

TIER 1

DIFFERENTIATED INSTRUCTION

Dr. Robert Marzano

Classroom instruction strategies that work:

- Reinforcing effort and providing recognition
- Identifying similarities and differences
- Setting objectives and providing feedback
- Questions, cues, and advance organizers
- Generating and testing hypotheses
- Summarizing and note taking
- Setting objectives and providing feedback
- Cooperative learning
- Practice
- Homework

Dr. Eric Jensen

Brain-based research strategies:

- Honor the unique learning characteristics of every student
- Foundations for learning are developed through emotions
- Information processing theory of learning: use memory and retrieval pathways in the brain
 - * Enhance retrieval of information by altering context, location, events, circumstances, motor learning, music, and rhythm of information.
- The primal force of human nature (brain) is to survive.. Threat throws the brain into survival mode.
 - *Examples of threat include anything that may embarrass a student: inability to read, inability to understand language, uncomfortable classroom cultures, or inappropriate learning styles

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Dr. Carolyn Tomlinson/Diane Heathcox

Tiered Assignments

Designing lessons according to the student's ability level, according to their unique learning style (.e. multiple intelligences). Multiple entry levels into the concept or task are provided. Tier by:

- Ability (or readiness and based on data)
- Margin of Challenge using Bloom's Taxonomy
- Complexity of lesson
- Resources available
- Outcome
- Process – similar outcomes but use different process to get there.
- Product

Flexible Grouping

Includes whole group, small group, individual – struggling learners need additional opportunities for intensive small group instruction to personalize learning activities according to students' needs. This gives the teacher time to provide additional instruction or extended learning experiences to particular students or groups. Small groups assist the teacher in diagnostic for effective delivery of instruction.

- Group according to evidence of learning needs
- Based on specific needs, strengths, or preferences
- Fluid group membership
- Groups can work on different activities or at different levels

Anchor Activities

Activities the students do independently while the teacher is working with a small group. Anchor activities are TEKS-based and include independent reading, menu of activities, projects, computer work, etc. Stagger time expectations depending on student need.

Anchor activities should:

- Relate to the curriculum (include in lesson plan)
- Focus on specific learning outcomes
- Reinforce instruction
- Provide step by step procedures
- Provide the option of being short term (one day) assignments as well as multiple-session projects

(Adapted from CISD RtI template, 2008)