Mackenzie McNickle

<u>Differentiated Lesson Plan Part 2</u>

Summation of the Experience

Setting and Environment - Students worked in a small group of 10 students. My high group, which I focused on for this lesson, worked with me during a 20-minute direct instruction period, while my lower group worked independently on their choice boards. Then, my higher group moved to work on their choice boards while I directly instructed my lower group. I have used this format repeatedly, and it is effective in allowing me to differentiate and engage students.

Role - As the teacher, I held the role of facilitator and lecturer. During the direct instruction period, I was giving students information. During the choice board period after I had given direct instruction to both groups, I circulated around the room, offering feedback and redirecting misbehavior.

Curriculum/Content - I used an exit slip to determine students' performance on standard OA.4.8. After assessing the students, as discussed in the data section, I learned that most of them achieved mastery on the skill. While some seemed to require more practice, others were ready to move on to a more advanced skill (problems that require more than two steps.)

Skills/Methods - During the choice board portion of the lesson, many students were able to demonstrate self-regulation as they completed assignments. However, I did have a few students who were not successful at completing their work.

Elements and characteristics of differentiation - tiered instruction- students were taught using a visual strategy (whiteboard) or a kinesthetic strategy (manipulatives). Both groups of students were present on the carpet at the same time, and were solving the same problems. Students were given choice in the second part of the lesson through the choice

board activity. Struggling students were given individual attention during the choice board section, where they were helped using models or simpler problems.

Reflection

I evaluated the effectiveness of my lesson plan by grading the work that students did from their choice board. I analyzed how the students did on their choice assignments to check for obvious gaps in knowledge, but I relied on this data mostly as an accountability tool. To ensure mastery, I administered a "quick quiz"/ exit slip that had one question of each type. I graded the exit slips and performed an item analysis. I used this data to adjust my ability groups and continue to work with students who needed further instruction on this skill. Students who demonstrated mastery were put into an enrichment group, where they worked on more difficult multistep problems involving more than two steps.

Data

	Pretest on OA.1.3	Pretest on OA.4.8	Exit Slip
N.A.	80	25	75
S.B.	90	50	75
J.F.	90	50	100
R.L.	90	75	100
E.L.	80	25	75
A.M.	90	75	100
B.M.	80	50	50
J.V.	90	75	100
F.W.	80	50	100
B.W.	80	75	100

* The pretest involved a lower level skill. These students' scores qualified them for inclusion in enrichment group.

After submitting my differentiated lesson plan part 1, I realized that I did not include a pretest. I made this adjustment in my actual delivery of the lesson so that I would be able to effectively demonstrate student growth. Based on the data, most students increased their mastery of standard OA.4.8. Six students demonstrated mastery, two students demonstrated near-mastery, and one student had not yet mastered the skill.

I have found that following a differentiated instruction model in math directly improves student performance and increases engagement. In units where I have used the split-class strategy, my students' test scores are higher and they seem more engaged. In units where I have used a traditional model without splitting the students into groups, they are less engaged and receive lower test scores. For example, my differentiated multiplication and division unit resulted in a class average of 82% on the culminating test, where my non-differentiated fraction unit resulted in a class average of 71% on the culminating test.

Exit Slip

1. A pet store has 4 bird cages. If each cage has 2 parrots and 2 parakeets in it, how many birds does the pet store have total?

2. Sam had saved up 15 dollars. If he received another 3 dollars for his allowance, how many 9 dollar toys could he buy?

3. At a restaurant each adult meal costs $3 and kids eat free. If a group of 17 people came in and 9 were kids, how much would it cost for the group to eat?

4. A waiter had 49 customers in his section. If 39 of them left and the rest of his tables had 2 people at each table, how many tables did he have?