



Establishing Classroom
Routines that Support the
Differentiated Classroom

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Differentiated Instruction is a proactively planned, interdependent system marked by

**A Positive
Community of
Learners**

**Focused, High-
Quality
Curriculum**

**Ongoing
Assessment**

**Flexible
Instructional
Arrangements**

Respectful Tasks

- We often think of “classroom management” as a synonym for “control.”
- We think, then, of the teacher as the person who must ensure that students stay quiet and still.
- Accomplishing that requires that the teacher’s will supersede that of the student - a battle of the wills.
- A baseline assumption of such an approach is the unreliability of learners.

A Different Approach is...

Asking...

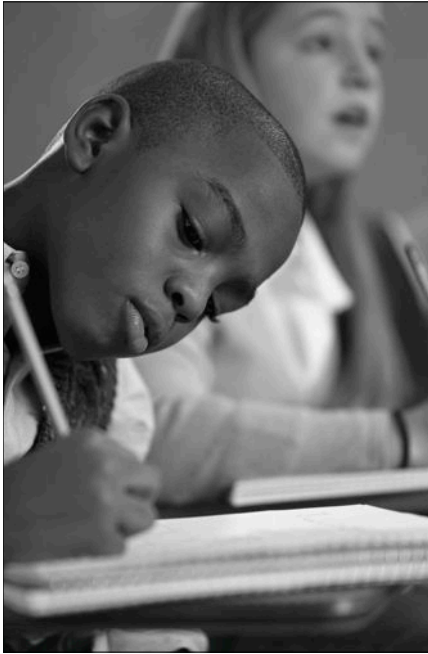
“What do children need?”

“How can we work together to meet those needs?”

What Children
Need...

- Acceptance
- Understanding
- Respect
- Belonging
- Evidence of contribution
- Challenge
- Support





John Dewey
Experience and Education

The ultimate aim of education is creation of the power of self-control.

The greatest sign of success for a teacher...

Is to be able to say,

“The children are now working as if I did not exist.”

-Maria Montessori



Some Obstacles in Leading a Differentiated Classroom

- Getting started into groups smoothly
- Giving directions for multiple tasks
- Minimizing stray movements
- Starting or stopping in a class or lesson
- Productive use of “ragged time”
- Promoting on-task behavior
- Needing to “finish-up” and “move-on”
- Helping groups work effectively
- Re-arranging the furniture smoothly
- Curbing noise
- Keeping track of who is learning what
- Grading daily tasks
- Turning in Work
- Keeping up with on-going papers



Getting Started: A Scenario

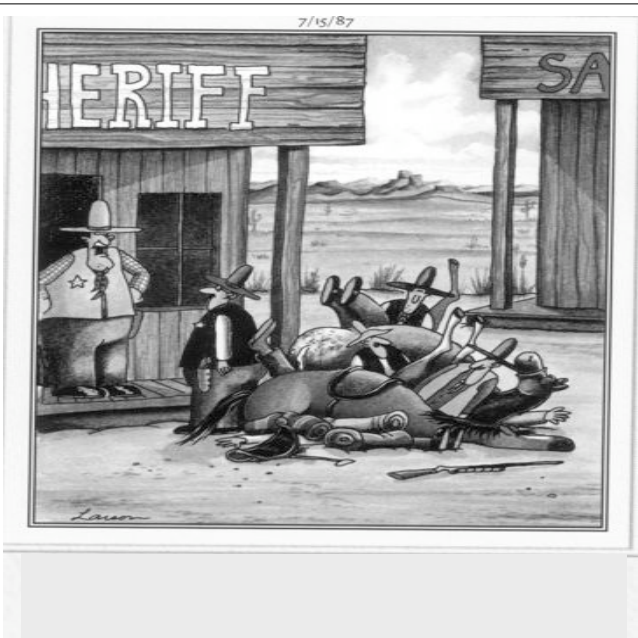
Please read the scenario in your packet and then work with colleagues or others around you who teach a similar grade level to give the teacher some advice.

Mrs. Crone likes teaching, likes her students, and isn't afraid of modifying what she does in the classroom when she believes the changes will make her teaching more effective for more of her learners. However, it's often hard for her to know just what will work in her classroom and what won't. It's like that with a lesson she's planning for next week. She hasn't tried giving different tasks to different groups before, but she has such a wide variety of readiness levels in her class that it seems like a good idea.

When her students come to class on Monday, she's going to tell them they'll be working on several different activities. Right now, Mrs. Crone is not quite sure who will be in which group. Maybe she'll let the students make the choice.

She's going to describe all the activities to the whole class so they will understand the directions and what's going on in other groups. At that point, she's planning to call out names of students to let me know what group to work with so they can find one another and find a place to work together. Every student has to complete the group's assigned task, but she wants the students to collaborate on the work.

She'll ask the group to send someone to pick up the written directions for their work. The directions tell them to be sure to get materials that will help them with their learning goals. If students need her, they can come ask her for help. When students finish their work, they will bring it to her. She will grade it overnight so they can see how they did. If a student or group doesn't finish the work, they will have to turn it in unfinished.



In What Ways Can I....?

- Give directions for group work?
- Assign groups?
- Handle questions during work time?
- Establish routines for handling paperwork?
- Enable smooth transitions?
- Create routines for “ragged time”?



Inside a Differentiated Classroom

In this classroom, look for:

Key elements to which teachers attend to create classrooms that support flexible teaching and learning.

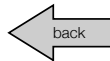
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Giving Directions for Groupwork

- If the whole class is doing the same activity then give the directions to the whole group.
- Do not give multiple task directions to the whole class.
- For small group work, tape directions so students can listen to them repeatedly.
- Use task cards to give directions to small groups.
- Give directions to a group member the day before.
- A general rule is that once the teacher has given directions the students can't interrupt while he/she is working with a small group.
 - “Ask Me” Visors
 - Expert of the Day
 - Consultants
 - Keeper of the Book



Assigning Groups

- Clothes pins with student names to assign them to a particular task
- Color code children to certain groups (a transparency with student names in color works well)
- Pre-assigned groups
- Be sure to include groups by readiness, interest, learning profile, by student choice, teacher choice, random, homogeneous and heterogeneous

Flexible Grouping Chart

Date: Monday, Feb 2

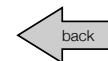
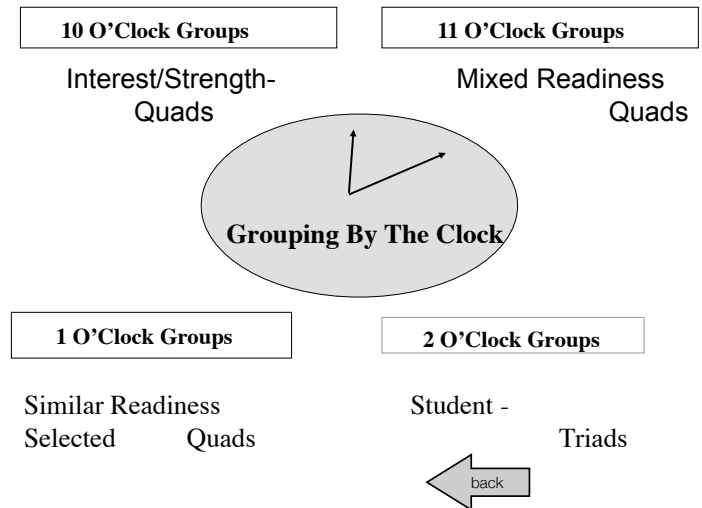
Computer	Invitations	Skills	Teacher
Jimmy	Tonya	Amy	Steven
Michael	Tim	Eric	Chloe
Heidi	Gwen	Katie	○
Catherine	Regan	Stephanie	○
Chris	Jane	○	○



Velcro/Sticky tack

Note: This teacher used the term "invitations" for permanent folders inside of which she gave students assignments based on readiness, interest, or learning style

Pre-Assigned "Standing" Groups



Managing Questions During Work Time



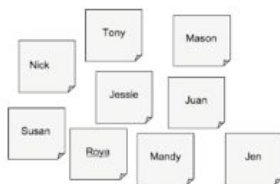
If students are stuck about what to do next when you're with a group...



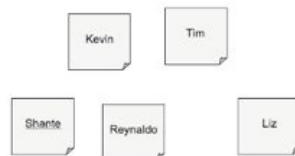
- They should first try hard to **RECALL** what you said.
- If that doesn't work, they should close their eyes, see you talking, use good practical intelligence, and **IMAGINE** logically what the directions would have been for the task.
- If that doesn't help, they can **CHECK** with a classmate (someone at their table or nearby doing the same task). This should be done in a whisper.
- If that doesn't work, go to a designated "EXPERT of the day" who has the skills necessary to provide guidance. The "EXPERT" should continue with his work, stopping only long enough to help someone who is genuinely stuck. (Tomlinson, 1999, p. 102)

If all else fails, begin with an anchor activity until the teacher can get to you.

I am conducting research on my math project.



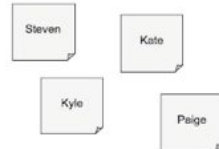
I am working on an Anchor Activity.



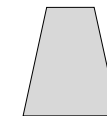
I am meeting with my Math Project Team.



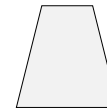
I am ready to meet with the teacher.



Hockett, 2007



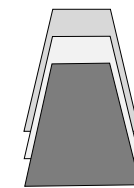
Green = We're working fine!



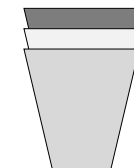
Yellow = We need you over here, but we can continue working!



Red = S.O.S. We need you here right now, we're stuck!



Upside down during task



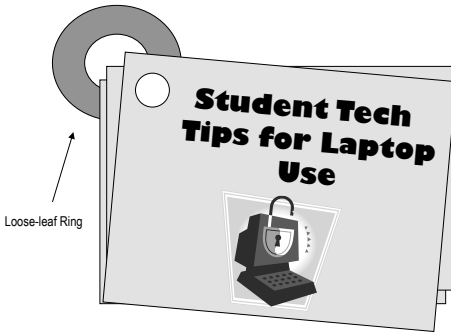
Right-side up when finished

COLORED CUPS FOR MANAGING GROUPS

You can post a sign like this in the room to teach students how to use the system.

Place cups on desks prior to the start of the period to "signal" students that they will be doing group work.

Hockett, 2007



Loose-leaf Ring

Rescue cards

Great for "workshop" times when the teacher needs to assist individual or small groups of students while the rest of the class works independently.

Keep them in the same spot and monitor student use to establish routine

More sets = more students can access at once

"My paper won't print!"

Step 1: Are you connected to Apple Talk? (If not, and you're not sure how, go to the "How do I connect Apple Talk?" card.)

Step 2: Go to the Chooser. Are you connected to the Room 216 printer?

Step 3: If Steps 1 and 2 don't work, ask another student to assist you

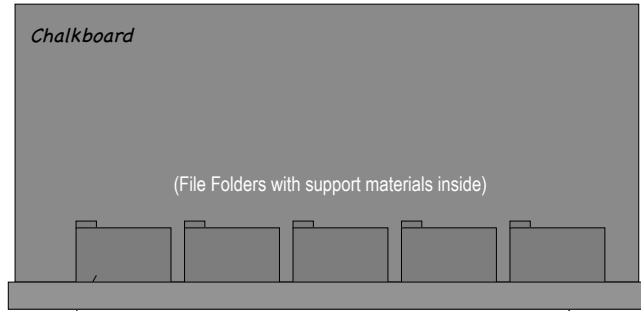
Step 4: See me.

"My computer says 'Unexpected Error -10'"

Step 1: Uh-oh! Go see Ms. Thorne, the technologist, in the library. Bring your laptop with you!

Hockett, 2007

Hint cards



(File Folders with support materials inside)

What is a symbol?

"Self-help" and reminders for group or independent work
Can change with units, or be recycled for similar purposes in different units.

Graphic organizers for compare/contrast

Hockett, 2007

PIE CHART

Parts	Attributes
title	Bold • Legible • Summarizes the major idea
circle	Large enough to hold all of the information • Round
lines	Divide slices into sizes that match amounts • Meet in the center of the pie • Separate slices of the pie
slices	Make up parts of the whole • Show amounts of the whole Triangular/pie shaped
labels	Brief • Easily understood • Easy to see • Smaller than title • Used for each slice of the pie
background (optional)	May enhance the meaning • May support the main concept • Uncluttered
negative space	Sets the border • Surrounds the circles and the lines
credits	Accurate • Complete • Unobtrusive

Tree Chart

parts	Attributes
title	Bold • Legible • Summarizes the major idea
rectangles	Arranged from left to right or from top to bottom • Arranged in order of importance • Hold the ideas and/or the information • Size may represent the level of importance of the idea
lines	May be oriented horizontally, vertically, or diagonally • Ruled or straight • Show connections between the levels of importance
background (optional)	May enhance the meaning • May support the main concept • Uncluttered
negative (optional)	Sets the border • Surrounds the rectangles and the lines
credits	Accurate • Complete • Unobtrusive

MODEL	Parts	Attributes
	title	Bold • Summarizes the major concept • Concise
	Display base (optional)	Large enough for the object(s) • Study • Plain
	object(s)	Matched to the key idea • Secured to the base • Detailed • Colorful and attractive • May move
	labels (optional)	Clearly visible • Describe the important parts and their functions
	explanatory text (optional)	Limited Explains the major idea • Concise
	credits	First and last names • Visible from the front • Unobtrusive • Placed in an uncluttered location

DEMONSTRATION	Parts	Attributes
	introduction	Includes the speaker's name and background • Explains the major purpose of the demonstration
	presentation	Involves the audience within the first minutes of the demonstration • Shows all parts of the procedure in order • Checks for understanding at the end of each step • Shows friendliness and respect toward the audience
	dialogue/ discussion	Provides time for questions and answers throughout presentation • Shows patient listening to others • Gives courteous answers
	conclusion	Reviews the major steps in the demonstration • Thanks the members of the audience
	body language	Self-confident • Limit movement
	voice	Clear • Enthusiastic • Loud
	visual aids/ objects (optional)	Matches the demonstration • Easy for all of the children to see

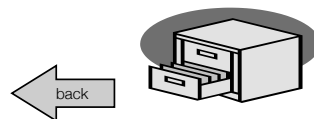


Routines for Handling Paperwork



- Color-coded work folders
- Portfolios
- Baskets for each curricular area or class period
- Filing Cabinet

Key to these organizational patterns is that the children have access to their own work and know how to file and/or find what they need to accomplish a task.



Transitions

- Directions for transitions need to be given with clarity and urgency.
 - Time limit for transition
 - Address the acceptable noise level
 - Rehearsal
 - Be a floater during transitions





Anchor Activities

A task to which a student automatically moves when an assigned task is finished,

TRAITS OF EFFECTIVE ANCHOR ACTIVITIES:

- Important—related to key knowledge, understanding, and skill,
- Interesting—appeals to student curiosity, interest, learning preference,
- Allow Choice—students can select from a range of options
- Clear Routines and Expectations—students know what they are to do, how to do it, how to keep records, etc.
- Seldom Graded—teachers should examine the work as they move around the room. Students may turn in work for feedback. Students may get a grade for working effectively, but seldom for the work itself. The motivation is interest and/or improved achievement.

Examples of Possible Anchor Activities



- Skills practice at the computer
- Reading from supplementary material
- Completing math applications
- Working on final products
- Free reading
- Journal writing
- Analyzing cases (or writing them)
- Vocabulary extension
- Learning about the people behind ideas
- Learning about key ideas at work in the world
- Independent Studies
- Orbitals
- Current events reading
- Designing or completing "virtual" science experiments
- Developing or completing relevant organizers
- An idea for an improvement, invention, innovation
- ETC.

Generally, homework is not an acceptable anchor activity—and anchor activities are typically completed individually.

Beginning Anchor Activities...

- Teach one key anchor activity to the whole class very carefully. Later, it can serve as a point of departure for other anchors.
- Explain the rationale. Let students know you intend the activities to be helpful and/or interesting to them. Help them understand why it's important for them to work productively.
- Make sure directions are clear and accessible, materials readily available, and working conditions support success.
- Think about starting with one or two anchor options and expanding the options as students become proficient with the first ones.
- Monitor student effectiveness with anchors and analyze the way they are working with your students.
- Encourage your students to propose anchor options.
- Remember that anchor activities need to stem from and be part of building a positive community of learners.



Appetizers



Something I can always be working on.

These are assignments that will reinforce concepts.

- Vocabulary Words/Definitions
- Word Searches
- Idea Maps
- Matching Worksheets
- Label the Microorganism/Cell

Main Course



Required

These labs **must** be completed and turned in for credit.

- Enormous E
- Focus on Scopes
- Pond Water Culture
- Your Choice
- Chapter 8 Test

Microorganism Menu

Name:
Class:

Appetizers:
Can always work on

Soups/Salads:
Homework

Main Course:
Required

Desserts:
Challenges

Soups/Salads



Homework Assignments

All homework **must** be completed and turned in for a grade.

- Transparency #13
- Transparency #16
- Study Guide 8.1
- Study Guide 8.2
- Study Guide 8.3

Desserts



Things I can do to challenge myself.

These are not required unless you have been given specific instructions.

- Movie Notes
- Make a Slide
- Guess the Disease
- Write a Letter
- Microbe Mysteries
- <http://www.microbeworld.org>

Created by Meri-Lyn Stark
Elementary Science Coordinator
Park City School District

Writing Bingo

Try for one or more BINGOs this month. Remember, you must have a real reason for the writing experience! If you mail or email your product, get me to read it first and initial your box! Be sure to use your writing goals and our class rubric to guide your work.

Recipe	Thank you note	Letter to the editor	Directions to one place to another	Rules for a game
Invitation	Email request for information	Letter to a pen pal, friend, or relative	Skit or scene	Interview
Newspaper article	Short story	FREE Your choice	Grocery or shopping list	Schedule for your work
Advertisement	Cartoon strip	Poem	Instructions	Greeting card
Letter to your teacher	Proposal to improve something	Journal for a week	Design for a web page	Book Think Aloud



More Ideas to Facilitate a Differentiated Classroom

The "Big Idea" of the lesson

Two Thumbs Up! Entry Card Idea

Now Playing!

"End Marks"

Admit One

Question

Name Date

Ticket

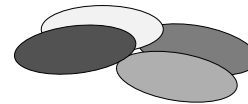
Question

Out

Exit Card Idea

By Susan Flasche
Assumption Parish School District

TALKING CHIPS



Each student gets a certain number of chips (e.g., 3)

1 chip = 1 turn (to talk, to contribute, to write)

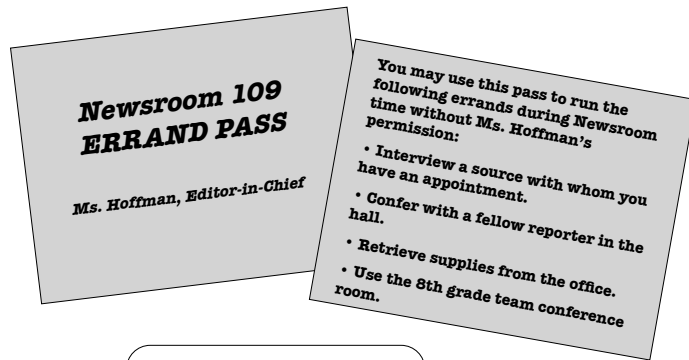
The group leader or teacher monitors the discussion or task and redistributes chips according to predetermined rules or guidelines.

Rules for Group Discussion

1. One person speaks at a time.
2. Surrender a chip at the beginning of your turn. You lose a chip if you speak out of turn.
3. Address other discussion members directly--not in the third person (e.g., "Rob, I respectfully disagree with your point," not "I don't agree with what Rob said.")
4. Tangents are okay, but begin by making a connection to the current focus of the discussion, or to an earlier focus.

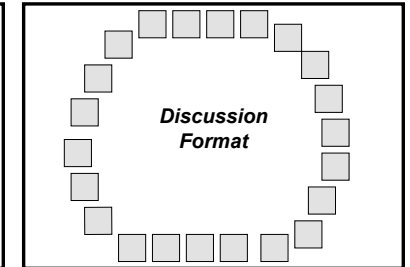
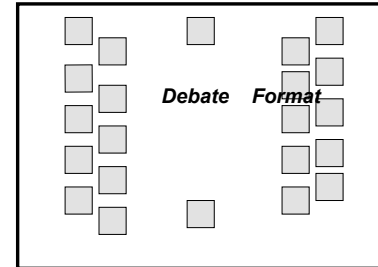
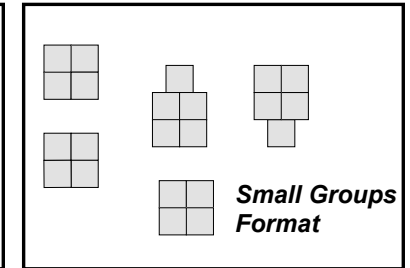
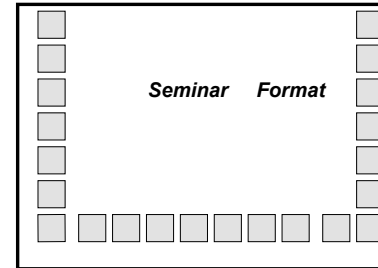
Hockett, 2007

Errand Passes



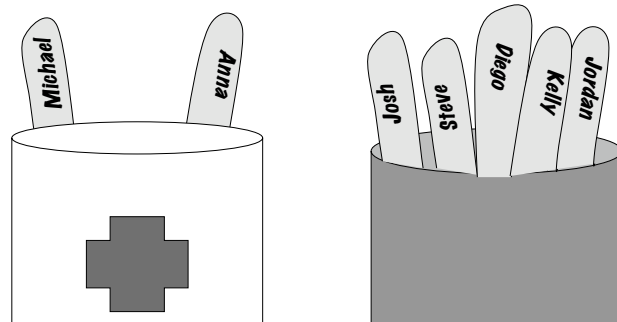
Errand passes assume that routines and expectations are firmly in place!

Hockett, 2007



Hockett, 2007

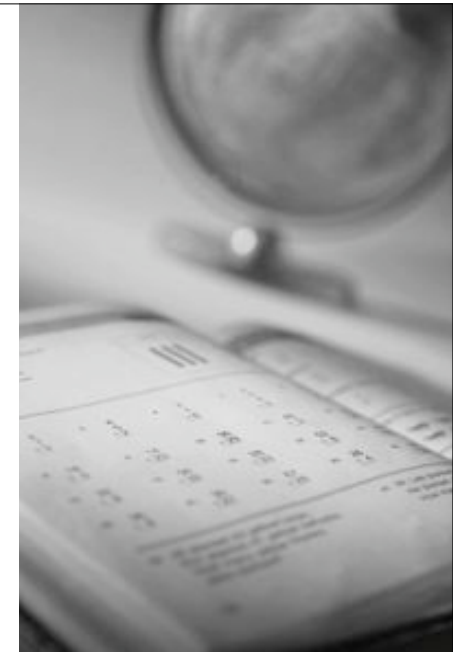
"Red Cross Emergency" System



Every student has a tongue depressor with his/her name on it in a green can. Beside the green can is a white can with a large red cross on it. When students need "emergency help", they put their depressor in the "Red Cross Emergency" can. The teacher looks in this can first when she is ready to circulate the room to assist students.

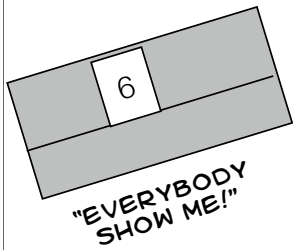
Keeping Track..

How do I keep track in order to know that students are mastering essential content?



"Show Me" Boards

When answering questions in math class, "show me" boards are a way to get a quick peek at how members of the class are progressing with the skill or understanding for the lesson.



Teacher	Student
"What is 2+3?"	Student works on his/her "show me" board to show the answer on the desk.
Teacher next may call on one or two children to show the answer.	Students in the room now have time to look at the answer that is being shown and correct their answer.
"Now EVERYBODY show me!"	Students all now raise their "show me" boards in the air to show the correct answer.

*For older students, they may have letter or number response cards they keep in their desks. Teacher can take a glance around the room to see who "got it"

Spelling Checklist ✓

Name _____ Grade _____

Skills	Dates
Plurals, adding "s"	
Plurals, adding "es"	
Plurals, adding "ies"	
Silent "e" at end of words	
Doubling final consonant	
Changing "y" to "i"	
Contractions	
Adding "ing"	
Possessives	
Root Words	
Prefixes	
Suffixes	



Developmental Level	Comments
Random _____	
Semi-phonetic _____	
Phonetic _____	
Transitional _____	
Conventional _____	

The Multi-Age Classroom Creator: Teachers First

From:
The Multiage Classroom
By Bev Maeda



Writing Assessment

Name _____ Title _____
 Grade _____ Rough Draft _____
 Teacher _____ Final Copy _____
 Date _____ Selected By _____
 Fiction/Nonfiction _____

WRITING MECHANICS	COMMENTS
Left to right	<input type="checkbox"/>
Writes random letters	<input type="checkbox"/>
Beginning letters	<input type="checkbox"/>
Ending letters	<input type="checkbox"/>
Spaces	<input type="checkbox"/>
Capital letters	<input type="checkbox"/>
Periods	<input type="checkbox"/>
Commas	<input type="checkbox"/>
Question marks	<input type="checkbox"/>
Quotation marks	<input type="checkbox"/>

STORY ELEMENTS

Topic chosen by

Organization

- Beginning
- Middle
- Ending

Sequences ideas

Sentence structure

- Simple
- Complex

Uses descriptive words

Writes dialogue

Where Do I Begin?

Start small – but start!



First Steps

Next Steps:

Who will help or support you?

With regard to
Planning for a Differentiated Classroom

Some Practical Considerations

- Work from a Philosophy--& Share it with the Kids (Build it Together!)
- Give Thoughtful Directions
- Establish Routines
- Stay Aware, Stay Organized
- Consider “Home Base” Seats
- Establish Start-up and Wrap-up Procedures
- Teach Students to Work for Quality
- De-brief & troubleshoot with Kids,
Make them Partners

Tomlinson, *The Differentiated Classroom*

Getting Started: A Scenario

Please read the following scenario below. Then, work with colleagues who have similar teaching experiences as yours to give the teacher in the scenario some advice.

Mrs. Crone likes teaching, likes her students, and isn't afraid of modifying what she does in the classroom when she believes the changes will make her teaching more effective for more of her learners. However, it's often hard for her to know just what will work in her classroom and what won't. It's like that with a lesson she's planning for next week. She hasn't tried giving different tasks to different groups before, but she has such a wide variety of readiness levels in her class that it seems like a good idea.

When her students come to class on Monday, she's going to tell them they'll be working on several different activities. Right now, Mrs. Crone is not quite sure who will be in which group. Maybe she'll let the students make the choice.

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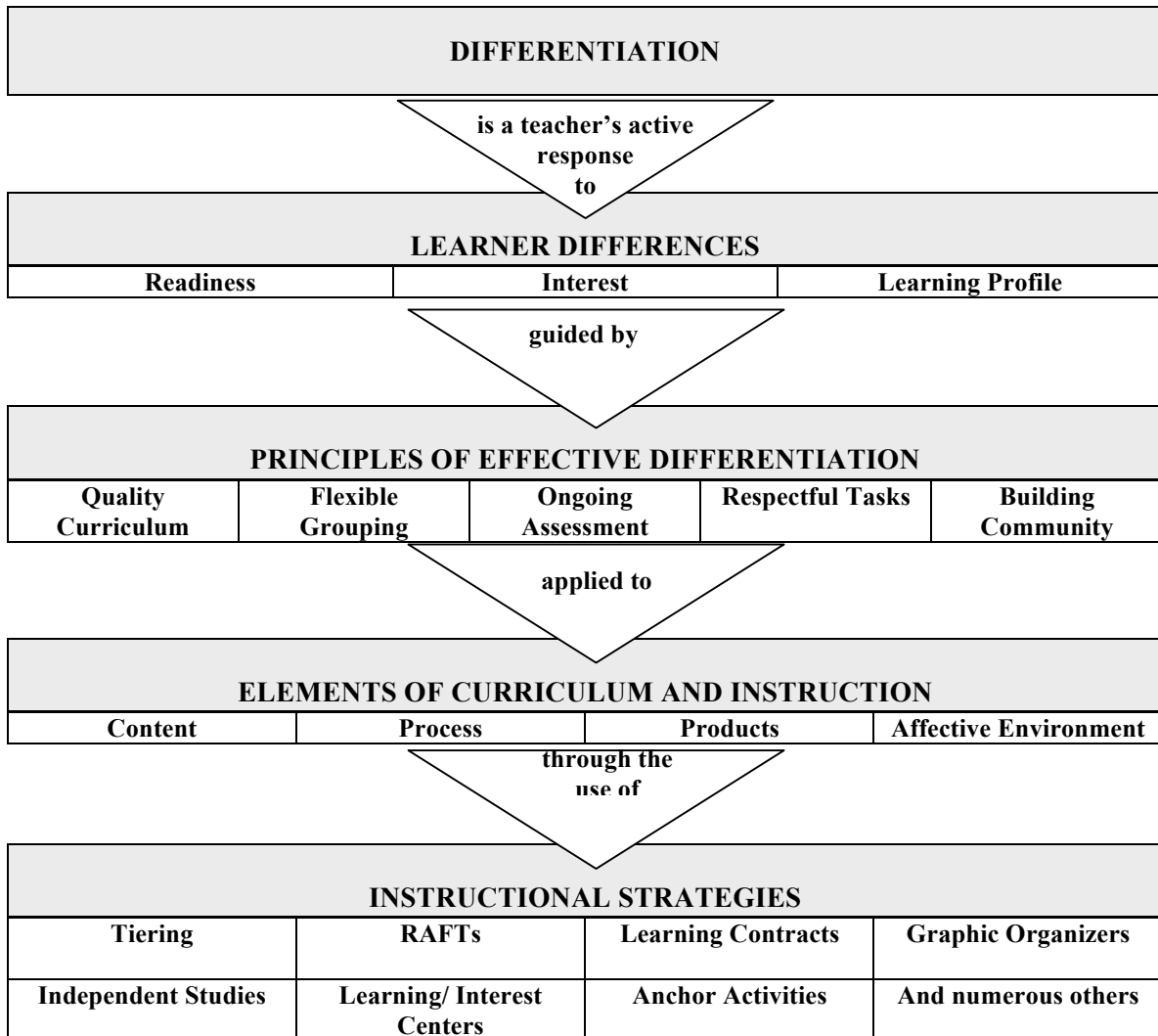
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(1) Identify the potential "trouble spots" in Mrs. Crone's plan.

(2) On the reverse side of this sheet, jot down advice you think will facilitate her management of the class she's planning. Think about various needs of students who may be in her class, as well as needs of the class as a whole.

Group A

During the video of Susan Bray, look for components of a differentiated classroom. How is she responding for student differences?



The model of differentiation (Tomlinson & Jarvis, in press).

Group B

During the video of Susan Bray, look for systems and routines she has in place that facilitate differentiation.

Some systems and routines she had in place were: