

Accommodations and Modifications

Differentiating Content:

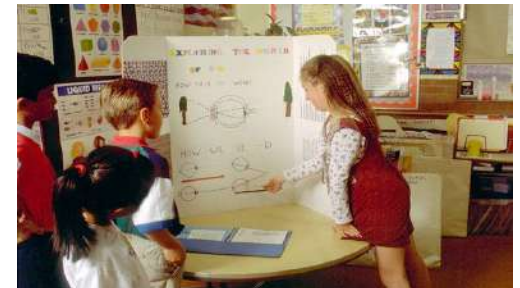


Options for Differentiation

Option 2: Products & Assessments

Requirements for products and tests for units should be developed prior to instruction and reflect a balanced assessment.

- Authentic assessment
- Traditional classroom assessment
- Formal assessment



Options for Differentiation



Option 2:
Products &
Assessments

Differentiating Authentic Assessments for Students with Disabilities

- Often in the form of a project/product for a major unit grade based on a rubric
- Consider the following to differentiate:
 - Content (limit the focus)
 - Process (design levels based on Bloom's taxonomy)
 - Product (provide choices for alternative ways to present information)

Options for Differentiation

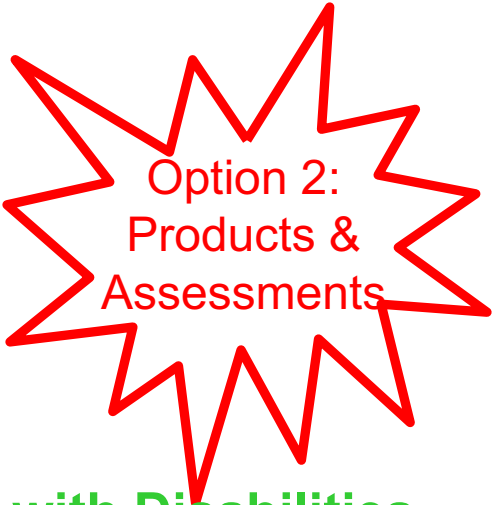


Option 2:
Products &
Assessments

Differentiating Traditional Classroom Assessments for Students with Disabilities

- Base tests and quizzes on identified Understandings, Essential Questions, Knowledge and Skills
- Develop end of unit test, prior to beginning the unit. Give it as a pretest to determine groupings for instruction throughout the unit.
- Follow Universal Design for Tests
- General Ed teacher develops tests/quizzes; Special Ed teacher accommodates or modifies them

Options for Differentiation



Option 2:
Products &
Assessments

Differentiating Tests and Quizzes for Students with Disabilities

- ❖ Determine accommodations and modifications systematically by considering the student's processing systems.
- ❖ Examples of differentiating tests and quizzes
 - Attention (small group)
 - Memory (word bank)
 - Visual-Spatial (finish and turn in one page)
 - Sequential (provide formulas)
 - Language (simplify wording on test)
 - High-Order Thinking (highlight type of question)

Options for Differentiation



Option 2:
Products &
Assessments

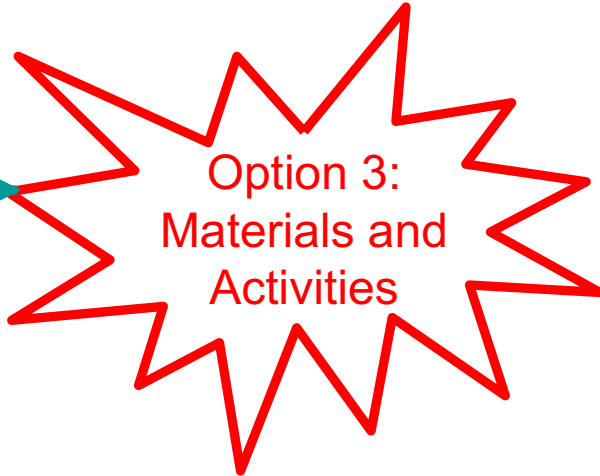
Providing Accommodations and Modifications for Standardized Testing

- ❑ Follow the IEP, must be provide the same testing accommodations and modifications throughout the school year.
- ❑ Consult State Department of Education website for accommodations and modifications that change the standardization of the test.

http://public.doek12.ga.us/ci_testing.aspx

2006 – 2007 Student Assessment Handbook (pgs. 97-103)

Options for Differentiation



Option 3:
Materials and
Activities

Last, But Not Least, Differentiating Materials, and Activities

- Remember the discussion and handouts on Learning Processes
- Consider the way activities and materials are being presented. **How can they be adapted to meet the needs of the students with disabilities?**
- Consider what you are asking the student to do. **How can that be adapted to meet the needs of the students with disabilities?**



Options for Differentiation

Option 3:
Materials and
Activities

All students **do not** have to meet the Georgia Performance Standards by using the same materials, engaging in the same activities, or even receiving the same instruction.

Wrap-up:

Look at handout # 16.

- List the activities in your classroom.
- Indicate the different types of differentiation and specialized differentiated instruction that occur with each activity.
- List the type of grouping best utilized with each activity.
- List the co-teaching approach best utilized with each activity.

Acknowledgement:

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