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<th>Please give us your:</th>
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<tbody>
<tr>
<td>Name</td>
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<td>School</td>
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<td>Role</td>
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<td>Length of time teaching</td>
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<td>Experience/Comfort with differentiation</td>
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<tr>
<td>A goal you have/question you’d like to understand better</td>
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<tr>
<td>Anything else you’d like us to know that might help</td>
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**ALSO PLEASE WRITE YOUR NAME LARGE ON THE REVERSE OF THE CARD**
Goals for this Session

1. To help you continue to build a framework for thinking about “defensible differentiation,”

2. To give you a chance to see some examples of differentiation, analyze them, and ask questions about key ideas in the model as they relate to your work,

3. To provide opportunity and support to plan for transfer of ideas into your own work.

What is Differentiation?
(Making Sure We’re on the Same Page...)

Step 1: Jot down your current best definition of differentiation. Please do this without conversation.

Step 2: Find 3 other people you don’t know, then share your definitions. Look for similarities and differences in them.

At its most basic level, differentiating instruction means “shaking up” what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn.
Differentiation is responsive teaching rather than one-size-fits-all teaching.

Differentiation is planning for the unpredictability of a classroom.
DIFFERENTIATION IS RESPECTFUL TEACHING
Before Differentiation....

In the Box

After Differentiation....

On the Box

In the Box

To the side of the box

Under the Box
“When I think of differentiation, I think of an Apple iPhone—no matter what you’re trying to accomplish, ‘There’s an app for that.’

I think of DI from the perspective of finding appropriate resources to meet a learner’s needs. No matter where they are developmentally, there are resources, Strategies, and best practices to get them what they need.

That’s what the iPhone commercials remind me of—and I love them for their resourcefulness!”

Amy Sherwin
A teacher in Michigan

Sustaining learning requires a balanced success to effort ratio.
**Effective differentiation keeps students’ success-to-effort ratios balanced.**

That’s important for motivation to learn, growth mindsets, and achievement!
Consider...

This Brief “Definition” of Differentiation

**Think Tank**

*With your colleagues, please look for all the relevant connections you can find with differentiation. Push beyond the most obvious ones.*

“**It means teachers proactively** plan varied approaches to **what** students need to learn, **how** they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”*
“I like this class because there’s something different going on all the time. My other classes, it’s like peanut butter for lunch every single day. This class, it’s like my teacher really knows how to cook. It’s like she runs a really good restaurant with a big menu and all.”

Comment from a course evaluation written by a 7th grader
Differentiation is a sequence of common sense decisions made by teachers with a student-first orientation

The Common Sense of Differentiation

Ensuring an environment that actively supports students in the work of learning (mindset, connections, community),

Absolute clarity about a powerful learning destination—(KUDs, engagement, understanding),

Persistently knowing where students are in relation to the destination all along the way (pre- & formative assessment—assessment for learning)

Adjusting teaching to make sure each student arrives at the destination and, when possible, moves beyond it (addressing readiness, interest, learning profile)

Effective leadership & management of flexible classroom routines.
THE HALLMARK OF EFFECTIVE TEACHING

Environment, Curriculum, Assessment, Instruction & Leadership/Management Working Together

Differentiation is a teacher’s proactive response to learner needs and guided by general principles of differentiation.

- A Supportive Learning Environment
- Quality Curriculum
- Assessment that Informs Teaching and Learning
- Instruction that Responds to Student Variance
- Leading and Managing the classroom

Teachers can differentiate through:

- Content: The information and ideas students grapple with in order to reach the learning goals
- Process: How students take in and make sense of the content
- Product: How students show what they know, understand and can do
- Affect/Environment: The climate or tone of the classroom

Through a variety of instructional strategies such as:

- Learning/Interest Centers
- RAFTS
- Graphic Organizers
- Scaffolded Reading/Writing
- Intelligence Preferences
- Tiered Assignments
- Learning Contracts
- Menus
- Tic-Tac-Toe
- Choice of Activities
- Independent Projects
- Expression Options
- Small Group Instruction
- etc.
Differentiation is

A way of thinking about teaching and learning…

A heuristic…

It is NOT

A particular set of instructional strategies!

An algorithm.

Three Pillars of Effective Differentiation

**Philosophy**
- Regarding diversity as normal & valuable
- Teaching & learning focused on a growth mindset
- Accepting responsibility for maximum progress for each learner
- Recognizing & removing barriers to equity of access to excellence for marginalized learners

**Principles**
- Environment as a catalyst for learning
- Foundation of quality curriculum
- Assessment to inform teaching & learning
- Instruction in response to student needs indicated by formative assessment
- Leading & managing a flexible classroom

**Practices**
- Proactive planning to address readiness, interest, learning profile
- Instructional approaches based on student needs & nature of content
- Teaching Up
- Respectful Tasks
- Flexible Grouping
Step 1: Jot down your current best definition of differentiation. Please do this without conversation.

Step 2: Find 3 other people you don’t know, then share your definitions. Look for similarities and differences in them.

Step 3: Talk briefly about ways in which the definitions just presented are like and unlike the ones developed by your group.

1. Quality DI Calls for a LEARNING Environment

Mindset ➔ Connections ➔ Community
Ensuring an environment that actively supports students in the work of learning (mindset, connections, community),

Absolute clarity about a powerful learning destination—(KUDs, engagement, understanding),

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---

The Game Plan For

**1. Growth Mindset**
- Teacher
- Student

**2. Teacher-Student Connections**

**3. Community**
Take a look at this segment from *60 Minutes*.

Look for the philosophy that undergirds Habrowski’s work.

Look also for ideas that seem to have potential to impact learning for a variety of students in today’s schools.
Thinking about the Video

Some Hrabowski Principles & Practices to Foster Student Success

- Goose bumps curriculum
- Meaning-rich curriculum, connection with broader world
- High standards/high support
- Hard work
- We believe in you and intend you to succeed
- Teacher acceptance of responsibility for student success
- A plan to ensure bonding with peers
- Cohort effect
  - 72 teachers around me—I can’t get lost
- Teachers as models of learning and quality work
- Learn to believe in both self and peers
- Encouragement everywhere
- Contagious enthusiasm
- Focus, focus, focus
Success comes from being smart
Genetics, environment determine what we can do
Some kids are smart—some aren’t
Teachers can’t override students’ profiles

Success comes from effort
With hard work, most students can do most things
Teachers can override students’ profiles
A key role of the teacher is to set high goals, provide high support, ensure student focus—to find the thing that makes school work for a student

Teacher’s belief that success comes from effort, not from “endowment”
High personal expectations
High expectations and high support for every student to enlist effort and accelerate growth
Consider the Differences...

Growth Mindset Learners
- Accept Feedback More Readily
- Embrace Challenge
- Grow More Academically
- Persist Longer
- Work Harder

Fixed Mindset Learners
- Cheat More
- Get angry with Feedback
- Resist Challenge
- Grow Less Academically
- Reject Hard Work
- Give Up Faster

Learning Oriented  Reward Oriented

Brain’s Plasticity

Its ability to continually learn and reorganize itself as a result of input from the environment.
Mindset isn’t just about believing.

It’s about enacting those beliefs—living them out—hour by hour, day by day, plan by plan.

Everything else that follows about differentiation has the aim of helping us live out the belief that every student is capable and worthy—

That they can do what’s necessary for success—

And that we can do what’s necessary to support that success.
Consider Mindset in Action...

1. Please think about and sketch out a response to the scenario card you’re given. Be ready to share your thinking with colleagues.

2. Now, form a group with colleagues who had the same scenario you had. Talk about your responses to the scenario. Be sure you explain your thinking in light of your understanding of Mindset and its implications for teaching and learning.

3. Now form a group of about 4 and with the same color dot. Share your best BRIEF response about your scenario with your group. Summarize the scenario concisely. Then share a clear capsule of your response to the scenario—again, being sure to explain your thinking in terms of Mindset.

Paving the Way

MINDSET ➔ CONNECTIONS ➔ COMMUNITY

to Learning
Teachers discover that they need to develop and maintain personal relationships with the students they teach — because for most students, meaningful interaction with a teacher is a precursor to academic learning.

A Simple Idea for Connecting with Kids

Name________________ Date________ Pd._________

Best Thing about the Week ___________________________________________

Lord of the Flies Anticipation Guide

Warm-up Activity: Read the statements below and write an “A” next to any with which you agree, a “D” by any with which you disagree, and “NS” if you’re not sure how you feel. Explain BRIEFLY why you feel as you do.

1. ____________ Children are capable of horrific behavior.
   Explain:

2. 

Some alternatives: Action State (wishing I were skateboarding); How you’re feeling about the novel; favorite movie; do you like hot dogs; worried about; etc.

Mark Myles
• I’d like to be able to say that our job is just to get the kids to learn new things, think better, and be “smarter.”
• But in the bigger picture, learning is about what we at The Met call “the three R’s” -- relationships, relevance, and rigor.
• You cannot have a relationship with or make things relevant for or expect rigor from a kid you don’t know.

Teacher-Student Connections allow us to access what matters about learners

The BIG Picture by Dennis Littky, ASCD, p. 39

Movie Time

Take a Look at this Teacher:

Why is she doing what she’s doing to connect with her students?

Are you surprised at all by the response she’s getting?

To what degree would you say she’s using time wisely or unwisely in this way? Why do you answer as you do?
Everyone brings something important to the success of the team...
How Community Evolves over Time

- Listening
- Celebrating
- Problem Solving
- Responding
- Working

Building Community
Because my teacher treats me with respect,  
    I feel a sense of dignity in this place.  
Because my teacher treats every one of us with respect,  
    We are respectful of one another.  
Because my teacher sees our possibilities,  
    I am beginning to see them too.  
Because my teacher says sweat makes winners,  
    We’re learning to sweat.  
Because my teacher works hard for me,  
    I want to work hard for her.  
Because my teacher won’t settle for less than our best,  
    We aim high more often.  
Because my teacher says we are responsible for one another,  
    We help one another succeed.  
Because my teacher helps us see ourselves through her eyes,  
    We see hope in ourselves.  
Because my teacher is a great coach,  
    We are a great team.
Movie Time

In this High School Class:

What is the teacher’s *mindset*? Why do you say so?

To what degree do you think this teacher *connects* with her students? On what evidence do you base your conclusion?

What evidence, if any, do you see that suggests a sense of team or *community* among the members of the class?

What do you think would change in this class if your answers were the opposite of what you said? Why do you think so?

Environment

The Game Plan For

1. Growth Mindset
   • Teacher
   • Student

2. Teacher-Student Connections

3. Community

How are you doing?

What’s your next move?
An exercise in insight, synthesis, and brevity.

Legend has it that Hemingway was asked to write a six word novel & penned this—For Sale: Baby Shoes. Never Worn.

If people like Voltaire, Harriet Tubman, Gandhi, Jackie Robinson, Newton—or an 8th grader—had only 8 words to make a commentary that captured the essence of their lives, what would they say?

Jonathan Olsen, a history teacher and New York Times contributor uses a Thimble webmaking application with his students to create a website of six word memoirs, plus images, for historical figures they are studying. (Instructions on Mozilla's Thimble page.)

Another teacher has her students write 6 word “resumes” about themselves as scientists—and still another asks students to write the essence of the math they are working with currently.

Ask students to start with a longer, exploratory piece and distill from there.
Whatever
misfortune
creating brought life back

Always thinking ~ Always doing ~ Always tired!
Fear opens the door for opportunity.

I can't keep my own secrets.
From Mrs. Barth’s 4th Graders

Math does not work with me. 
There are brothers. Then there’s Caleb. 
Still waiting for a dog. “Please?”
I love and hate yellow bugs. 
Inventing to get my sister extinct.
I don’t know why night comes. 
Math is like my brother. Annoying.
My baking mom is my sunshine.
Why is math an hour long?
Love every color in the world.
Colorful rainbows make me so happy.
I wish honey was here today.

raisingdaughtersblog.blogspot.com/...six-word-memoirs-by-mrs-barth...

Please create a 6-Word Memoir that capsules where you are in your development as a teacher in regard to creating an environment that consistently invites all kinds of kids to learn (mindset/connections/community).

- Jot down random thoughts or a more “essay-like” piece first.
- Think about what you’ve written (or drawn).
- Distill the ideas into a 6-word memoir that gets to the core of what you see in the reflection.
Please make mistakes in my class.  
Hilary

Safety comes first OR NOBODY Learns!  
Ayu

How can we grow learners here?  
Trupti

Anonymous

Always interested in knowing students' lives.  
Holly

What do you have? Infinite Possibilities.  
Fumi

See blue sky after the rain.  
Anonymous

Seek and find that you can.  
Emily

They stop by for a hug.  
Marianne

Instructor, always a learner with you.  
Anonymous

Diversity always lives in my class.  
Anonymous

My belief will create the fact.  
Anonymous

Raffy humbled me; never underestimate kids.  
Sandra

Welcoming environment for all to progress.  
Gemma
2 Quality DI

Is rooted in meaningful curriculum.

The Common Sense of Differentiation

Ensuring an environment that actively supports students in the work of learning (mindset, connections, community),

Absolute clarity about a powerful learning destination—(KUDs, engagement, understanding),

Persistently knowing where students are in relation to the destination all along the way (pre- & formative assessment—assessment for learning)

Adjusting teaching to make sure each student arrives at the destination and, when possible, moves beyond it (addressing readiness, interest, learning profile)

Effective leadership & management of flexible classroom routines.
The Game Plan For Curriculum

1. Plan for Engagement
2. Clear KUDs
3. Focus on Understanding
4. Teaching Up

Movie Time....

In this Classroom, Look For:

1) The nature of the learning environment
   --mindset
   --connections
   --community
2) Quality of curriculum
   --engagement
   --understanding
3) Examples of how the teacher addresses student variance
4) Your own questions
Likely KUDs for the Science Lesson

**KNOW**
ecosystem, perspective, personal lens, stakeholder lens, system culture, persuasive writing....

**UNDERSTAND**
People’s contexts shape their perspectives on events and information. Science is part of a social system and is dependent on that system for its impact.

**DO**
Use scientific data to make decisions
Construct a logical argument using persuasive writing
Work collaboratively to solve problems

---

**Planet MI Task**

<table>
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<tr>
<th>V/L</th>
<th>L/M</th>
<th>M/R</th>
<th>B/K</th>
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<tbody>
<tr>
<td>Write a story about your planet</td>
<td>Make a chart that compares your planet to Earth</td>
<td>Make up a song about your planet</td>
<td>Make up or adapt a game about your planet (Saturn ring-toss, etc.)</td>
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</table>

Beware of Twinky DI
QUALITY CURRICULUM: THE SHORT VERSION

Engagement + Understanding (sense & meaning) = Success

To Ensure Engagement

Copyright 2013 Carol Tomlinson
However we conceive it, every lesson plan should be, at its plan at its heart, motivational plan. Young learners are motivated and engaged by a variety of conditions. Among those are:

- novelty
- cultural significance
- personal relevance or passion
- emotional connection
- product focus
- choice
- the potential to make a contribution or link with something greater than self

---

**Movie Time....**

**What’s Important in this Clip?**

1) In the way the teacher thinks about designing curriculum?

2) About the teacher herself?

3) About what’s going on for the students?
To Ensure Understanding...

Teachers Must Distinguish Between:

- **Enduring Understandings**
- **Important to Know and Do**
- **Worth Being Familiar With**
Humans are born asking a question,
And die asking the same question.
The disciplines were created to answer that question:

“What is life and who am I in it?”

Realms of Meaning
Phil Phenix

Students can hit any target that they know about and that stands still for them.

~Rick Stiggins
Planning a Focused Curriculum Means—at the Very Least—Clarity About What Students Should …

**KUDS**

- **UNDERSTAND**
  - Principles/generizations
  - Big ideas of the discipline

- **KNOW**
  - Facts
  - Vocabulary
  - Definitions

- **BE ABLE TO DO**
  - Processes
  - Skills

**KNOW**

Facts, names, dates, places, information

- There are 50 states in the US
- Thomas Jefferson
- 1492
- The Continental Divide
- The multiplication tables
- Procedural information (how to…)

Copyright 2013 Carol Tomlinson
BE ABLE TO DO

Skills (basic skills, skills of the discipline, skills of independence, social skills, skills of production)
Verbs or phrases (not the whole activity)

- Analyze
- Solve a problem to find perimeter
- Write a well supported argument
- Evaluate work according to specific criteria
- Contribute to the success of a group or team
- Use graphics to represent data appropriately

UNDERSTAND

Essential truths that give meaning to the topic
Stated as a full sentence
Begin with, “I want students to understand THAT…” (not HOW… or WHY… or WHAT)

- Multiplication is another way to do addition.
- People migrate to meet basic needs.
- Art is deception.
- All cultures contain the same elements.
- Entropy and enthalpy are competing forces in the natural world.
- Voice reflects the author.
  _ Angles are measures of turning.
  _ Geography is destiny.
Teaching and Learning for Understanding

- Acquire important knowledge and skills
- Make Meaning of “big ideas”
- Transfer learning to new situations

Learning to Drive: An Analogy

Wiggins & McTighe 2011
Examples of Essential Knowledge for Learning to Drive

• Rules of the road
• Meanings of road signs
• Operational parts of a car
• Stopping distances at varied speeds
• Basic traffic laws
• Defensive driving
• Etc.

Examples of Essential Skills for Learning to Drive

• Shift gears appropriately
• Parallel park
• Make appropriate turns based on traffic patterns, signs, and context
• Drive a straight line in reverse
• Correctly judge stopping distances
• Monitoring surroundings
• Etc…..
Examples of Understandings for Learning to Drive

- Safe drivers obey traffic laws.
- Safe drivers attend to their own driving behaviors and to the behaviors of other drivers.
- Safe drivers adapt to changing conditions.

Example Transfer Goal for Learning to Drive

The new driver will drive safely, defensively, and adaptively when there is no adult in the car.
A Question or Two for You…

- What if we taught driving only as a set of knowledge and skills without an emphasis on understanding?
- What if we taught driving as a set of knowledge, skills, and understanding without an emphasis on transfer?

Unpack this Standard: What Might its KUDs Be?

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 7 Reading Standards for Literature
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Know**
Elements of fiction (plot, setting, character, theme)
Analysis, evidence, interaction, supporting a position

**Understand**
Elements in our lives affect us and affect one another.
- The people we associate with help shape us—and we help shape them.
- Time of day, weather, where we are, the music we hear all impact our mood, thoughts, and actions.
- The “themes” of our lives that most strongly represent who we are and what we stand for shape our thoughts, lives, and actions.

Authors use the elements of fiction in purposeful ways to guide readers’ thinking.
Stories are representations of life and in that way, act like our lives do.
Each element in a story shapes every other element in the story.

**Do**
Recognize the elements in a story.
Explain how the elements interact—and why.
Provide evidence from the story to support their explanation.

---

TAKE A LOOK...

At Some Examples of KUDs

(Jot down thoughts and questions as you look with a colleague.)
Likely KUDs for the Science Lesson on the Exxon Valdez Spill

**KNOW**
ecosystem, perspective, personal lens, stakeholder lens, system culture, persuasive writing....

**UNDERSTAND**
People's contexts shape their perspectives on events and information. Science is part of a social system and is dependent on that system for its impact.

**DO**
Use scientific data to make decisions
Construct a logical argument using persuasive writing
Work collaboratively to solve problems

---

**Know:**
Equivalent
Scale
Compare
Proportion
Relative
Ratios represent relative sizes or quantities
Ratios, fractions and percentages are different ways to represent parts of a whole
We can write ratios as fractions or percentages by considering the total number of parts in the ratio

**Understand:**
Ratio is the relative relationship between numbers.
The ratio between numbers is how the numbers compare to each other.
A whole can be divided into various parts.

**Be able to (do)**
Record the comparison between two quantities in a standard way
Recognize and solve problems involving simple ratios
Convert between fractions, percentages and ratios
Represent the relationship between a whole and the parts within the whole in a variety of ways

Rosalie Miller/Jane Jarvis 2012
Elementary Science

- **Concept**: Cause and effect
- **Lesson Topic**: States of Matter
- **STUDENTS WILL UNDERSTAND THAT**...
  - ...science is governed by cause and effect relationships (Course)
  - ...temperature affects/determines the state of matter (lesson)
- **STUDENTS WILL KNOW**
  - Definitions of atoms and molecules
  - The states of matter
  - The arrangement and movement of molecules in each state of matter
- **STUDENTS WILL BE ABLE TO**
  - Illustrate the arrangement of molecules in each state of matter
  - Describe how temperature affects the state of matter
  - Evaluate how temperature affect the state of matter of a given object

KUDs for Literature

**Know:**
Fiction, Change, Reader’s Role, Figures of Speech, Elements of Fiction

**Understand:**
Fiction is never an answer, always a question.
Fiction is always about change.
In good fiction, the reader asks, “What if I were the character? What would I do?”
In good fiction, the reader asks, “What motivates human beings to do what they do?”
Through good fiction, readers try on lives to see which one fits.
In good fiction, the epiphany is a sudden breakthrough of understanding—of self-awareness.
Good fiction changes readers.

**Do:**
Use the strategies of a successful reader
Support, illustrate, and/or refute the unit’s principles in a blog or vlog

*What's the comparison between this as a starting point for differentiation vs. a list of terms, skills, worksheets, or chapter questions?*

Principles derived from *Past Perfect, Present Tense* by Richard Peck, New York: Dial, pp. 1-3
Music KUDs

*Grade 5 Orchestra*

**Know**
Parts of an instrument  
Care of an instrument  
Basic procedures/processes of a rehearsal  
Note on the scale at a beginner’s range  
Note values (rhythm) at a beginner’s range  
Ways posture and playing position affect tone production  
Ways parts can interact rhythmically and harmonically at a basic level)  
(imitation, unison, contrast, harmony, melody, accompaniment)

**Understand**
Making music is a way of joining the human quest for mastery, meaning, & connection.  
Writing music down lets people share their ideas over time.  
Technical skills make musical expression possible.  
Musicians break down complex music by isolating different elements (e.g., rhythm, notes, tone).  
Notes and clefs are a way of organizing the sound world.  
Rhythm organizes the time and energy of sound and silence.

**Do**
Identify, decode, and perform notes on the clef relevant to their instrument at a beginner’s range  
Identify, decode, and perform rhythms using whole, half, quarter notes, and pairs of eighth notes  
Follow basic procedures of a rehearsal  
Produce a solid, characteristic tone on an instrument  
Play a part in an ensemble of different parts  
Generate contrast in dynamics and articulation
Middle School Math

Know:
- Characteristics of geodesic domes (structural strength and stability, minimizes materials, maximizes space inside)

Understand:
- Physical characteristics of structures influence how structures are used in the world.

Do (Skills and Practices):
- Construct viable arguments and critique the reasoning of others

non-negotiables of differentiation
Mindset
on-going assessment (pre-assessment, formative, summative)
flexible grouping
respectful tasks
readiness, interest, learning profile
teaching up
Know-Understand-Do (KUD)
instructional strategies for differentiation

Differentiation is a philosophy (more than a set of strategies) designed to maximize the capacity of each learner.
Mindset shapes teaching and learning.
Teacher connection with kids opens them up to the risk of learning.
Community multiplies support for students & the teacher.
On-going assessment guides quality differentiation.
The quality of what we teach contributes to the impact of how we teach-- & vice versa.
Clarity of learning goals (KUDs)
engagement & understanding
Diff.

Reflect on your philosophy and practice.
Analyze & critique differentiated tasks using key principles & vocabulary
Define differentiation
Determine next steps in implementing differentiation in your work
They create clear learning goals.
Allow us to align goals, assessments, teaching, and learning tasks.
They allow us to incorporate standards AND make meaning for students.
They enable transfer of learning.
They give us a basis for differentiation.
Who needs which K’s & D’s?
How do we ensure that every student gets meaningful access to the U’s?
They tell us what strugglers should invest in.
They give us a platform for extending for advanced students.
As a result of this lesson, students should:

Know:
- Counting
- More/Less

Understand:
- I can talk about how I am thinking.
- I can make a plan to help me count things.

Be Able to:
- Count
- Show results
- Explain a plan for counting

Task 1  Find a way to count and show how many people are in our class today.
- How did you get your answer?

Task 2  Find a way to show how many people are in our class.
- How many are here today?
- How do you know?

Task 3  Find a way to show how many boys are in our class today.
- How many are absent today?
- How many girls are here today?
- How many girls are absent today?
- Prove you are right.

What Does it Mean to Teach Up?

TASKS:

Clear KUDs
- Require careful thought
- Focus on understanding
- Problems to solve/Issues to address
- Use key knowledge & skills to explore, or extend understandings
- Authentic
- Require support, explanation, application, evaluation, transfer
- Criteria at or above “meets expectations”
- Require metacognition, reflection, planning, evaluation
Defensible Differentiation:

- **Always**
  - Teaches Up
- **Never**
  - Waters down

New World Explorers

**KNOW**
- Names of New World Explorers
- Key events of contribution

**UNDERSTAND**
- Exploration involves
  - risk
  - costs and benefits
  - success and failure

**Do**
- Use resource materials to illustrate & support ideas
New World Explorers

Using a teacher-provided list of resources and list of product options, show how 2 key explorers took chances, experienced success and failure, and brought about both positive and negative change. Provide proof/evidence.

Using reliable and defensible research, develop a way to show how New World Explorers were paradoxes. Include and go beyond the unit principles.

Novel Think Tac-Toe

*advanced version*

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, insightful, and elegant in expression.

<table>
<thead>
<tr>
<th>Character</th>
<th>Setting</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem.</td>
<td>Research a town/place you feel is equivalent to the one in which the novel is set. Use maps, sketches, population and other demographic data to help you make comparisons and contrasts.</td>
<td>Find out about famous people in history or current events whose experiences and lives reflect the essential themes of this novel. Show us what you’ve learned.</td>
</tr>
<tr>
<td>A character in the book is being written up in the paper 20 years after the novel ends. Write the piece. Where has life taken him/her? Why? Now, do the same for yourself 20 years from now. Make sure both pieces are interesting feature articles.</td>
<td>Make a model or a map of a key place in your life, and in important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters’.</td>
<td>Create a multi-media presentation that fully explores a key theme from the novel. Use at least 3 media (for example painting, music, poetry, calligraphy, etc.) in your exploration.</td>
</tr>
<tr>
<td>You’re a “profiler.” Write and illustrate a full and useful profile of an interesting character from the book with emphasis on personality traits and mode of operating. While you’re at it, profile yourself too.</td>
<td>The time and place in which people find themselves and when events happen shape those people and events in important ways. Find a way to convincingly prove that idea using this book.</td>
<td>Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book’s meaning.</td>
</tr>
</tbody>
</table>

Know: theme, setting, characterization  
Do: Relate elements of fiction to their own lives.  
Understand: Good fiction is often about the reader too. Good fiction helps readers try on different lives.
**Novel Think-Tac-Toe basic version**

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, accurate, and detailed.

<table>
<thead>
<tr>
<th>Character</th>
<th>Setting</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a pair of collages that compares you and a character from the book. Compare and contrast physical and personality traits. Label your collages so viewers understand your thinking.</td>
<td>Draw/paint and write a greeting card that invites us into the scenery and mood of an important part of the book. Be sure the verse helps us understand what is important in the scene and why.</td>
<td>Using books of proverbs and/or quotations, find at least 6-8 that you feel reflect what’s important about the novel’s theme. Find at least 6-8 that do the same for your life. Display them and explain your choices.</td>
</tr>
<tr>
<td>Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the characters are alike and different. Be sure to included the most important traits in each poem.</td>
<td>Make a model or map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters’.</td>
<td>Interview a key character from the book to find out what lessons he/she thinks we should learn from events in the book. Use a Parade magazine for material. Be sure the interview is thorough.</td>
</tr>
<tr>
<td>Write a recipe or set of directions for how you would solve a problem and another for how a main character in the book would solve a problem. Your list should help us know you and the character.</td>
<td>Make 2 timelines. The first should illustrate and describe at least 6-8 shifts in settings in the book. The second should explain and illustrate how the mood changes with the change in setting.</td>
<td>Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book’s meaning.</td>
</tr>
</tbody>
</table>

**Know:** theme, setting, characterization  
**Do:** Relate elements of fiction to their own lives.  
**Understand:** Good fiction is often about the reader too. Good fiction helps readers try on different lives.

---

Try your hand at developing KUDs for a unit you teach.

Be ready to share your KUDs with a colleague or two.

Later, we’ll use those KUDs to develop formative assessments.

Work with elementary/secondary colleagues to develop the KUDs. If/once you feel comfortable with that process, let Sandra, or me know that.

We’ll work with KUDs until ____

Next step: Assessments
The Game Plan For Curriculum

1. Plan for Engagement
2. Clear KUDs
3. Focus on Understanding
4. Teaching Up

How are you doing?
What's your next move?

3 Quality DI

Is guided by on-going assessment (for planning and feedback—not grades).
The Common Sense of Differentiation

Ensuring an environment that actively supports students in the work of learning (mindset, connections, community),

Absolute clarity about a powerful learning destination—(KUDs, engagement, understanding),

Persistently knowing where students are in relation to the destination all along the way (pre- & formative assessment—assessment for learning)

Adjusting teaching to make sure each student arrives at the destination and, when possible, moves beyond it (addressing readiness, interest, learning profile)

Effective leadership & management of flexible classroom routines.

Consider...

This video argument for the power of knowing your students.

Please look for all the relevant connections you can find.
The Game Plan For Assessment

1. Tight alignment with KUDs
2. Focus on Understanding
3. Pre-assessment (including pre-requisite KUDs)
4. Formative Assessment
5. Feedback vs. Grading
6. Assessment for & as learning

Think-Pair-Share

How did you feel about the role of assessment in your work when you began teaching?

In what ways have your feelings remained the same over time?

In what ways have they changed?

If someone did a study of assessment in your classroom (or school or district), what would the conclusion of the study be about the role of assessment?
Take a Look...

...at the article on assessment.

Note areas in the progression that are strong for you--& areas with room for growth.

Jot down reactions, questions, and points you’d like to discuss.

Please read silently for about about ten minutes. You’ll have time to talk with colleagues after the silent reading time.

As you finish reading, please look at the assessment slides in the handout.

Please read silently, then share after the signal.

<table>
<thead>
<tr>
<th>Newer Teachers</th>
<th>Veteran Teachers</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of the steps in the author’s progression do you feel you were prepared to implement when you entered teaching &amp; which are newer ideas to you? What encourages you to try these ideas? What discourages you from trying them?</td>
<td>In what ways has your journey toward understanding and implementing rich assessment practices been like the author’s? In what ways has it been different? What would you add to, eliminate from, or modify in the article based on your experience?</td>
<td>If you were to do a walkthrough in your school, which of the author’s conclusions would be common? Which would be rare? What might you do to enhance “informative assessment” in your building or district?</td>
</tr>
</tbody>
</table>

Share by Role

Please find one or two others whose roles are like yours and discuss the prompts in the column that matches your role.

Copyright 2013 Carol Tomlinson
The root of the word “assessment” is from the Latin *assidere*, which means “to sit beside.”

**WHAT CAN BE ASSESSED?**

**READINESS**
- Skills
- Concepts/Principles
- Content Knowledge

**INTEREST**
- Current Interests
- Potential Interests
- Talents/Passions

**LEARNING PROFILE**
- Areas of Strength and Weakness
- Learning Preferences
- Self Awareness
**WHEN we Assess: A Diagnostic Continuum**

<table>
<thead>
<tr>
<th>Pre-assessment</th>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Finding Out)</td>
<td>(Keeping Track &amp; Checking-Up)</td>
<td>(Making sure)</td>
</tr>
</tbody>
</table>

- **Pre-test**
- **Graphing for Greatness**
- **Inventory**
- **KWL Checklist**
- **Observation**
- **Self-evaluation**
- **Questioning**

- **Small group check**
- **Peer evaluation**
- **3-minute pause**
- **Observation**
- **Talk-around**
- **Questioning**

- **Exit Cards**
- **Portfolio Check**
- **Quiz**
- **Journal Entry**
- **Self-evaluation**
- **Windshield Check**

- **Unit Test**
- **Performance Task**
- **Product/Exhibit**
- **Demonstration**
- **Portfolio Review**

---

**Three Functions of Assessment: (Why we Assess)**

Assessment **OF** Learning  
(Summative)

Assessment **FOR** Learning  
(Pre- & Formative)

Assessment **AS** Learning  
(Pre-, Formative & Summative)

Talk with a colleague about how these three functions of assessment can (and should) interface with the three key student attributes assessment can inform (readiness, interest, & learning profile).
Teaching in the Dark

is Questionable Business

Hilda Taba
Alignment between the KUDs, assessments, and instruction is imperative!!!!

Translation: We have to know at the outset where students should end up and what they should be able to do with what they’ve learned when they get there. We have to know at any moment where students are relative to the KUDs so we can plan instruction effectively. We need to teach with the KUDs as our center of gravity.

Pre-Assessment

- Before a unit begins
- Not Graded
### High School Biology Interest Survey

Directions: I’ll be a better teacher for you if I understand some of your interests. In each box below, place an interest of yours. Write briefly about how you are involved with that interest. Note also any ways you can think of that the interest might connect with science.

<table>
<thead>
<tr>
<th>Interest: Experience w/ it?</th>
<th>Interest: Experience w/ it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection w/ Science?</td>
<td>Connection w/ Science?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interest: Experience w/ it?</th>
<th>Interest: Experience w/ it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection w/ Science?</td>
<td>Connection w/ science?</td>
</tr>
</tbody>
</table>

---

**Example of a brief secondary interest pre-assessment.**

---

### My Life in Three Scenes…

Create 3 scenes that capture your past, present, & future.

<table>
<thead>
<tr>
<th>My Childhood</th>
<th>The Present</th>
<th>In Ten Years</th>
</tr>
</thead>
</table>

---

Jo Guzman
1. Favorite subjects in school = head color and body color
   - Math-purple
   - Science-red
   - Reading-blue
   - Writing-orange

2. Least favorite subjects in school = hair color
   (you can design fun hair)

3. If you are a boy, use shorts.
   If you are a girl use the pants.
   Make the color pants with your favorite color.

From Mr. Wasserman’s 5th grade classroom, Henrico County Schools, VA
Learning Profile Pre-Assessment

4. Strongest multiple intelligence area=shirt color
   - intrapersonal-white
   - Interpersonal-red
   - Musical-blue
   - Kinesthetic-black
   - Logical mathematical-yellow
   - Verbal/linguistic-purple
   - Visual/spatial-orange
   - Naturalist-green

5. Learning preference =shoe color
   - Visual-white
   - Auditory-black
   - Kinesthetic-brown

From Mr. Wasserman’s 5th grade classroom, Henrico County Schools, VA

6. If you prefer to work alone on project, put on stripes. If you prefer to work in groups, draw polka dots on your shirts.
7. If you like to be challenged and learn new and difficult things, design a hat for your self.
Directions: Complete the chart to show what you know about fractions. Write as much as you can.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Non-Examples</td>
</tr>
</tbody>
</table>

Useful for pre-assessment & formative assessment of readiness in many grades & subjects

Directions: Complete the chart to show what you know about a leaf. Write as much as you can.

<table>
<thead>
<tr>
<th>Pictures</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaf</td>
<td></td>
</tr>
</tbody>
</table>
Symmetry Pre-Assessment

• Teacher models symmetry/asymmetry once with whole-class using two shapes.
• Teacher conducts individual assessments with a bag of shapes.
• Students tell teacher “yes” or “no” to “Does this have symmetry?” and explain why.

"We [the kindergarten team] were ALL amazed by the results of our symmetry pre-assessment. We had made assumptions about kids that were not true! Vocabulary really played a role in the 'tell me why' part of it. We all ran across more than one kid about whom we made assumptions as to which 'group' they would be in, and we were WRONG. So often, we as teachers group kids on the fly and say, 'I know my students'. The pre-assessment made us face the fact that without this [pre-assessment] information we really didn't 'know' our students."

- Kindergarten Teacher, Evanston/Skokie District 65
An Example of Pre-assessing Student Readiness in a Primary Classroom

[Image of a child's drawing showing a clock with numbers and a time line]

[Image of a child's writing: "Make your own clock. Show the numbers and the time. Write about 6 clocks and time."]
April 3, 1999

Now time is easy. I know how to make 0:30. It is easy. So easy. Time is very special.
Tori  
April 13, 1999.

---

we eat lunch at 11:30.
---

we eat at or school at 3:20. we eat in school at 1:00.
Shaun R. April 13, 1999

6:00 Clock Moms up
5:30 Clock Dads up
7:15 Shaun up
9:30 Kay up
8:30 Bus
9:00 Clock school
10:30 Snack
11:30 Lunch
4:00 Clock home
A clock helps you tell time. Clocks are fun. 60 minutes is 1 hour. I can read from the minute hand. I work at 6:00 A.M. and my mom was late for work.
Liamc, April 1999.

When I was in kindergarten
Learn 0 clock
10, to learn time
10, to learn one

1:30

Clock

5, Write time
30, 4:30
1:30, 10:30
8:30, 5:30
5:30, 8:30

3:00 Clock

4, Write time.
7:00 8:00 9:00 10:00
2:00, 5:00, 11:00
6:00, 9:00 12:00
Formative (On-Going) Assessment

- Throughout a unit
- Rarely Graded

EXIT CARDS

On your exit card---

Explain the difference between a folk tale and a fairy tale. Give some examples of each as part of your explanation.
On your Exit Card---

Explain the difference between prime and composite numbers. Give some examples of each as part of your explanation.

Exit Cards: Science

Name:

• Draw the earth’s orbit around the sun.
• Briefly explain what causes the seasons. Use illustrations, if necessary.
• How have your opinions about this topic changed? What questions do you still have about how seasons happen?
In this Example:

1) Do you think the “three finger assessment is an example of assessment of instruction, assessment for instruction, or assessment as instruction? Why do you say so?

2) How about the use of "clickers”—of, for, or as instruction? Why do you say so?

3) To what degree are they examples of “effective formative assessment”?

Windshield Check

- CLEAR – “I get it!”
- BUGS – “I get it for the most part, but I still have a few questions.”
- MUD – “I still don’t get it.”

Alternative Methods:
Dip Stick Check—Tank Full, Half Full, Need Oil
Weather Report—Sunny Skies, A Few High Clouds, Fog & Smog
Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as ‘given’ or ‘known’ and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response.”

Assessment as Learning: Using Classroom Assessment to Maximize Student Learning
Lorna M. Earl
Corwin Press, Inc. – 2003 – pp. 86-87

Movie Time….

In this Example:

1) In what ways are the two approaches this teacher uses here for formative/on-going assessment alike?

2) In what ways are the two approaches different?

3) What might the teacher lose if she used only one of the two approaches?
How do you use information you get from pre- or formative assessment of student readiness? Please provide examples.

How do you use information you get from pre- or formative assessment of student interest or learning profile? Please provide examples.

What questions do you need to ask before we move ahead?
Try your hand at developing a preassessment assessment, and/or formative one using your unit KUDs.

(If you haven’t yet completed your KUDs, continue working with those.)

Consider working with colleagues whose content area matches the discipline in which your unit is housed.

Be ready to share your work with colleagues.

We’ll work this until about 10:05

Next step: Learning about and developing formative assessments.

---

The Game Plan For Assessment

1. Tight alignment with KUDs
2. Focus on Understanding
3. Pre-assessment (including pre-requisite KUDs)
4. Formative Assessment
5. Feedback vs. Grading
6. Assessment for & as learning

How are you doing?

What’s your next move?
Quality DI

Addresses student readiness, interest, and learning profile.

The Common Sense of Differentiation

Ensuring an environment that actively supports students in the work of learning (mindset, connections, community),

Absolute clarity about a powerful learning destination—(KUDs, engagement, understanding),

Persistently knowing where students are in relation to the destination all along the way (pre- & formative assessment—assessment for learning)

Adjusting teaching to make sure each student arrives at the destination and, when possible, moves beyond it (addressing readiness, interest, learning profile)

Effective leadership & management of flexible classroom routines.
The Game Plan For Instruction

1. Tightly aligned with KUDs
2. Based on Formative Assessment
3. Responsive to Readiness, Interest, Learning Profile
4. Respectful Tasks
5. Flexible Grouping
6. Maximum Growth for Each Learner

Building a Persuasive Paragraph

3rd Grade

KNOW: Parts that come together to create a persuasive paragraph
Purpose of a persuasive paragraph
Topic sentence, elaboration, concluding statement, persuasive paragraph

UNDERSTAND: The structure of text influences meaning.

DO: Students will...
1. Organize an individual paragraph with topic sentence, relevant elaboration, and a concluding sentence
2. Analyze a paragraph to identify key components of a persuasive paragraph

Beasley, 2012
Pre-Assessment

• Administered during previous week
• Writing prompt
  • What do you think?
    – Read the following prompt and let us know what you think about this issue. Write a paragraph that would help someone know what your point of view is about the decision.
    – The school board met and decided that recess would no longer be needed in school. They felt that it would help students spend more time learning without being interrupted each day for recess. What do YOU think?
  • Include a question about what interests them—in order to select topics that students are passionate about.

• Results:
  – Group A—Writing indicated that they were comfortable with the organization of their argument
  – Group B—Writing indicated that they struggled with organizing their argument

Steps in Lesson

• Reintroduce the pre-assessment topic and have the students Think-Pair-Share about their own opinion of the topic. Ask pairs to read the two sample paragraphs (both with the same opinion, but one is organized well, and another is not) and talk about which one they felt was more persuasive.
• Introduce to the whole group the vocabulary of organizing a paragraph (topic sentence, supporting details, elaboration, concluding sentence). As a class, go through each definition while all students highlight the example in the example paragraph with markers (Green – topic sentence, Blue- supporting details, Orange- elaborations, Red- concluding sentence).

Beasley, 2012
Sample Paragraph

• There are many reasons why we shouldn’t have recess during the school day. First of all, if we didn’t have recess, we would have more time to work on projects in school without being interrupted. Sometimes I am in the middle of something really, really important and then all of a sudden, we have to stop and I have to leave it behind. By not having recess, fewer students would get hurt. It seems that every time we are out on the playground, someone trips or falls and needs to go to the nurse. Finally, by not having recess, we might do better on tests. Everyone would have longer to study and we could all get A’s. So you see, if we didn’t have recess, it would be good for our school.

Beasley, 2012

Groups based on Assessment Info.

• **Quarter Pounder Group** – Grab your boxes and meet at the left side table

• **Big Mac Group** – Grab your boxes and meet at the right side table

Beasley, 2012
Quarter Pounder Group

- Pick up the Quarter Pounder boxes. With a partner, work on the jumbled paragraph inside your box. When you feel that it is organized, retrieve the answer key and check your work. Glue your corrected paragraph to your paper and turn in.
- Meet with teacher to talk about a model for persuasive paragraphs. Your teacher will give you a graphic organizer that will be used to organize your paragraph.
- Complete the following assignment

Using the graphic organizer, choose one of the following topics and tell us what you think about...
- Whether chewing gum should be allowed in class, whether students should be allowed to bring toys to school, whether dogs make better pets than cats.

*Your task will be graded according to how well you demonstrate an understanding of the organization of a persuasive paragraph.*

Beasley, 2012
**Big Mac Group**

- Pick up the Big Mac boxes. With a partner, work on the jumbled paragraph inside your box. When you feel that it is organized, raise your hands to have your teacher check your answer. Glue your corrected paragraph to your paper and turn in.
- Meet with teacher to talk about a model for persuasive paragraphs. Your teacher will give you a graphic organizer that will be used to organize your paragraph.
- Complete the following assignment:
  Using the graphic organizer, choose one of the following topics and tell us what you think about...
  - Whether chewing gum should be allowed in class, whether students should be allowed to bring toys to school, whether dogs make better pets than cats.
  - If you need a hint, go to retrieve an “extra topping” from our jars!

*Your task will be graded according to how well you demonstrate an understanding of the organization of a persuasive paragraph.*

Beasley, 2012
“Extra Toppings” Example

Whether chewing gum should be allowed in class

Which would make a student happier?

How would this affect talking in class?

How would gum affect gym class?

Beasley, 2012

Future Steps in Lesson (cont’d)

• Students present their writing; teacher assesses products for student understanding of the organization of persuasive paragraphs
• Re-teach as necessary
• Formative assessment of and instruction on making a link between supportive details and opinion
• Eventual summative assessment: Writing a persuasive paragraph
  – Students will choose a side of an argument and build a logical case for their opinion.
  – The paragraph will need to be
    • clear, and logical
    • Have a strong, clear topic sentence staging the writer’s opinion
    • Have supporting details with elaborations
    • Includes a concluding sentence that restates the author’s point of view

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What’s your initial response to this example?

In what ways do you find it appealing? Problematic?

What would you like to take away from it?

What questions does it raise for you?

Think about your pre- or formative assessment. What patterns might you see in the students' work that could guide your planning. Generate an outcomes scenario.

Once you have the scenario, describe the nature of the student groupings you’ll use.

Sketch out a description of what you’ll do for the various groups to move each of them forward appropriately.

Work with content-alike groups—or alone.

We’ll work this until 1:45.

Next step: Instructional Strategies
“Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as ‘given’ or ‘known’ and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response.”

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Lorna M. Earl
Corwin Press, Inc. – 2003 – pp. 86-87

Big Idea of Differentiation:

Responding to Readiness, Interest, Learning Profile
Instructional strategies are tools for attending to the learning needs of students.

When a teacher is clear about learning targets and has good assessment information to indicate students’ varied positions relative to those targets, THEN it’s time to decide which instructional tool is the best fit for the students’ needs, the particular learning goals, and the classroom context.
3 Areas of Student Variance

1. Readiness
   - Readiness
2. Interest
   - Interest
3. Learning Profile
   - Learning Profile

Why Does it Matter to Attend to Student Variance?

Readiness
- Vygotsky
- Brain Research
- Imperative for Growth

Interest
- Csikszentmihalyi, Amabile
- Brain Research
- Enlists motivation to learn

Learning Profile
- Gender, Culture, Intellig. Pref., L. Style
- Promotes efficiency of learning
Two Key Concepts in Planning Differentiation

1. Respectful Tasks
   Important in Planning for Readiness, Interest, and Learning Profile

2. Flexible Grouping

Key Concept: Respectful Tasks

Equally appealing
   Designed to engage learners

Equally powerful
   Focused on essential understandings
   Requiring complex thinking
   Casting students as problem solvers, idea generators

RESPECT
To get it, you must give it.
Side by Side Tasks

**Group A:**
Complete the packet of worksheets on force and motion. You may choose to work with a partner if you like. Check your work with the answer key in the back of the room.

**Group B:**
Using your understanding of force and motion, drafting tools and your strengths as a scientist, make a blueprint for a new swing set for Parker Elementary students to use during recess.

Kristi Doubet 05

---

Thinking about Respectful Tasks

Please form groups of 8 or 9—anywhere in the room you can find space.

Get a set of scenario cards for your group and give one card to each person in the group.

Go around the group with a person reading his/her card to the group and leading a brief discussion of whether/why the assignment described on the card is/isn’t a “respectful task.”

Have a timekeeper shift the discussion every 3 minutes.

There may not be an opportunity for everyone to read a card.
Key Concept: Flexible Grouping?

• Students consistently working in a variety of purposefully planned groups...
• ...based on different elements of student learning...
• ...and both homogeneous and heterogeneous in regard to those elements...


Flexible Grouping

BUZZARDS  BLUEJAYS  WOMBATS
Readiness

If tasks need to be a close match for skills

Interest

If tasks ignite curiosity or passion

Learning Profile

If the assignment encourages students to work in a preferred manner
Flexible Grouping Options

By **Readiness, Interest, and Learning Profile**

By **Group or Make up** (student similarities, size, variance)

By **Teacher Choice, Student Choice**, or at **Random**

---

**Classroom Instructional Arrangements**

**Whole Class Activities**
- Pre-assessment
- Readiness/interest

- Introducing
- Troubleshooting
- Planning
- Discussing
- Sharing
- Wrap-up of Explorations

**Small Group Activities (pairs, triads, quads)**
- Sense-Making
- Targeting Skills
- Directed Reading
- Planning
- Investigation

**Individual Activities**
- Compacting
- Practice & Apply Skills
- Homework
- Interest Centers
- Products
- Independent Study
- Testing

**Student – Teacher Conferences**
- Assessment & Assessment Review
- Tailoring & Planning
- Guiding
- Evaluation

---
In our time together, we have formed groups using:

1) Experience with differentiation (readiness)—Habrowski Video
2) Subject matter taught (interest)—KUD sort
3) Experience w/ teaching and role (readiness, interest)—Assessment article discussion
4) Random----Mindset Jigsaw
5) Grade level taught (interest)—Instructional Strategy Jigsaw
6) Experience with KUDs (readiness)—Writing KUDs
7) Small group conversations/consultations (readiness and interest)
8) Table partners (convenience)—“huddles”

Some Classroom Scenarios for your Consideration

Work in a group of 3-4 anywhere in the room so that you have enough space to be comfortable and to hear.

Read one scenario, then discuss with the group what you feel is positive in the teacher’s instructional thinking and planning—and what you feel might be improved. Share your reasoning.

Appoint a time-keeper who will prompt you to move to a new scenario about every 5 minutes.

Then read the next scenario and follow the same procedure—and so on through the set as time allows.

Think about the 5 DI non-negotiables and other principles we’ve discussed.
THE GOAL OF ADDRESSING READINESS, INTEREST, LEARNING PROFILE

Scaffolding student success with learning targets.

Calling on Students in a High School Class

Bag of Names  Volunteers  New Voices
BOOK REPORT/BOOK REVIEW VS BOOK TRAILER

<table>
<thead>
<tr>
<th>Words</th>
<th>Visual images, printed text, soundtrack</th>
</tr>
</thead>
<tbody>
<tr>
<td>To analyze or critique a book</td>
<td>To introduce or “sell” the book to a real audience</td>
</tr>
<tr>
<td>Teacher is typically the audience</td>
<td>Or to develop a scene that wasn’t in the book but might have been</td>
</tr>
<tr>
<td>Uses pen/paper or word processing</td>
<td>Begin with storyboards (need teacher approval to proceed)</td>
</tr>
<tr>
<td>Seldom includes intermediate input from teacher</td>
<td>Uses i-Movies, digital video cameras, or video cameras</td>
</tr>
<tr>
<td>Generally work alone</td>
<td>Can work alone or with a team</td>
</tr>
</tbody>
</table>

Contemporary Lecture

Background:

Acknowledges both the desire of teachers to use lecture/give notes and the need of adolescents for developmentally appropriate instruction.

Draws on understandings about what adolescents generally need in order to learn.

Steps:

1. Determine goals for lecture (KUDs)
2. Plan flow of lecture to ensure match with KUDs and tight logic
3. Develop one or more graphic organizers that follow the flow of the lecture and scaffold students determining its key points and organization (Use only with students who need the support)
4. Stop during the lecture about every 7-8 minutes to engage students in sense-making (summarizing, reasoning, concluding, projecting, etc.)
Everybody Tasks                          Teacher Choice Tasks                 Student Choice Tasks

New Exploratory                          Targeted to R, I, LP Based on Assessment

Student Interest Impacts Algebra Performance

Using personalized math problems not only made it easier for students to understand what was being asked, but also helped boost the confidence of students who may have been intimidated by the subject.

A researcher at SMU surveyed 145 9th graders about their interests in areas such as sports, music, and movies. Then she randomly assigned them to take the linear-equation unit either receiving standard word problems or one of four variations tailored to their interests.

Students who received personalized word problems solved them faster, more accurately, and with more confidence than students who received the standard questions, particularly when it came to translating the story scenarios into symbolic equations. Strongest gains were found for students who were struggling most before the personalization.

Interest-Based Differentiation Results in Math Achievement Gains

Original Problem
One method for estimating the cost of new home construction is based on the proposed square footage of the home. Locally, the average cost per square foot is estimated to be $46.50.

Sports
You are working at the ticket office for a college football team. Each ticket to the first home football game costs $46.50.

Music
You are helping to organize a concert where some local R&B artists will be performing. Each ticket to the concert costs $46.50.

Art
You have been working for the school yearbook, taking pictures and designing pages, and now it’s time for the school to sell the yearbooks for $46.50 each.

Games
You work for a Best Buy store that is selling the newest Rock Band game for $46.50.

SOURCE: Candace A. Walkington, Southern Methodist University

Movie Time....

In this Lesson, Look For:

1) How the teacher deals with different levels of knowledge and skill while still ensuring that all students deal with key understandings.

2) The nature of the curriculum itself.

3) The degree to which the task is likely to seem “respectful” to students.
Word Jars

Words that tickle my ears!  Words that warm my heart!  Words that make me wonder!

Words that make me feel smart!  Words I’ve heard someone say!  Words that can calm my ears!

Janet Allen (1999)  *Words, Words, Words,*  • Stenhouse • p. 146

During Silent Reading/Work Time:

Students could:

- Work at their desks,
- Lie on carpet squares around the perimeter of the room,
  --Heads toward the front of the room
  --Two square rule
Electricity

<table>
<thead>
<tr>
<th>Description</th>
<th>Kinds of Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity is one kind of energy.</td>
<td>There are two kinds of electricity, static and current. Static electricity is on electric charge that does not move. Current electricity is the movement of electrons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electric Circuits</th>
<th>Producing Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are two kinds of electric circuits. A series circuit is one in which current can follow only one path. A parallel circuit is one in which current can follow more than one path.</td>
<td>A generator is a machine that changes mechanical energy into electrical energy. A dry cell uses a chemical paste, carbon rod, and zinc to produce a flow of electrons. A wet cell uses acid and water, which reacts with metal plates, to produce a flow of electrons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using Electricity</th>
<th>Measuring Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity is an important source of light and heat. Electrical energy can be changed to mechanical energy. Fuses and circuit breakers are safety devices designed to help use electricity safely.</td>
<td>The amount of electricity used is measured in kilowatt-hours.</td>
</tr>
</tbody>
</table>

Note: Basic format Perceptions and Strategies," by M.W.Olson and T.C. Gee, 1991. The Reading Teacher, 45(4), 298-307 Copyright 1991 by the International Reading Association Teaching Reading in Science by Barton and Jordan

Sternberg’s Three Intelligences

- We all have some of each of these intelligences, but are usually stronger in one or two areas than in others.
- We should strive to develop as fully each of these intelligences in students…
- …but also recognize where students’ strengths lie and teach through those intelligences as often as possible, particularly when introducing new ideas.
Thinking about Sternberg Intelligences

<table>
<thead>
<tr>
<th>Analytical Intelligence</th>
<th>Linear, Sequential, Schoolhouse Smarts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show the parts of ______ &amp; how they work together.</td>
<td></td>
</tr>
<tr>
<td>Explain why ______ works as it does.</td>
<td></td>
</tr>
<tr>
<td>Present a step by step approach to ____________</td>
<td></td>
</tr>
<tr>
<td>Follow the prescribe steps/process to ____________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical Intelligence</th>
<th>Contextual, Focus on Use, Street Smarts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate how someone uses ____________ in his/her life or work.</td>
<td></td>
</tr>
<tr>
<td>Show how you could apply these ideas to address this (real world) need ____________.</td>
<td></td>
</tr>
<tr>
<td>Based on your own experience explain or show how this idea could benefit our school ______.</td>
<td></td>
</tr>
<tr>
<td>Here’s a problem in our community _____________. Using your knowledge of ________, develop a plan to address the problem.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Intelligence</th>
<th>Innovator, Imaginer, Improver, Outside the Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a new way to show ______________________.</td>
<td></td>
</tr>
<tr>
<td>Use unusual materials to explain __________________.</td>
<td></td>
</tr>
<tr>
<td>Use humor to show ______________________.</td>
<td></td>
</tr>
<tr>
<td>Making a connection between ____________ &amp; ____________ to help us understand ____________.</td>
<td></td>
</tr>
</tbody>
</table>

Biology – A Differentiated Lesson Using Sternberg’s Intelligences

**Learning Goals:**

**Know** - Names of cell parts, functions of cell parts  
**Understand** - A cell is a system with interrelated parts  
**Do** – Analyze the interrelationships of cell parts/functions  
  Present understandings in a clear, useful, interesting and fresh way.

*After whole class study of a cell, students choose one of the following sense-making activities.*

**Analytical:** Use a cause/effect chain or some other format you develop to show how each part of a cell affects other parts as well as the whole. Use labels, directional markers, and other symbols as appropriate to ensure that someone who is pretty clueless about how a cell works will be enlightened after they study your work.
Practical: Look around you in your world or the broader world for systems that could serve as analogies for the cell.

Select your best analogy ("best" most clearly matched, most explanatory or enlightening).

Devise a way to make the analogy clear and visible to an audience of peers, ensuring that they will develop clearer and richer insights about how a cell works by sharing in your work.

Be sure to emphasize both the individual functions of cell parts and the interrelationships among the parts.

Creative: Use unlikely stuff to depict the structure and function of the cell, with emphasis on interrelationships among each of the parts. You should select your materials carefully to reveal something important about the cell, it's parts, and their interrelationships your ahas should trigger ours.

or

Tell a story that helps us understand a cell as a system with interdependent actors or characters, a plot to carry out, a setting, and even a potential conflict. Use your own imagination and narrative preferences to help us gain insights into this remarkable system.

Students share their work in a 3 format – first triads of students who completed the same option, then triads with each of the 3 categories represented.

This is then followed by a teacher-led, whole class discussion of cells as systems, then a "Teacher Challenge" in which the teacher asks students to make analogies or other sorts of comparisons between cells, cell parts, or interrelationships and objects, photos, or examples produced by the teacher.
<table>
<thead>
<tr>
<th>Solve this problem. What was easy about it? Not so easy?</th>
<th>Create and solve a problem similar to this problem.</th>
<th>What’s one question someone should ask themselves when they first look at this problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s a mistake that someone might make in trying to solve this problem? Why might they make that mistake?</td>
<td>What mathematical concepts or terms/vocabulary does this problem show? Be specific!</td>
<td>Write a step-by-step set of directions that tells someone who was absent today how to solve this problem.</td>
</tr>
</tbody>
</table>

The teacher can write one problem on the board for everyone to use (undifferentiated),

give a different problem to each small group,

or write different problems on the backside of each card, differentiated for each group.

Can be used as sense-making after the introduction of a new concept/problem type, as a review, or as part of a homework check.

Two examples of use:
High school teacher with polynomials and systems of equations
1st grade teacher with addition and subtraction
Writing

Group 1
- Meet with teacher
- Brainstorm for hot topics
- Web ideas for possible inclusion
- Develop a word bank
- Storyboard a sequence of ideas
- Make support ladders
- Begin writing

Group 2
- Alone or in pairs, develop a topic
- Make a bank of power ideas
- Web or storyboard the sequence and support
- Meet with teacher to "ratchet"
- Begin writing
- Paired revision
- Paired editing

Hot Topic
- The teacher presents one, two, or three options for format and/or mode of expressing learning.
- Students can propose alternate avenues for teacher consideration/approval.
- Student-proposed options must demonstrate competence with the same learning goals delineated in the original task assignment.
# Math Ticket

<table>
<thead>
<tr>
<th>Graphics</th>
<th>Problem of the Day</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangram Ex (p.14#1)</td>
<td>Complete the odd # problems from the POD board.</td>
<td>Complete the blue task cards</td>
</tr>
<tr>
<td>Tangram Ex (p.11,#9)</td>
<td>Complete the Tangram Ex (p.11,#9) from the POD board.</td>
<td></td>
</tr>
<tr>
<td>Geoboard Pentagon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geoboard Hexagon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Math Writing**

- Explain in clear step by step way how you:
- Solved your problem of the day or solved your Tangram/Geoboard challenge
- Use pictures and words to teach someone how to do one of your five math tasks

**Math with Legs**

Develop a real problem someone might have which graphing might help them. Explain and model how it the problem & solution would work.

---

## Teacher Feature

When you are called

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## 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.

<table>
<thead>
<tr>
<th>Recipe</th>
<th>Thank you note</th>
<th>Letter to the editor</th>
<th>Directions to one place to another</th>
<th>Rules for a game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation</td>
<td>Email request for information</td>
<td>Letter to a pen pal, friend, or relative</td>
<td>Skit or scene</td>
<td>Interview</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>Short story</td>
<td>FREE Your choice</td>
<td>Grocery or shopping list</td>
<td>Schedule for your work</td>
</tr>
<tr>
<td>Advertisement</td>
<td>Cartoon strip</td>
<td>Poem</td>
<td>Instructions</td>
<td>Greeting card</td>
</tr>
<tr>
<td>Letter to your teacher</td>
<td>Proposal to improve something</td>
<td>Journal for a week</td>
<td>Design for a web page</td>
<td>Book Think Aloud</td>
</tr>
</tbody>
</table>
Look at Sample #___
You may see large crystals in some of these rocks. Others will not have crystals, but you will see air holes. Some may look like glass. There are no layers.

The class does the same activity, but more guidance is given for those who may need it.

Grade 6
Social Studies RAFT

Students will:
Know:
Names and roles of groups in the feudal class system.
Understand:
Roles in the feudal system were interdependent.
A person’s role in the feudal system will shape his/her perspective on events.
Be Able to Do:
Research
See events through varied perspectives
Share research & perspectives with peers
Highlighted Texts

About 15% of a chapter—e.g.
- Introduction
- Conclusion
- Critical passages
- Key graphics

Intended for English language learners
Also helpful for students:
- with ADHD
- with learning disabilities
- who have difficulty making meaning
- who are weak readers

Feudal System Raft

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>King</td>
<td>The Subjects</td>
<td>Proclamation</td>
<td>Read My Lips, New Taxes</td>
</tr>
<tr>
<td>Knight</td>
<td>Squire</td>
<td>Job Description</td>
<td>Chivalry, Is it for You?</td>
</tr>
<tr>
<td>Lord</td>
<td>King</td>
<td>Contract</td>
<td>Let’s Make a Deal</td>
</tr>
<tr>
<td>Serf</td>
<td>Animals</td>
<td>Lament Poem</td>
<td>My So Called Life</td>
</tr>
<tr>
<td>Monk</td>
<td>Masses</td>
<td>Illuminated Manuscript</td>
<td>Do As I Say, Not As I Do</td>
</tr>
<tr>
<td>Lady</td>
<td>Pages</td>
<td>Song</td>
<td>ABC, 123</td>
</tr>
</tbody>
</table>

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a “discussion agenda” to guide their conversation.

-Kathryn Seaman
3rd Grade Science RAFT

Directions: Please choose one of the four RAFT strips to show what you know about how a food chain works. Be sure to use these words correctly in your work: producer, consumer, decomposer, herbivore, carnivore, omnivore, predator, prey. It's very important for your work to show how parts of a food chain are interdependent.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>AUDIENCE</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plankton</td>
<td>Big Fish</td>
<td>A painting or drawing with an explanation</td>
<td>You'd all be in trouble without me</td>
</tr>
<tr>
<td>Gardener</td>
<td>Things in the backyard</td>
<td>Conversation (recorded or written)</td>
<td>Do you know how we all help each other?</td>
</tr>
<tr>
<td>Lion</td>
<td>Things in the jungle</td>
<td>Thank you note</td>
<td>I was just thinking about how important you are to me.</td>
</tr>
<tr>
<td>Kid &amp; Adult at the grocery store</td>
<td>Other kids</td>
<td>Sketches for a children’s book</td>
<td>It’s amazing how things in this store are connected!</td>
</tr>
</tbody>
</table>

Self Portrait RAFT
High School Art

Students will
Know:
- Characteristics of self portrait
- Appropriate use of artistic materials
- Principles of Design
- Definition of artistic expression

Understand:
- Each artist has a personal style
- Personal style reflects the individual’s culture, time, and experiences.
- Use of materials and style are related

Be Able to Do:
- Analyze an artist's personal style and use of materials
- Create a facsimile of an artist’s personal style and use of materials
# Self Portrait RAFT

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norman Rockwell</td>
<td>Masses</td>
<td>Illustration</td>
<td>What You See is What You Get</td>
</tr>
<tr>
<td>Van Gogh</td>
<td>Self</td>
<td>Oil Painting</td>
<td>Can I Find Myself In Here?</td>
</tr>
<tr>
<td>Andy Warhol</td>
<td>Someone you want to know the true you</td>
<td>Photograph</td>
<td>Now you see Me, Now you Don’t</td>
</tr>
<tr>
<td>Rueben</td>
<td>Self</td>
<td>Oil Painting</td>
<td>Props Make the Person</td>
</tr>
<tr>
<td>Goya</td>
<td>School</td>
<td>Charcoal</td>
<td>On the Side, but Central</td>
</tr>
</tbody>
</table>

---

**STEP BY STEP CHECKLIST FOR RESEARCH**

The information from the task analysis (see Figure 4.7) becomes a checklist to be used by students to guide them through project.

- 1. Topic identified and it is something you are passionate about
- 2. Internet search completed
- 3. Guiding questions written
- 4. Subtopics listed
- 5. Web done with guiding question as hub; subtopics as spokes
- 6. Web transferred to outline form
- 7. Three types of resources located (Web sites, interviews, museum visits, books)
- 8. Notes taken on color-coded cards; sorted by questions
- 9. First draft written
- 10. Three visuals or illustrations developed
- 11. Final draft written
- 12. Bibliography completed
- 13. Score yourself on the rubric
- 14. Reflections guide (below) filled out

**Reflections**

- What are the strengths of your piece?
- Describe two things you learned about your topic and guiding questions.
- What did you learn about writing a research report?
- What was especially important or helpful to you as you worked on this project?
- If you could continue working on this project, what would you do?
- What advice would you give to someone else who was working on a similar project?

*Adapted from Yusec and Timms, 2000.*
The Human Digestive System (The KUDs) Students will:  

(U) Understand the big idea. In this case, that (a) the human digestive system is an example of a system. a collection of two or more parts that act together to affect the whole thing, and (b) that each part is related to the others in some way.

(K) Know the names and functions (jobs) of the major digestive system organs listed below, and include them in a song, story, skit, or diagram:

Mouth, teeth, saliva

Epiglottis -- The flap of cartilage that prevents food from entering the trachea and lungs.

Esophagus (Optional: Peristalsis, the contraction of muscles in/around the esophagus.)

Stomach -- Muscles mix and mash the food. Hydrochloric acid breaks food up.

Small intestine -- Place where most of the digestion and chemical change of food to simpler forms occurs.

Villi -- Finger-like projections that contain capillaries -- the sites in the small intestine where the broken-down (digested) food nutrients enter the blood stream.

Large intestine -- Where water is absorbed back into the body and the remaining indigestible food passes to the outside.

(D) Demonstrate their understanding using the correct structure and function vocabulary to show how a piece of food moves through and provides fuel for the human body -- from the time it enters the mouth to the time waste leaves the body.

Howard Miller

Kate's diagram explaining how a cookie is digested
Emma writing a story about the digestion of broccoli

A group of students practicing their skit on the digestion of a slice of pizza
Please ask your child to tell you the story in the book he or she brought home today by looking at the pictures.

Please echo read the book your child brought home. (Echo reading means you read a line, then your child reads or echoes the same line.) Ask your child to show you some words in the story he or she recognizes.

Ask your child to read with expression as if he or she were reading to entertain someone.

Ask your child to give you several reasons why he or she likes (or dislikes) the book.

Have your child tell you what feelings the character in the book has. Ask for evidence from the book.

Ask your child to read with a different voice for each character.

After the reading, ask how your child decided on how his/her voice could help you know the various characters better.

Ask your child to tell you which character would be most fun to spend time with. Ask for reasons for his/her choice.

Adapted from Managing A Diverse Classroom by Carol Cummings - by Tomlinson ‘02
Synthesis Groups Task Card

(Groups of 5 comprised of students with different expressive strengths.)

Please work with your synthesis group during today’s class to:

1) Review and agree on what you believe is the key understanding or principle that best reveals the meaning of (makes sense of, is the punch line for) the unit on the circulatory system.

2) Find at least four ways/modes to express that key understanding or principle in relation to the contents of the unit.

3) Be sure each mode of expression:
   • makes clear what the key understanding or principle is,
   • illustrates how to make sense of what we have been studying,
   • accurately shows how key knowledge and skills come together to form an understanding.

4) Be ready to present your own work in two minutes or under.

5) Be sure everyone in your group can interpret everyone else’s work effectively.

Front-Loading Vocabulary

WHAT?
• Teach the few vocab words on which the topic pivots (6-8)
• Teach them before the unit begins (to students who need them)
• Keep them in plain sight throughout the unit
• Refer to them often during the unit and afterwards as relevant
• Teach root words and derivatives as possible

WHO?
• English language learners
• Students with learning disabilities
• Students who have trouble with words
• Students who benefit from direct instructional contact with the teacher
• Students with generally weak academic vocabulary
• Students who don’t know the words on the pre-assessment
I WANT TO KNOW

My Question or Topic is: _________________________________________

To find out about it, I will:

Name: _____________________________

I will finish by: ________________________

How I will share what I learned is:

____________________________
____________________________
____________________________

I will
draw:

I will
read:

I will
write:

I will
need:

I will
look at/
listen to:

Episodic Notes (Three-Square)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Page</th>
</tr>
</thead>
</table>

1. Rephrase the topic, write important details, then use a symbol to indicate the level of importance.
2. Draw or write symbols to indicate the level of importance.
3. Use a symbol to indicate the level of importance.
4. Use a symbol to indicate the level of importance.
Episodic Notes

Date: 2/19

Title: Pain For A Daughter

First Name: buried

She took care of Tony, the girl next door. She gave him a ticket to the horse and let him care for it. The horse ran away, pretending to be a regular horse. She then said to myself, "I want the thing."

Time: girl's foot

The same horse she purchased and sold for the boy she had. It directly moved to the left, and the horse ran around. The horse ran in order to help the horse, which was the only sign. It worked. A leader, who was a complete horse, then opened up the door. In the end, the horse ran around a lot.

Time: girl's foot being cleaned

When her father began cleaning her foot, the girl went in. After looking at my foot, "I want to do it."

Time: dog

He ran around, and it became very loud.

Tasks for Thought

1. Describe the three most central images, scenes, or moments in the story or poem.
2. Draw in the box what happens and where you "see" it in the text or specifically possible.
3. Remember: these are not review sheets to test the actors and important details of the moment.
4. Explain (in the notes section) what is happening and why it is important.

---

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- What did you learn about writing a research report?
- What was especially important or helpful to you as you worked on this project?
- If you could continue working on this project, what would you do?
- What advice would you give to someone else who was working on a similar project?

Adapted from Vosni and VMi, 1988.

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• The teacher presents one, two, or three options for format and/or mode of expressing learning.
• Students can propose alternate avenues for teacher consideration/approval.
• Student-proposed options must demonstrate competence with the same learning goals delineated in the original task assignment.

Movie Time….

In Angela’s Classroom, Look For:

Comfort with students
Mindset
How she thinks about teaching
Ways in which the teacher addresses readiness, interest, learning profile
Nature of classroom leadership/management
Elements of differentiation you don’t see
Please form a homebase group of 4—being sure that most of the group is composed of people you’ve not worked with much this week.

Introduce yourselves and select one of the five strategy stations for each participant so that everyone in your group studies a different strategy.
- Tiering
- RAFTs
- Tri-Mind (Sternberg)
- Contracts & Contract-like Strategies

Once at the strategy stations, you’ll work with others to learn about the strategy so you can share it with your homebase group when signaled to do that (20 minutes).

Back in your homebase group, it’s your job to teach the others about the strategy you studied so they understand what it is, what it allows teachers to differentiate, how it works, and when it’s useful (20 minutes).

---

| Strategy Name____________________________________ |

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
</tr>
</thead>
</table>
| *Describe the strategy* | *Why would a teacher use it?*
| | *Readiness, Interest, Learning Profile, Combination?*
| | *Content, Process, Product?*
| | *Times in a unit?*

<table>
<thead>
<tr>
<th>How</th>
<th>Illustrate</th>
</tr>
</thead>
</table>
| *What are the steps in applying the strategy?*
*Any tips—Do’s/Don’t’s?* | *Talk the group through an example* |
What’s strategy have you seen here that you feel you could use, or encourage others to use, to effectively address student readiness, interest, and/or learning profile?

Describe how you might use it (or encourage others to use it).

What questions still remain unanswered for you?

The Game Plan For Instruction

1. Tightly aligned with KUDs
2. Based on Formative Assessment
3. Responsive to Readiness, Interest, Learning Profile
4. Respectful Tasks
5. Flexible Grouping
6. Maximum Growth for Each Learner

How are you doing?

What's your next move?
5 Quality DI
Requires teacher leadership and flexible classroom management.

The Common Sense of Differentiation

Ensuring an environment that actively supports students in the work of learning (mindset, connections, community),

Absolute clarity about a powerful learning destination—(KUDs, engagement, understanding),

Persistently knowing where students are in relation to the destination all along the way (pre- & formative assessment—assessment for learning)

Adjusting teaching to make sure each student arrives at the destination and, when possible, moves beyond it (addressing readiness, interest, learning profile)

Effective leadership & management of flexible classroom routines.
The Game Plan For Leadership/Management

1. Clear & Shared Vision
2. Student-Teacher Partnership
3. Lead People
4. Manage Routines & Tasks
5. Rehearse, Revise, Celebrate
6. Goal is Maximizing Student Learning

Kinds of Learning Environments

- **Dysfunctional learning environments**--characterized by constant struggle to maintain order that overshadows attention to academic work. In such environments, relatively little sustained academic work takes place.

- **Adequate learning environments**--characterized by a basic level of control by the teacher, but with a continuing struggle over order. Some academic work takes place, but distractions are frequent.

- **Orderly learning environments**--characterized by effective management of academic work.

- **Orderly, restrictive learning environment**--found in smoothly run, highly structured classrooms, with tightly managed routines and a relatively narrow range of instructional strategies.

- **Orderly, enabling environments**--found smoothly run classrooms, with an often looser (though not loose) structure, and a wider range of routines and instructional strategies in evidence. These classrooms were most likely to focus on meaning and understanding.

*Relevant Research for School Decisions • Academic Challenge for the children of Poverty*

*Educational Research Service, Arlington, VA, p. 11*
WE TEND TO PRACTICE LOCKSTEP MANAGEMENT

Convenient for the teacher

Distrustful of students

Assumes students are “one”

Compliance Oriented

Models a world few would seek

MANAGEMENT THAT MAKES ROOM FOR KIDS

Is respectful of student capacity for self-direction

Assumes student variability

Effective for students

Models a world most would seek

A Learning-Through-Thinking Orientation

Effective for students
Defensible Differentiation Requires Flexible Classroom Routines

It requires an “orderly, enabling environment.”

These are found in smoothly run classrooms, with an often looser (though not loose) structure, and a wider range of routines and instructional strategies in evidence. These classrooms were most likely to focus on meaning and understanding.


Leadership

• Has a vision for something good
• Has the capacity to share the vision & enlist others in it
• Builds a team for achieving the vision
• Renews commitment to the vision
• Celebrates successes
• ABOUT PEOPLE

Management

• Plans schedules
• Handles details
• Prepares materials
• Arranges furniture
• Orchestrates movement
• Practices routines
• Troubleshoots
• ABOUT MECHANICS

First be a leader

Then be a manager
SAMPLE ROUTINE

Introduce and teach concept [idea, skill] → Provide examples to illustrate → Allow for in-class practice → Assign homework

What subject does this look like?

What students might experience the most success within the structure of this routine?

What students might experience the least success within the structure of this routine?

A flexible learning environment includes opportunities to focus on individual needs and opportunities for group conversation and collaboration.

Teaching and learning in a differentiated classroom form a rhythm of “breaking apart” and “coming together.”
Goals that are specific to individuals or small groups are best achieved in times of breaking apart.
Goals that are shared by the class as a whole are best achieved in times of coming together.
The Game Plan For Leadership/Management

1. Clear & Shared Vision
2. Student-Teacher Partnership
3. Lead People
4. Manage Routines & Tasks
5. Rehearse, Revise, Celebrate
6. Goal is Maximizing Student Learning

How are you doing?
What’s your next move?

Movie Time....

A Wrap-Up by Grade Levels

Elementary—Next Door
Secondary—In this Room

Both groups: Please have a copy of the DI Observation Protocol with you
THE HALLMARK OF EFFECTIVE TEACHING

Environment, Curriculum, Assessment, Instruction & Leadership/Management Working Together

Three Pillars of Effective Differentiation

**Philosophy**
- Regarding diversity as normal & valuable
- Teaching & learning focused on a growth mindset
- Accepting responsibility for maximum progress for each learner
- Recognizing & removing barriers to equity of access to excellence for marginalized learners

**Principles**
- Environment as a catalyst for learning
- Foundation of quality curriculum
- Assessment to inform teaching & learning
- Instruction in response to student needs indicated by formative assessment
- Leading & managing a flexible classroom

**Practices**
- Proactive planning to address readiness, interest, learning profile
- Instructional approaches based on student needs & nature of content
- Teaching Up
- Respectful Tasks
- Flexible Grouping

Tomlinson 2013
In one subject---
In the subject in which your students seem to vary most
In the subject with which you are most comfortable

In one class—
In the class that seems to need it most
In the class with which you are most comfortable

With one element—
products, journal prompts, assistance with reading, etc.

START SOMEWHERE. DO SOMETHING. LEARN FROM YOUR WORK.

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I am teaching. ...It's kind of like having a love affair with a rhinoceros.

Anne Sexton

*Quotations on Education* • Compiled by Rosalie Maggio
Prentice Hall, Paramus, N.J. p. 40
The very least you can do in your life is figure out what you hope for,
And the most you can do is live inside that hope. Not admire it from a distance but live right in it, under its roof.

*Animal Dreams* by Barbara Kingsolver, 1997