# Contents


**Special Features Listing of Tables, Figures, and Resources** **xi**
Tables xi
Figures xv
Resources xvi

**A Letter to Our Readers** **xvii**

**Acknowledgments** **xix**

**About the Authors** **xxi**

**1. Why Differentiation of Instruction Now?** **1**
What Differentiated Instruction *IS* (and What It Is *NOT*) 2
Rationales for Differentiated Instruction 3
Rationale #1: To Meet Needs of Diverse Learners 4
Rationale #2: To Meet Legal Mandates 4
Rationale #3: To Be Ethical in Implementing Democratic Values 6
Rationale #4: To Dispel Myths About Students 7
Rationale #5: To Be Effective Teachers 8
Retrofit and Universal Design: Two Approaches to Differentiated Instruction 11
Systemic Support for Differentiated Instruction 14
Overview of the Book 16

**2. Accessing the General Education Curriculum Through a Retrofit Framework** **17**
What Is the Retrofit Approach? 18
Scenario #1: Elementary Science and Social Studies 19
Scenario #2: Middle Level Mathematics 29
Scenario #3: Middle Level Science 33
Scenario #4: High School Language Arts 35
What Do You Know About Retrofitting as a Way to Differentiate Instruction? 41

**3. Access to Curriculum Through Universal Design for Learning** **43**
The UDL Cycle for Differentiating Content, Product, and Process 45
Design Point #1: Gathering Facts About Student Learners 50

Design Point #2: Differentiate Content and Materials 50
Design Point #3: Product or Differentiate How Students Show What They Know 52
Design Point #4: Differentiate Instructional Processes 52
Instructional Formats 53
Instructional Arrangements 53
Instructional Strategies 54
Social/Physical Environment or Classroom Climate 54
Co-teaching Approaches—One Effective Option to Differentiate Instruction 55
Pause and Reflect About Student-Specific Teaching Strategies and Supports 56
Putting It All Together With the Universal Design Lesson Plan 57

**4. Gathering Facts About the Learners 59**
Record Review 60
Family-Centered and Culturally Responsive Fact Gathering 61
Interest Inventories 62
Learning Preferences Information 65
Learning and Thinking Styles 65
Multiple Intelligences 65
Data-Based Observations Including Functional Behavioral Assessments and Cooperative Group Monitoring 67
Data-Based Observations 67
Functional Behavioral Assessment 70
Monitoring Cooperative Group Learning 70
Curriculum-Based Assessments 71
Making Action Plans (MAPs) 72
Disability-Specific Information 74
Co-Teacher Roles in Gathering Facts About the Learners 75
Pause and Reflect 76

**5. Differentiating Access to the Content of Learning 77**
What Is Content? 78
Ways to Promote Access to Content 79
Taxonomies and Objectives: Using and Not Abusing Them 79
Layered Curriculum and Levels of Participation 84
Differentiating Content Using Graphic Organizers and Educational Technology 85
Differentiating Content With Culturally and Linguistically Responsive Techniques 90
Involving Students in Determining Content 93
Co-Teacher Roles in Differentiating Content 97
Pause and Reflect 97

**6. Differentiating and Assessing the Products of Learning 99**
Why Differentiate Assessment in a Climate of High-Stakes Testing? 100

Using Culturally Responsive Techniques to Differentiate and Assess the Products of Learning 103
Taxonomy and Learning Preferences Frameworks to Differentiate Products and Assessment 105
Using Bloom's Taxonomy of Cognition to Differentiate Products and Assessment 106
Using Learning Preferences Frameworks to Differentiate Products and Assessment 107
Using Bloom's Taxonomy and Multiple Intelligences Theory to Differentiate Products and Assessment 108
Scaffolding and Curriculum-Based Assessments 109
Scaffolding as Formative Assessment 109
Curriculum-Based Assessments 113
Differentiating How Teachers Grade Products 114
Alternatives to Norm-Referenced Grading Procedures 115
Adapting Criterion-Referenced Grading Systems 116
Self-Referenced Systems 116
Co-Teacher Roles in Differentiating Products of Learning 117
Pause and Reflect 120

**7. Differentiating the Instructional Processes 121**
The Complexities of the Process of Instruction (Graphic Organizer) 123
Instructional Formats 123
Instructional Arrangements 128
Highlights on Cooperative Learning 128
A Focus on Cooperative Strategies for Emerging and Struggling Readers 131
A Highlight on Peer Tutors and Partner Learning Arrangements 132
Instructional Strategies 133
Using Taxonomies 133
Applying Concepts From Learning Preferences Frameworks 134
Integrating the Arts 135
Social and Physical Environment 137
Co-Teaching Approaches 139
Pause and Reflect 140

**8. Collaborative Planning and Evaluation for Differentiated Instruction 143**
The Rationale and Benefits of Collaborative Planning and Teaching 144
Effective and Efficient Use of Planning and Evaluation Time 146
Development of Relationships Among Team Members: It's a Process! 149
Skills for Building Trust and Establishing Team Norms 149
Communication and Leadership Skills 149
Creative Problem-Solving Skills 150
Conflict Resolution Skills 150
Are We Really an Effective Planning Team? 151

**9. Co-Teaching to Deliver Differentiated Instruction** **155**
Why Collaborate to Co-Teach? 157
Research Base for Co-Teaching 157
Who Can Be Co-Teachers? 158
Four Approaches to Co-Teaching 159
Supportive Co-Teaching 159
Parallel Co-Teaching 161
Complementary Co-Teaching 162
Team Co-Teaching 162
Questions About Co-Teaching to Differentiate Instruction 163

**Case Studies Introduction** **167**

**10. UDL Lesson Planning Cycle to Differentiate Instruction in Action: A Fourth-Grade Social Studies Unit** **179**
Setting the Context 180
Co-Teacher Professional Development Activities 181
Multiple Methods for Accessing Content 183
Differentiating the Products (Outcomes) of Learning 186
Differentiating the Instructional Processes 187
Instructional Format 187
Instructional Arrangements 188
Instructional Strategies 189
Social and Physical Environment 190
Co-Teaching Approaches 191
Implementing the UDL Plan 191
Using the Lesson Plan Template 192

**11. UDL Lesson Planning Cycle to Differentiate Instruction in Action: Middle Level Mathematics** **201**
Who Are the Teachers? 202
Professional Development Activities 202
Gathering (New) Facts About the Learners 203
Multiple Methods for Accessing the Content for Algebra I 206
Differentiating the Products (Outcomes) of Learning 209
Differentiating the Instructional Processes 209
Group Investigation 209
Cognitive Guided Instruction 210
English Language Learner Techniques 211
Implementing the UDL Plan 211
Using the Universal Design Lesson Plan Template 211

**12. UDL Lesson Planning Cycle to Differentiate Instruction in Action: Middle Level Science** **217**
Who Are the Teachers? 218
Planning to Change From a Retrofit Approach to a Universal Design Approach 218
Gathering (Additional) Facts About the Learners 219
Pause and Reflect: Tina 219

Planning Prior to the Lesson 221
Planning to Differentiate Content and Materials 223
Planning to Differentiate Products 224
Planning to Differentiate the Process of Learning 224
Finalizing the Lesson Plan 225
Differentiation in Action in the Class 226
Reflection 230

**13. UDL Lesson Planning Cycle to Differentiate Instruction in Action: High School Language Arts 241**
Who Are the Teachers? 242
Co-Teacher Professional Development Activities 242
Gathering Facts About the Learners 243
Differentiating the Content and Materials 244
Key Ideas and Details 244
Craft and Structure 244
Range of Reading and Level of Text Complexity 246
Differentiating the Product 247
Pause and Reflect 247
Differentiating the Process 247
Co-Teacher Roles 247
The Planned Lesson 248
Before the Lesson 248
The Planned Instructional Sequence 252
Pause and Reflect 253

**14. UDL Lesson Planning Cycle to Differentiate Instruction in Action: High School Mathematics 261**
Who Are the Teachers? 262
Co-Teacher Collaborative Planning and Professional Development Activities 262
Professional Development Reflections and Commitments 264
Gathering Facts About the Learners 265
Anticipating Learners' Interests, Learning Preferences, Skills, and Conceptual Understanding 265
Multiple Methods for Accessing the Content of Algebra II 267
Unit Theme: Reasoning and Sensemaking 267
Standards Addressed in the Unit 267
Differentiating the Product: Multiple Methods to Demonstrate Unit Objectives 269
Implementation 269
Assessment of Prior Knowledge/Mastery 269
Differentiating the Process of Instruction 272
Planning for Differentiation to Include Evidence-Based Strategies 272
Implementing Differentiated Instructional Processes 273
Using the Lesson Plan Template 276
Reflections 276
Reflections on Facts About the Learners 277

Reflections on Content and Materials Differentiation 277
Reflections on Product and Assessment Differentiation 277
Reflections on Instructional Process Differentiation 277
Peer Observer Feedback and Future Goals 277

**15. Epilogue: Pause and Reflect 287**
Values and Assumptions About Students 288
Values and Assumptions About Adults 288
Why Explain Values and Assumptions? 288

**Resources 291**

**References 309**

**Index 323**