



Chapter 7

PLANNING INSTRUCTION

Key Points

- ◆ Why differentiating instruction and universal design for learning allow CLDE students to succeed in mainstream classrooms
 - ◆ What practical strategies teachers can use to plan instruction for all levels of learners, including those who are CLDE
 - ◆ How strategic planning helps to minimize management issues in today's diverse classrooms
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CASE STUDY 7.1**Support From the General Education Teacher**

My son's preschool teacher was the first person to tell me that my son was lagging behind in some essential skills and suggested that I get him tested through Child Find. Alex qualified for preschool services that would help him catch up to his peers. That was almost nine years ago. As he began kindergarten, I was so grateful that he had access to special education services. He was slowly starting to improve. When his three-year testing came around I was so nervous because I wanted the services to continue so he would have access to these teachers who had been so helpful. Unfortunately, he did not qualify by a very small margin. I understand the value of these tests, but I was so disheartened. How was he going to get the support he so desperately needed?

As I entered the room that held the seven people who had been such a wonderful support for both my son and I, I wanted to beg them not to abandon us! As each advocate gave their testimony of the test results, the determination was made that my son could move on without special education services. This was a great thing, right? That meant that he had "caught up" enough to function in the classroom with his peers without additional services. I should have felt proud of the accomplishments. Why did I feel so alone all of a sudden? They assured me that if I had any questions that I could always stop by the special education offices and they would be more than happy to help. After everyone left the room, my son's teacher stayed behind to talk with us. She seemed to know what we were feeling and said that we would now be a team to continue to help my son progress. She offered to meet with us and make a plan. These words made all the difference.

This wonderful general education teacher made sure there was a plan established for reading, writing, and math. She continued to consult with the teachers in the special education department. She and every teacher after that made sure that my son's needs were met, modifications were made, and most of all made sure he continued to love school in spite of his difficulties.

The special education teachers were incredible, but the classroom teachers were the ones that made sure everything was taken care of and communicated with me constantly about my son's learning.

—Kelly, Mother of middle school student

Consider the case study above:

- How did the classroom teacher validate and support the mother's concerns?
- How can classroom teachers support learners who may not be at grade level proficiency?
- How can general education or content-area teachers structure their classroom and plan for students who are struggling academically?

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The opening case study reminds us that general education or content-area teachers are largely responsible for educating students with special needs. Although Kelly's son did not continue to qualify for services, he continued to need extra support from the general education teacher. As Chapter 5 noted, the assessment/instruction cycle is the foundation for meeting student needs, and the general education teacher has an important role in the **process** by implementing interventions and choosing strategies to meet those needs. This chapter lays the foundation for planning instruction to include CLDE students and leads into implementation of the specific instructional strategies discussed in Chapters 9–15.

PLANNING FOR INSTRUCTION

When a teacher knows the needs of the students in his or her classroom, the teacher can more effectively plan instruction to make the curriculum accessible to all students. In order to better know one's students, teachers must understand how to interpret assessment data (assessment reports, both formal and informal, summative and formative) and also understand the learning styles of students and how these styles are influenced by culture, language acquisition, background experiences, and personal interests of students. All of this information gives teachers pathways to connect the material with the learner, to create opportunities for the child to take in the information and concepts, and to help students understand the ideas, knowledge, and content. By gathering as much information as possible about each student, teachers can better plan for instruction. One of the ways that both secondary and elementary teachers can effectively and thoughtfully plan for most of the students in their classrooms is to accept a philosophy of differentiation.

A PHILOSOPHY OF DIFFERENTIATION

Differentiating instruction (DI) is a way of approaching the planning and implementation of curriculum and instruction with an understanding that learners differ in a variety of ways (Sands & Barker, 2004). Based on the work of Tomlinson (1995, 1999, 2000), differentiating instruction responds to diverse learners by considering

1. *readiness levels*, by varying rates of instruction as well as the complexity of the targeted content;

2. *learning profiles*, by providing access to and interaction with information in numerous ways and across multiple dimensions; and
3. *interests*, by incorporating the learner's affinity, curiosity, and passion for a particular topic or skill.

These variables are attended to when teachers plan and thoughtfully vary the process, product, or content associated with a particular unit or lesson of instruction. When teachers utilize these variables in their planning and choose strategies that support a variety of learners, they are differentiating instruction.

In order for teachers to plan according to the readiness levels, the learning profiles, and the interests of their students, teachers must access information about a student from a variety of sources, some of which we described in Chapter 5 on assessment. To review, below are some information sources that help to give a complete picture of the learner (CLDE students in particular):

- Parent input
- Cultural background of student
- Learning style of student
- Interests of the student
- Language acquisition levels of the student (in both L1 and L2)
- Literacy levels of the student (in both L1 and L2)
- Samples of the student's work that "show" the challenges and strengths
- Information from student interviews
- Information from informal conversations with the student
- Classroom observations of what strategies work to support the student
- Past educational background (including past placement and program types)
- Past teachers' or schools' perspective of learning issues
- Any observations you have made in general
- Formal assessment reports
- Informal assessments
- Comparative work samples
- Teacher-made assessments

- Attendance records
- Transcripts, grades, and cumulative files
- Data from other teachers who work with the student

This list is by no means exhaustive, but by collecting a variety of information about students, teachers will better understand their students as learners and as individuals and will capture a more complete picture of students' readiness levels in academic areas. The information gathered about students is critical to building the best learning environment, and must be brought into lesson planning and implementation. A full picture of the student and the class is integral to the philosophy of differentiation.

For examples of inventories for various student levels, see the following Web Link:
www.sagepub.com/grassi.



7.1

Differentiation and CLDE Students

The philosophy of differentiation is a key component to preparing CLDE students for academic success. It is rare that a secondary or elementary general education teacher will have all CLDE students at the same level in terms of English language proficiency, first language proficiency, educational background, learning capability, or cultural background. The diversity in back-

ground experiences, past schooling, special education issues, and linguistic proficiencies requires effective teachers to differentiate instruction. Basic strategies for integrated content-language instruction (described in Chapters 9–15) must be adhered to for all CLDE students; however, the process, product, and content can all be differentiated to meet the needs of different CLDE students.

Teachers must consider student choice when differentiating instruction for CLDE students. Choice does not mean “choosing whether to do the work or not.” Rather, choice is giving students options on how to access the same curriculum and how to demonstrate understanding of the learning objectives. When students are given choice, the teacher can observe what students choose and begin to better understand each student's strengths and challenges based on the choices they make.

REFER TO CASE STUDY 7.1

What information could the teacher use to plan instruction? Did she consider differentiation? What other steps could the teacher take to ensure that Kelly's son's needs are met?

Another aspect of differentiating instruction is to utilize different strategies for presenting and scaffolding the curriculum, especially strategies that make the content accessible to all (see Chapters 9–15), and observing student reaction to the various strategies. When using different strategies, teachers can observe which strategies CLDE students respond to best, thus beginning to understand students' learning styles, academic needs, and linguistic needs.

Once teachers are in a position to observe students and how they best access the content and demonstrate their understanding, teachers will begin to notice which students they need to focus on to better understand how that student learns. It is at this point when differentiation becomes a critical component of the classroom. Differentiation gives teachers a pathway to provide different manners of presenting the content and assessing understanding in order to better meet the learning needs of all students. While differentiated instruction is a philosophy of teaching that is based on the idea that “instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms” (Hall, 2002), we would argue that these considerations also need to be implemented at the point of planning instruction in response to what teachers know about their students. In other words, differentiated instruction should begin when teachers plan instruction for their students. Case Study 7.2 describes how a middle school teacher differentiates instruction to meet the needs of diverse students in the classroom.

CASE STUDY 7.2

Differentiation

The sixth grade classroom is a “typical” middle school classroom. Twenty-five students have desks positioned in a U-shaped pattern. Some students are clustered at desks, some are working on the floor, some are working with a teacher, and others are working with a paraprofessional in the room. The students are finishing a writing project where they are creating a guide to the school for visitors. Each small group or individual is working on a different area of the school: the office, the art room, the cafeteria, the gym, and so on. Each group will prepare a description of the area, describe its purpose, and explain why a visitor might be interested in seeing that particular location. They are also including drawings of each location. When everyone is finished, the guide will be used in the office as a tool for welcoming visitors to the school. The teacher has asked bilingual parents to join in the project by working with some ELL students in their L1, and by helping students to translate the guide into various languages for any visitors who are culturally and linguistically diverse.

The students are engaged and excited about what they are doing. During the work time, six students come into the room. They have been with the English as a Second Language (ESL) specialist. Three of the students who are returning to the classroom are from Mexico, two are from African countries, and one child is from the Middle East. The teacher has already discussed the assignment with the ESL specialist so that the ELL students were supported in the project through their work with the specialist. The six ELL students take their writing folders and join their small groups. The class also has five students who are supported by the special education teacher, and seven students who are labeled gifted and talented.

Consider the case study above:

- Who are the students in this classroom and how might their learning needs differ?
- How is the teacher providing for these different learning needs?
- What kinds of activities in the lesson described above provide for different learning styles, different academic abilities, and varied interests?

Differentiating the Process

Differentiating the process is achieved by allowing for various ways to access the content. One of the ways teachers can differentiate the process is by setting up a classroom environment that encourages student-centered work. This is a classroom where students are not always doing the same thing concurrently. Take the example in Case Study 7.2. In this lesson, students are working on a group project with individual components. Some students are working individually and some are working in groups, some are working with a teacher or paraprofessional, some are working on their own. Some of the writing is very complex; some is at a simpler level of English. Some students use supports of pictures and vocabulary, others do not. Some students are working in two languages; others are just working in English. Most important, all students are working on the same curriculum. Every student is challenged to meet the common goal of writing for a purpose, of describing a part of the school and its usefulness to the students. When a teacher differentiates, he or she does not dilute the curriculum; rather, these modifications set a tone in the classroom that supports collective learning through individual needs.

Case Study 7.2 specifically describes differentiation of the process for CLDE students. Some CLDE students need time to clarify the content in their L1 and, if resources are available, providing the content in both the L1 and the L2 is a very effective manner of differentiating the process. In Case Study 7.2, this was achieved by allowing for flexible groupings throughout

the lesson and by calling upon bilingual parents and paraprofessionals to help clarify the content in the L1 for students who needed this accommodation. CLDE students will also typically require instruction in English grammar and vocabulary for the lesson—usually to a deeper extent than native English speakers. This was achieved by allowing time for specialized language instruction with the ESL specialist. CLDE students will also need encouragement to actively participate in the lesson—by having discussion questions before the class, by having time to think-pair-share with peers before participating in whole group, and by participating in a written format or through drawing or acting. The teacher above provided ample opportunities for students to work in groups, share their ideas, and present materials in written and drawing format—all of which would help prepare students to participate in whole group activities around the writing process.

Case Study 7.2 provides a scenario that can be easily adapted to the secondary level. For example, science teachers can differentiate the process while simultaneously having all students work on the same experiment. If students are grouped in clusters that are supportive to all participants (socially, linguistically, academically), if CLDE students are allowed to participate orally (and complete the written portion later with assistance), or if they are given structured organizers to help them complete the written portion in the groups (such as note-taking guides, cloze outlines), then CLDE students can actively participate in the process because they have been given the differentiated supports they need to participate. And if the teacher uses integrated content-language methods (see Chapters 9–15)—such as modeling all steps of the experiment, providing students with a step-by-step instruction guide, and labeling instruments in the classroom so students can easily find them—then CLDE students can better access and succeed in the content-area task. Differentiating the process is a method that can be adapted to any grade level and to any subject matter.

REFER TO CASE STUDY 7.2

How did the teacher differentiate the process? How could you differentiate the process in your content area or general education classroom?

students with a step-by-step instruction guide, and labeling instruments in the classroom so students can easily find them—then CLDE students can better access and succeed in the content-area task. Differentiating the process is a method that can be adapted to any grade level and to any subject matter.

Differentiating the Product

Another component of a differentiated classroom is the idea of “choice” in the **product**. Choice gives students the ability to show more clearly what they know. In a classroom where differentiation is present, ideas are communicated through a variety of avenues. Teachers give students opportunities to

“show-what-they-know” in different ways (telling, writing, drawing), or through different types of products (a speech, a report, a collage, an interview, a film, or an exam). Students need to have experiences in all of these genres, but there are times in a classroom when students need to be able to choose how they will show their knowledge. Today, all students must take the state standardized exams, and these exams show one area of comprehension. But when students are also given opportunities to choose the product that best demonstrates their understanding, teachers are more likely to see a more complete example of a student’s comprehension. Students are apt to choose products that allow them to work within their linguistic and academic capabilities.

When a teacher has CLDE students who are performing at different linguistic levels in the classroom, differentiating the product becomes even more critical to academic success. What should a teacher expect from a student who is in the preproduction or early production language acquisition stage? Should the product expectations be different from those for a child at the intermediate or advanced fluency stage? If the class is assigned a three-page report, how can that be differentiated for the student who is not fluent in English writing? What other ways can a teacher encourage CLDE students to show their understanding of the content without heavily relying on their English proficiency skills? Teachers should consider different products such as art-based projects and drama, and teachers should have realistic expectations of the types of grammatical errors in products from CLDE students. Teachers should also consider products created in the student’s L1.

Secondary students, in particular, can benefit greatly from differentiated products. Many students have skills and talents beyond what is expected in the curriculum and, given a chance to show their talents, usually become more motivated to learn the topic. For example, in a secondary history class the teacher can allow students to show their understanding of the general curricular topic through different products. Students can interview or film experts, attend a talk and write a report, read books on the topic and write reports, create poetry or a drama depicting an important issue, or create media or PowerPoint presentations (see Photo 7.2) from the perspective of a certain figure during the time. While it is expected at the secondary level that all students will take the same test, also allowing for choice can increase interest, expertise, and motivation around the topic. It is important to note here again that this does not mean that the teacher is “watering down” the curriculum. Rather, the teacher is finding ways to encourage output, to encourage learning, and to support each student’s learning in content, process, and language acquisition.



Photo 7.2 Projects can be differentiated through technology.

Differentiating the Content

REFER TO CASE STUDY 7.2

How did the teacher differentiate the product? How could you differentiate the product in one of your lessons?

Differentiating the **content** is a way to make the content accessible to students, and to spark student interest in the content. Student choice is an excellent way to differentiate the content. For example, if the goal is to read a particular genre of literature, students can choose the piece of work that they want to read as long as it fits that genre. The characteristics of the books are all the same, but the students choose the topics. To further illustrate, if the assignment is to explore the genre of biographies, then biographies can be read about men or women, people of color, or immigrants to this country. All students are working on the same content focus, but choice helps to engage students. And in particular, when working with CLDE students, making the content relevant to the different cultures represented in the classroom is a key strategy for academic success. If students are given choice on the perspective to research, they will choose what is interesting and relevant to them and the variety of information

gathered will make for a more complete picture of the academic concept for all the students. Likewise, using materials in different languages will allow students to examine perspectives and content material that provide linguistically and culturally diverse perspectives.

A teacher can also utilize differentiation of content to address diverse readiness levels. If students are studying the genre of poetry, for example, a variety of reading levels can be incorporated in the poetry reading that the class does together, or the class can be separated into groups for part of the lesson to make sure that all students are working at their readiness level. Some students may need to listen to the poetry on a tape. Some students may need to read the poetry in both the L1 and in English. Some students may need explicit instruction on the vocabulary, the grammar, the patterns included in the poem, and most students would appreciate visual context. Choice, in some of these cases, is set by the teacher, but the students in a classroom understand that everyone is getting what they need—and what they need is not always the same product or process. Case Study 7.3 presents an example where differentiation of content was not implemented systematically.

CASE STUDY 7.3**Mr. Jacobson**

Mr. Jacobson's classroom is ready for their literacy instruction. Approximately one half of the 25 students in class are below grade level in reading, several students are English language learners, and several of the students have an IEP for other special education issues.

The students are gathered around the teacher who, yesterday, randomly assigned each small group of students a poem to summarize. The students were allowed to choose their own groups of five. The students worked in groups to prepare their summaries and have turned those in to the teacher. The students are now sitting in a half circle around the whiteboard, where across the board, the original poems the students had summarized are taped up. The whole class task is for students to guess which poem is being presented after the teacher has read aloud each group's summary.

The teacher reads the first group's summary. Five of the 25 students present are paying attention. Other students are tapping pencils, moving in their seats, slipping notes to each other, and looking to go to the bathroom. Regardless of this behavior, the teacher continues to read summaries—with no pausing, visual context, or written versions with which the students can follow along. As the 45-minute lesson progresses, the teacher becomes more and more frustrated with the students' behavior. He constantly asks students to be quiet, stop moving, and to put their pencils down. It is evident that the students are not engaged and many students are having trouble staying focused on the task.

(Continued)

(Continued)

Consider the case study above:

- Why are students not engaged in this lesson?
- In what ways could this lesson be differentiated to meet the diverse needs of the students in the classroom?
- How can differentiation of content better meet the needs of students?

In Case Study 7.3, content choice was limited. Students were assigned a poem that the teacher chose randomly—the poem did not necessarily reflect student interest, reading ability, or cultural perspective. Within the whole class activity, the teacher did not differentiate the process for students who were learning English, students who needed visual cues, or students who had attention issues. The students could not become involved in the learning because the content was not accessible.

On the secondary level, differentiating the content is an excellent way to engage students with the material. For example, in a history class, if the topic is World War I, then the content can be differentiated by perspectives (students choose a country's perspective to study, a soldier's perspective, a civilian's perspective, a leader's perspective), by job (who did what during the war), or by countries' decisions (which country decided what). Students choose what they would like to investigate and are required to bring their knowledge to the whole class. Teachers can also offer students choice in the process—they can access information off the computer, from interviewing experts, from reading

REFER TO CASE STUDY 7.3

How could Mr. Jacobson have differentiated the process to make it more accessible to students? How can you better differentiate the process in one of your classes to make the content more accessible to your students?

books in any language, or from seeing movies. And teachers can differentiate the product—students can present their information to the class in PowerPoint format, in a written outline, by showing and explaining clips from movies, or in a poster presentation. By differentiating the content, process, and product, students will gather information that goes beyond the textbook, and the class as a whole will gain

a fuller picture of the topic—while increasing their motivation to study the topic. See Table 7.1 for a summary of classroom applications for differentiating product, process, and content.

Table 7.1 Application of Differentiation¹

Differentiating process	<ul style="list-style-type: none"> • Explicit instruction in vocabulary and key concepts • Group and individual work stations • Scaffolded projects • Use of technology to complete the project • Drawing, drama, and writing to learn about the content • Access to content through a variety of modalities (audiotapes, movies, Web sites, interviewing an expert) • Using different graphic organizers • Large print versions • Content at a variety of reading levels
Differentiating product	<ul style="list-style-type: none"> • Different types of assessment—written, interviews, art projects, dramatic productions • Use of portfolio to show learning over time • End products in either the L1 or the L2 • Culturally relevant products governed by student choice and experience • Products that reflect the linguistic level of the student
Differentiating content	<ul style="list-style-type: none"> • Culturally relevant—give students the choice of which perspective to study concerning a specific topic or time period • Different books within a particular genre • Different choices on research projects and topics • Different experiments to choose—using the scientific method • Connect content to students' background knowledge • Provide content materials in different languages

UNIVERSAL DESIGN FOR LEARNING

Another concept that shares the same philosophy as differentiation—that is, teachers must implement various ways to make the information accessible for all students—is the concept of **universal design for learning (UDL)**. This is a term borrowed from architecture, where universal design is part of the process of making buildings accessible for all people from the moment the building is envisioned. For example, instead of adding on a ramp to make the building accessible, the ramps are incorporated in the design process to make them a part of the beauty and function of the building. The ramp is not an “add on” or an afterthought, but is part of the original design—a design that values access for everyone.

In teaching, the concept of universal design for learning is used to ensure that all students have access to the curriculum from the point of planning. We need to think about providing that access as part of the original lesson plan, not as an add-on or a modification midway through the lesson when we notice that students are struggling. Teachers are very good at making modifications “on the fly,” or reteaching if needed, but we need to become better at thinking about our students’ needs from the onset of our lesson planning. We can do this by incorporating the concept of universal design for learning, which promotes access to curriculum by providing the following (Center for Applied Special Technology [CAST], 2007; Orkwis & McLane, 1998):

- **Multiple means of representation**, to give learners various ways of acquiring information and knowledge,
- **Multiple means of expression**, to provide learners alternatives for demonstrating what they know, and
- **Multiple means of engagement**, to tap into learners’ interests, offer appropriate challenges, and increase motivation.

UDL shares many of the same philosophical tenets of differentiating instruction, yet universal design for learning imagines that the multiple means of representation, expression, and engagement occur at the curriculum design level. Differentiated instruction often occurs during instruction (after the curriculum has already been designed) in response to learner needs (Hall, Strangman, & Meyer, 2003).

Universal Design for Learning and CLDE Students

Like DI, the concept of universal design for learning (UDL) is integral to planning for successful instruction for CLDE learners. Multiple means of representation is needed for CLDE students to understand the content. The teacher should provide all material using the 3-way model: spoken, written, and with visual context (see Chapter 9). Likewise, students will need time to work in groups to clarify the subject matter in their first language, and CLDE students will need specialized language instruction in grammatical concepts that native English speakers may not necessarily need (see Chapters 9–15).

When teachers are faced with various levels of English language proficiencies in both the secondary and elementary classroom, students must have multiple

means of expression in order to communicate their knowledge of the topic. The teacher should consider allowing the students to use their L1, to draw pictures, to have time to think about the topic with their groups first, to create media representations of their knowledge, to design creative projects, or to act out the topic. When linguistic skills of CLDE students are at a beginning level (preproduction or early production stages), the teacher needs to consider different ways for the students to express themselves and their content knowledge without heavy reliance on English.

Finally, when teachers work with students from different cultures and educational backgrounds, teachers must find multiple ways to engage these students. When teachers at any grade level give students choice, students can engage in content that interests them. When teachers provide various models and various perspectives, they reach more students in the classroom (see Table 7.2 for a summary of instructional applications of universal design for learning).

REFER TO CASE STUDY 7.2

In what ways did the teacher incorporate UDL into the classroom? How can you better provide multiple means of representation and expression, and multiple ways to engage students in your classroom lessons?

Table 7.2 Applications of Universal Design for Learning²

Multiple means of representation	<ul style="list-style-type: none"> • 3-way model of instruction (Chapter 9) • Graphic organizers • Emphasizing key concepts and vocabulary • Providing access to content at appropriate reading levels • Group clarification
Multiple means of expression	<ul style="list-style-type: none"> • Differentiated product • Requiring assessments that measure the content—not the language • Allowing for different means of showing comprehension
Multiple means of engagement	<ul style="list-style-type: none"> • Activities that are culturally relevant to the students in the classroom • Technology • Experiential learning • Hands-on activities • Experiments

APPLICATION OF DIFFERENTIATION AND UDL: BACKWARD DESIGN PLANNING

A practical strategy for implementing the concepts of DI and UDL is the **backward design model** (Wiggins & McTighe, 1998). A backward design model requires teachers to start planning the lesson from the end by determining the desired results—What do I want my students to understand and be able to do after this lesson? Teachers then build their lesson from the endpoint working backwards to plan activities and lectures that will bring students to the desired outcomes. While planning activities, the teacher can keep in mind differentiation and UDL for individual students. How can the teacher adapt activities to meet the needs of particular students?

For example, if a math lesson involves adding and subtracting fractions, the teacher would start by identifying the desired results or learning outcomes. The teacher may want students to know the following by the end of the lesson:

1. Finding the least common denominator (finding the factors of numbers)
2. Changing the numerator of a fraction based on the least common denominator
3. Adding and subtracting fractions once they have a common denominator

Once the teacher has laid out all the learning outcomes, the teacher needs to determine the steps he or she will use to reach these outcomes with students. At this point, it is important to consider how to make the content accessible using either differentiation of process, or multiple means of representing the material. The graphic organizer in Table 7.3 is adapted from Wiggins and McTighe (1998, p. 186) to help guide teachers in determining the activities needed to reach their desired outcomes.

Once activities have been determined, teachers should consider the evidence they will gather to show that the students comprehended the lesson. Taking into account a philosophy of DI, evidence of understanding (or product or assessment) can be differentiated to include individual or group tests, projects, tasks, and informal observations of students.

When using the backward design model, teachers can also consider differentiation of process and think about the different ways in which students can all arrive at the same knowledge—but perhaps not through the same process. When students are given access to the content, are given opportunity to show their strengths, and when these strengths are valued, then students are more inclined to engage with the material.

Table 7.3 Utilizing Backward Design for Multiple Means of Representation or Differentiation of Process

Learning Objective	Description of Teacher Actions (What teaching and learning experiences will equip students to demonstrate the targeted understandings?)
Finding the least common denominator	<ol style="list-style-type: none"> 1. Teacher draws all steps on the board. 2. Teacher uses colored markers to differentiate each step. 3. Teacher repeats the steps at least three times. 4. Teacher leaves the steps on the board for students to reference. 5. Teacher groups students and presents each small group with different fractions and has them find the LCD. 6. Teacher has steps written out on a worksheet for each student in the class. 7. Teacher works with specific groups. 8. Teacher checks in with all groups to make sure they understand.
Changing fractions once the LCD is determined	<ol style="list-style-type: none"> 1. Teacher draws all steps on the board. 2. Teacher uses colored markers to differentiate each step. 3. Teacher repeats steps at least three times. 4. Teacher leaves the steps on the board for students to reference. 5. Teacher divides class into groups and each group attempts to change the fractions. 6. Teacher passes out a worksheet with the steps delineated for each member of the class. 7. Teacher works with specific groups.
Adding or subtracting fractions	<ol style="list-style-type: none"> 1. Teacher writes on board and explains at least three times. 2. Students have the choice to work individually on worksheet, in small groups, or with the teacher. 3. A teacher station is set up at the back of the class for students who want more support.

INSTRUCTIONAL PLANNING PYRAMID FOR INSTRUCTION AND RTI

An **instructional planning pyramid** for instruction is one concrete application of the concepts of differentiated instruction and universal design for learning—process, product, and content, or multiple means of representation, expression,

and engagement. An instructional planning pyramid can help organize the choices that teachers make for instruction when teaching in a diverse classroom. Teachers must purposefully select strategies, supports, and placements that best meet the needs of the specific students, especially when considering students who have an IEP. The pyramid consists of three levels that represent a way to think about planning for the diverse needs in a class (Marston, Reschly, Lau, Muyskens, & Canter, 2007; Sands et al., 2000; Schumm, Vaughn, & Leavell, 1994). This three-tiered pyramid is also used as a framework for implementing the Response to Intervention (RTI) model for identifying the presence of a specific learning disability (see Figure 7.1).

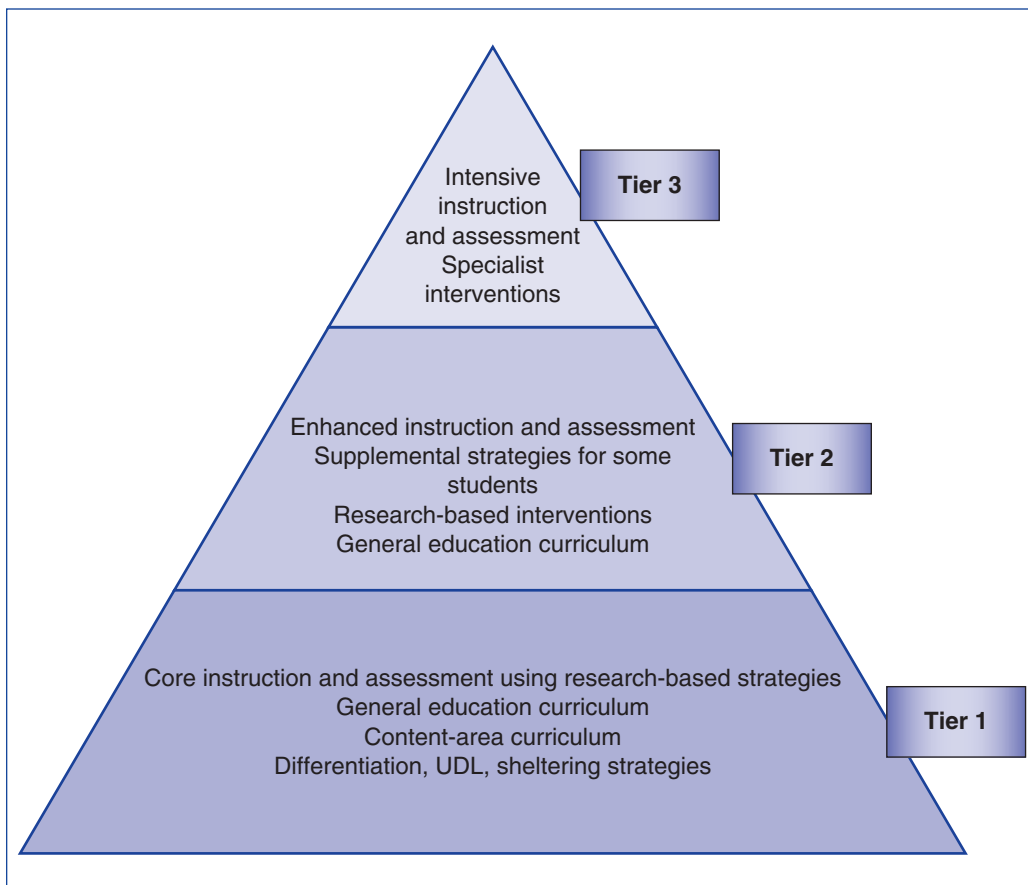


Figure 7.1 Intervention Levels Using a Planning Pyramid

Tier 1, represented by the biggest portion of the pyramid, consists of the general strategies that a teacher uses to reach most of the students in the classroom. The strategies that work best in one classroom for most of the students may be different from the strategies that work for most students in another classroom. For example, if a teacher is in a school where most of the students are learning English, the strategies utilized in the baseline planning will be different from those for a teacher who has no students who are learning English in his or her class. Tier 1 reflects strategies that will reach most of the students and make the content accessible to the majority in that classroom. In Tier 1, all students receive research-based, high-quality core education. Interventions are preventative and proactive with the goal of meeting the needs of most students. Approximately 80% to 90% of students in the classroom should be successful with Tier 1 interventions (Hoover, Klinger, Baca, & Patton, 2008; Myers & Bieber, 2007).

The teacher in Case Study 7.2 implemented research-based strategies that best met the needs of most of the students in her classroom; that is, she first designed the lesson utilizing intervention supports from Tier 1 of the pyramid. Of course, all of the students are individuals and have diverse needs; but for planning purposes within Tier 1, the teacher can think about some of the students in distinct groups and the types of support that they will need. There is a group of students learning English, a group of gifted and talented students, and a group of students who are on IEPs for various reasons (but who all need extra support in reading and writing). The teacher has utilized groupings and students' interests, and has created an assignment that challenges students at their academic and English language levels and allows for a variety of outputs or products (writing, drawing, talking). Students are talking to each other, both in English and in their native languages. Students have access to vocabulary lists and pictures of the school areas. A teacher, parents, and a paraprofessional are also working with students on individual needs and goals. By constructing the core lesson at Tier 1, around the needs of groups of diverse children, and by using a backward planning model to provide supports within the lesson that meet the specific needs of those groups of children, the teacher is able to meet the learning needs of the majority of the children in the class. At the same time, when questions come up for individual students and further modifications are required, the teacher can then begin to implement strategies from Tier 2. In Case Study 7.4, the teacher moves from Tier 1 instruction with all students, to Tier 2 instruction for a select few. By scaffolding the instruction at the Tier 2 level, the teacher makes the content accessible to more students.

CASE STUDY 7.4**Scaffolding Instruction**

Miss Benson has a classroom of 30 ninth grade students. Twenty students in the class are ELL students and many of these students also have an IEP. As a result of the demographics in her class, Miss Benson has taken several professional development workshops on effective instruction for ELL students and incorporates these strategies into all of her math classes.

Today, Miss Benson is teaching students how to create a graph. Because Miss Benson has had training in culturally relevant pedagogy, she is concerned by the graphs presented in the students' textbook. She has a class with a majority of students of color, yet the graphs in the textbooks present statistics that illustrate either low academic achievement levels for students of color, or that have information that is not of interest to her students. Therefore, before beginning the lesson, Miss Benson reads up on leaders within the community from which her students come. She then calls many of these leaders and interviews them about facts from their life. Once she has collected all the data, she creates numbers and statistics that depict the average grade point average, salary, workweek, and so on for leaders and important figures from the community.

To teach the lesson on graphs, Miss Benson places students in groups of four that have access to different fact sheets about people from their community. Miss Benson has instructions for the day's activity on the board. She starts by reading Step 1 from the instructions to the class, "Read over the statistics and facts on your table and highlight the important points." She underlines several words from Step 1—*read over and highlight important points*. Miss Benson then picks up her fact sheets and models what she wants done. As she is reading her fact sheets, she asks students, where might I want to pause and highlight? What seems like important information? Students volunteer answers and Miss Benson writes their ideas on the board. Once Miss Benson is confident that students understand Step 1, she then reads Step 2 from the directions she has written on the board, "Record the important facts you have highlighted on the chart provided." Miss Benson holds up the chart that each student has at his or her desk and models for students by writing her important facts in the correct space. Miss Benson then tells the students to begin their work and sets her timer for 20 minutes. Immediately, five hands are raised—these are five students in the class who require extra scaffolding, regardless of the ESL strategies already implemented in the class. Miss Benson collects the five students in a group and repeats all directions and walks them through a couple of the facts step by step. Once Miss Benson has worked with these students on three more examples, they readily begin to work as a group without the assistance of their teacher.

Consider the case study above:

- Which Tier 1 strategies did Miss Benson utilize in the lesson?
- What other strategies did she need to implement to reach the five students who required more scaffolding?

Tier 2 interventions are represented by the five students in Case Study 7.4 who, regardless of the strategies the teacher employed at Tier 1, still required further adaptations to have access to the same core curriculum. Tier 2 includes research-based interventions that are designed to better scaffold for students who, for example, are at risk of academic or social challenges, are identified as underachieving, are at beginning stages of learning English, or require specific supports to make progress in the classroom. Approximately 5% to 15% of students in the general education or content-based classroom will require Tier 2 modifications (Hoover et al., 2008; Myers & Bieber, 2007). At this level of planning, teachers should consider strategies that will help these groups of students gain access to the content. This does not include diluting the curriculum, but providing research-based interventions that will support students in the content-area classroom. In Case Study 7.4, further repetition of directions and further modeling with the students provided enough scaffolding for the five students in the case study to begin work on their own.

In Tier 2, it is important that the teacher document strategies attempted and results of the modifications—especially when working through the RTI cycle as described in Chapter 5. If interventions do not yield satisfactory results, the RTI team can proceed with more focused interventions at Tier 3 (Hoover et al., 2008).

Tier 3 of the pyramid is designed for those individuals who need more support than can be provided by research-based modifications in the general education or content-based classroom. These students may require specialized individualized programs developed by specialists (such as special education teachers), they may be pulled from the classroom for small group instruction by a specialist (usually listed on the IEP), they may have a paraprofessional who works with the teachers to support the student's needs, or they may be working with a modified curriculum to reach goals listed on their IEP. Students in this group are generally labeled with a special education label (although some will also have an ELL label) and have gone through the special education identification process discussed in Chapter 5. For students in Tier 3 of the pyramid, support from the specialist, whether it is direct services or indirect consultation³ should be provided. Approximately 1% to 5% of students in the general education or content-based classroom will require Tier 3 intervention (Hoover et al., 2008). These students may be several grade levels behind, and monitoring should occur more often to ensure that interventions are working (Myers & Bieber, 2007).

Considerations for CLDE Students

Many schools consider interventions for CLDE students to be at Tier 2 and 3, and pull these students out of the general education or content-based curriculum

for specialized classes with the ESL or bilingual or special education specialist. However, because of the rapidly changing demographics of schools today, we advocate for strategies that meet the needs of CLDE students to be implemented in Tier 1 planning. Teachers need to utilize effective strategies for CLDE students at the planning stage and we advocate that *all* teachers are thoroughly trained in these strategies to meet the needs of all students in their classrooms. If effective strategies for making the content accessible and engaging to diverse students become a part of Tier 1 instruction, it is less likely that misdiagnosis based on language acquisition or cultural difference will occur. We want all students to be a part of the general education or content-based classroom and have access to the rich and full curriculum we require of our monolingual English-speaking students. This requires teachers to have knowledge of language acquisition, effective strategies for CLDE students, and culturally relevant pedagogy. It also requires teachers to implement these strategies in every class with culturally and linguistically diverse students.

PLANNING AND CLASSROOM MANAGEMENT

We are of the philosophy that if students are challenged, engaged—but not frustrated—and have strong student-teacher relationships, then discipline issues are minimized. Effective classroom management at all grade levels stems from good planning and effective strategies. This means that teachers have clear goals and expectations and that lessons are focused on the learning needs of students in their classrooms.

Universal design for learning and differentiating instruction are manners of challenging and engaging students, while removing the barriers that cause undue frustration. When students are allowed choice, they take more ownership of the projects, and if students are given choice in how to exhibit

their understanding, they can display their strengths to the teacher. Once students are comfortable in the classroom and feel that they can be successful, then the teacher can begin to introduce more challenging material that addresses students' particular barriers and can help students work on those barriers in a comfortable, safe environment.

UDL and differentiation strategies must be integral in Tier 1 planning. In other

REFER TO CASE STUDY 7.3

How could Mr. Jacobson differentiate instruction so that students can access the lesson and engage in their learning? Explain how behavior issues may have been lessened. Refer to Case Study 7.4. How did Miss Benson differentiate the lesson at Tier 1 and what were the behaviors of students in her class?

words, the teacher must be prepared to meet the individual linguistic, academic, social, and learning style needs of his or her students from the point of planning the lesson, thus addressing potential frustrations and barriers to learning before the lesson is implemented. Often, if students' needs are consciously and purposefully planned for, then frustration is reduced, engagement is increased, and classroom management issues are minimized.

For detailed discussions of classroom management strategies with CLDE students, including Positive Behavior Intervention Supports (PBIS) and social skills instruction, see the following Web link: www.sagepub.com/grassi.



7.2

Summary

- Differentiating instruction and universal design for learning are approaches to teaching that ensure that all students, including those who are CLDE, have access to the curriculum.
- Backward design and the instructional planning pyramid are practical strategies that help teachers organize instructional choices when teaching in classrooms that include CLDE learners.
- Good planning and the use of effective strategies engage and challenge all learners and minimize discipline issues.

Key Terms

Backward design model	Multiple means of expression
Content	Multiple means of representation
Differentiating instruction (DI)	Process
Instructional planning pyramid	Product
Multiple means of engagement	Universal design for learning (UDL)

Activities for Further Understanding

1. Think of a lesson you have recently taught or observed in a classroom. Think of the students in the class. How could you better differentiate product, process, or content to meet their needs, interests, and abilities?

2. Observe a lesson in a classroom. Does the teacher provide a variety of access points for the students? Are there multiple means of representation, engagement, and expression in the lesson? How does the teacher address needs of CLDE learners in the class through instructional planning?
3. Interview a teacher to find out how he or she plans lessons and units. Is a backward design model used? How are needs of CLDE learners addressed in the planning process?
4. Pick a content-area subject and try the concept of backward planning with an upcoming topic. What were the results? How could you improve?



Visit the Student Study Site at www.sagepub.com/grassi for chapter-specific study resources.

Notes

1. Extensive discussion of specific strategies will be presented in Chapters 9–15.
2. Extensive discussion of specific strategies will be presented in Chapters 9–15.
3. This is only meant to be a framework to consider how to most effectively support students in the general education classroom. A student's IEP may place a student at any of the intervention levels in this framework—it is important for teachers to know what those plans entail and to follow through with the implementation of strategies, supports, and so on documented in the IEP.