

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





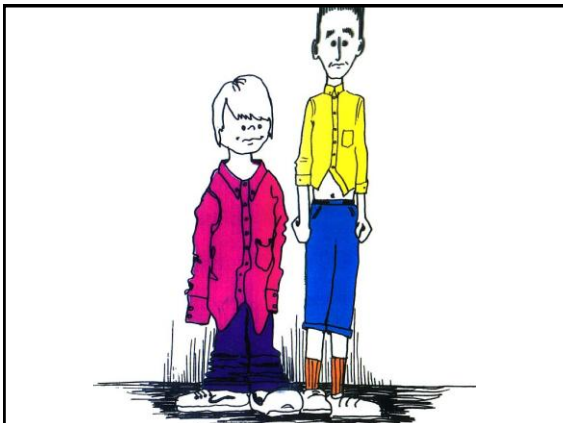
Differentiation is
planning for the
unpredictability of a
classroom.



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 NOT a set of strategies...
It's a way of thinking about teaching & learning

Strategies are tools to accomplish the goals of DI.

They no more differentiation than a hammer and a saw are the house they help to build.



1

Quality DI

Is predominately proactively planned.



"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."



2

Quality DI

Begins with a growth mindset, moves to student-teacher connections, & evolves to community.



Paving the Way

MINDSET → CONNECTIONS → COMMUNITY

to Learning

The Predictive Power of Mindset

Fixed

- 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

Growth

- 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



Just telling students that their intelligence is under their own control improves their effort on school work and performance. In two separate studies, Mr. Aronson and others taught black and Hispanic junior high school students how the brain works, explaining that the students possessed the ability, if they worked hard, to make themselves smarter. This erased up to half of the difference between minority and white achievement levels.

New York Times | February 08, 2009
Op-Ed Contributor: Education Is All in Your Mind
By RICHARD E. NISBETT

Beware of Negative Messages



BLUEBIRDS



BUZZARDS



WOMBATS

Paving the Way

MINDSET → CONNECTIONS → COMMUNITY

to Learning

Caring Teachers...

...can help disengaged, passive, confused, or discouraged students become connected to school and to learning. By making their commitments to students and subjects regularly visible, some teachers emerge as stimulating personalities who breathe life into learning. They get respect as role models or mentors. Students develop lasting interests through teachers' enthusiastic representations of subjects, or they develop interest in subjects because teachers show enthusiasm for the students. A few become actual apprentices. Positive relationships with their instructors can motivate students when other incentives fail. **Personalization should not be confused with social work; it is directly linked to the promotion of academic learning.**



Lessons from Privilege by Arthur G. Powell

(That teachers must connect with all
students in an effort to teach them well)
is
a moral imperative
and failure to try constitutes
professional dereliction



Lessons from Privilege
Arthur G. Powell

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.

Huberman, 1983 in
The New Meaning of Educational Change
(3rd Edition) by Michael Fullan
2001, New York: The Teachers College Press, p. 33

- 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



Teacher-Student Connections Bridge the Risk of Learning

Paving the Way

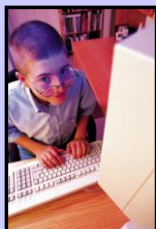
MINDSET → CONNECTIONS → COMMUNITY

to Learning

Motivation and Relationships

The new common ground for both cognitive scientists and sociologists concerns *motivation and relationships*, that is, it is only when schooling operates in a way that connects students relationally in a relevant, engaging, and worthwhile experience that substantial learning will occur.

That only a small proportion of any students are so engaged in a measure of the seriousness of the problem.



The New Meaning of Educational Change, Third Edition Michael Fullan

Building Community

- Establishes the framework for a responsive classroom
 - Each student's need for a "next step"
 - Responsibility for own growth
 - "We've got your back" mentality
 - Competition against self (vs. others)
 - Fair as each student getting what he/she needs to succeed
 - Working like colleagues
- Begins with teacher mindset
- Extends to student belief in one another
- Supports the belief that we win or lose together
- Ensures security/safety necessary for academic growth
- Enables students to work as a team
- Provides the teacher with "teammates" too



There is no program,
textbook or pacing guide or
set of strategies
that can substitute
for a teacher's belief in
and connection with
students...



2

Quality DI

Is rooted in meaningful curriculum.



QUALITY CURRICULUM: THE SHORT VERSION

Engagement + Understanding = Success



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

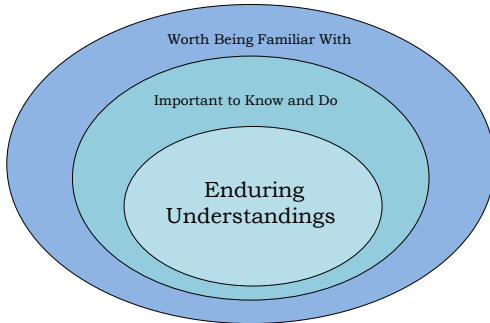
product focus

choice

the potential to make a contribution or
link with something greater than self

Tomlinson • 2003 • Fulfilling The Promise...

Teachers Must Distinguish Between:



Wiggins & McTighe

Don't Take the Meaning out of Learning!!

We're raising a generation of stoplight readers.

**We need to be creating a generation of
flashlight readers.**

Katherine Patterson



Planning a Focused Curriculum Means Clarity About What Students Should ...



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

KNOW

- Facts
- Vocabulary
- Definitions

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

A QUESTION FOR YOU...

Could you use these ideas to differentiate instruction for all students?

Know:

Fiction, Change, Reader's Role



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.

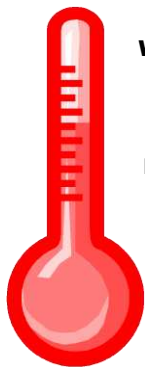
Do:

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



WOW!

Ho-Hum

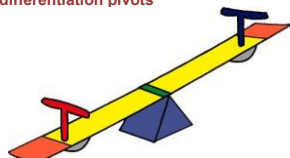
ZZZZZZ...

Where is your
school or class on the
Meaning Meter?
What's your evidence?
Why does it matter?

In a Differentiated Classroom...

The teacher may vary the **KNOWS & DOs** with caution and based on evidence that a student needs to learn backwards as well as forward to catch up—or that a student needs to move ahead in order to keep learning.

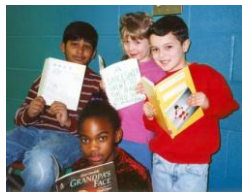
The **UNDERSTANDS** are the constant fulcrum on which effective differentiation pivots for all students.



3

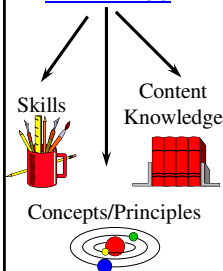
Quality DI

Is guided by on-going assessment (for planning and feedback—not grades).



WHAT CAN BE ASSESSED?

READINESS



INTEREST

- Current Interests
- Potential Interests
- Talents/Passions



LEARNING PROFILE

- Areas of Strength and Weakness
- Learning Preferences
- Self Awareness



On-going Assessment: A Diagnostic Continuum

← Feedback and Goal Setting →

Pre-assessment
(Finding Out)

Formative Assessment
(Keeping Track & Checking-Up)

Summative Assessment
(Making sure)

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

← Remember to check for prerequisite skills →

Some Examples of Preassessments



Learning Profile Pre-Assessment



Learning Profile Pre-Assessment

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

Learning Profile Pre-Assessment

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.



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



At My Best...

Thinking about your strengths and best features, please answer the following:

1. A positive thing people say about me is:
2. When I'm feeling great at school, it's probably because:
3. A dream I have for myself is:
4. A thing I like spending time on is:
5. Something that captures my imagination is:
6. The best thing about my family is:
7. My strength as a learner is:
8. What I can contribute to the classroom is:
9. A thing I wish people knew about me is:
10. I'm proud of:



Strength-Based Assessments

Typical Assessment Info. Strength-Based Assessment

- | | |
|---|--|
| • Average IQ | • Likes mechanical things |
| • Average reading achievement | • Reads magazines about motorcycles |
| • Above average math computation | • Wants to learn more about computers |
| • Missed 10 days of school this quarter | • Seen as a big brother to neighborhood kids |
| • 2 in-school suspensions this quarter | • Wants to travel some day |
| | • Likes to talk about ideas |

Based on idea from Sousa & Bender (2008). *How the Brain Influences Behavior: Management Strategies for Every Classroom*. Thousand Oaks, CA: Corwin.

MATH INVENTORY

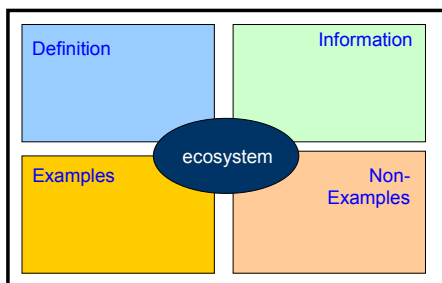
NAME _____ DATE _____

1. How do you feel about math?
2. Do you think you are good in math? Why do you say that?
3. What are your best areas in math?
4. What are your weakest areas in math?
5. Do you think it is important to be in math? Why do you say that?
6. What do you think are characteristics of students who are good in math?
7. What do you do when you come to a problem in math that you can't figure out?
8. How do you use math outside of class?
9. What do you usually do after school when you get home?
10. Do you most like to do when you have free time? Why?
11. What else should I know about you to teach you effectively this year?

Some Examples of On-Going Assessments



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

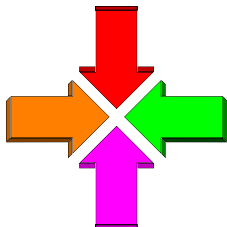


Useful for pre-assessment & formative assessment of readiness in many grades & subjects

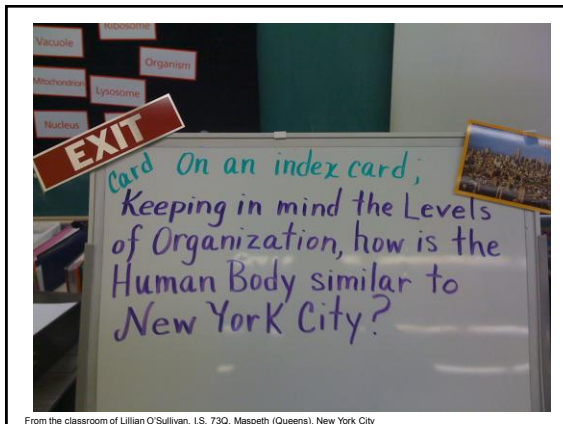
EXIT CARDS

On your exit card---

Explain the difference between **simile** and **metaphor**. Give some examples of each as part of your explanation.



on-going assessment of readiness



From the classroom of Lillian O'Sullivan, L.S. 730, Maspeth (Queens), New York City

EXIT CARDS - Learning Preferences



We used the following learning strategies in this lesson:

3 minute pause
T-P-S
Visualizing

What learning strategy or strategies seemed to work best for you? Why?

on-going assessment of learning profile

3-2-1 Card

Name:

- **3 things I learned** from the book talk...
- **2 questions** I still have about the book...
- **1 way** the book is like my world

on-going assessment of readiness

1-2-3 Summarizer

After reading over my rough draft---

1 thing I *really like* about my first draft

2 resources I can use to help improve my draft.

3 revisions I can make to improve my draft.

on-going assessment of to help student self-awareness and planning

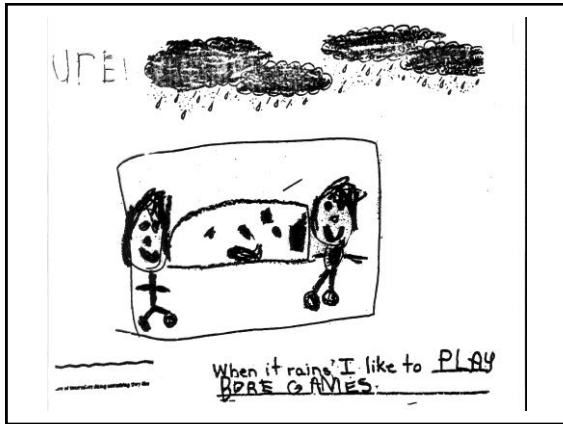


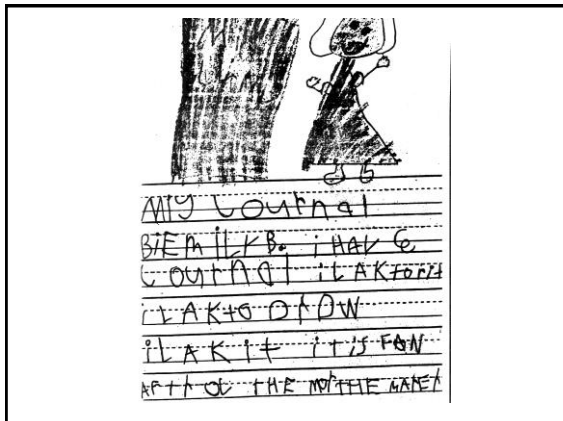


When it rains I like to jump
in the puddles



When it rains I like to watch
WASE
my TV







Another Veteran Teacher's Epiphany about Pre-assessment

High School Unit on
The Agricultural Revolution

- Major Emphasis to Lay
Groundwork for Rest of Year
- Reading, Lecture, Videos,
Journal Entries, Homework,
etc.
- Three Weeks into the Unit...
"So...what's agriculture?"



Teaching in the Dark



is Questionable Business

Hilda Taba

Trying to differentiate in the dark is delusional !!!

"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

4

Quality DI

Ensures respectful tasks (based on essential understandings, equally engaging, require high level thought).



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

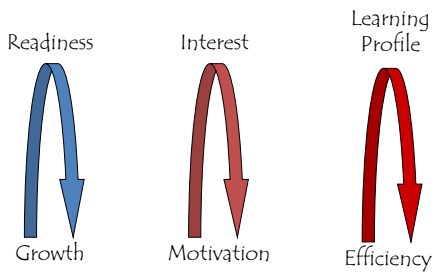
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Quality DI

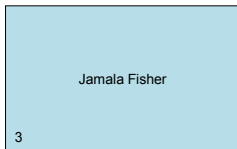
Addresses student readiness, interest, and learning profile.



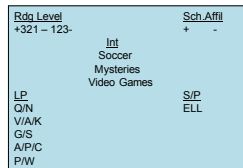
What's the Point?



Learner Cards



Front



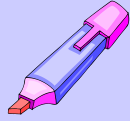
Back

Nanci Smith '03

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

Word Jars



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

Can You See It??



Sara Kajder used a wide range of approaches to engage adolescents turned off to reading.

In using the ideas, she engaged their strengths and interests, kept them thinking, and proved to them that they were indeed thoughtful and capable readers.

There is also a high degree of relevance involved in the strategies because they tap into literacies central in the students' worlds.

It's likely that there is often a link between a student's interests and/or learning preferences and what that student finds to be relevant.

Kajder, S. (2006). *Bringing the outside in: Visual ways to engage reluctant readers*. Portland, ME: Stenhouse.

Can You See It??

In the beginning:

From no response

to Reading as tearing things apart,

Destructive,

Overwhelming



Can You See It??



Iconic representations of self as reader

Graphic notes (storyboards or comics w/ summaries)

Visual read alouds/think alouds

Digital word walls

Image flash cards with digital word collections (including international contributions of images from epals.com)

Digital essays

On-line logs with images, video, and sound to interpret and communicate ideas about text (blogs, vlogs)

On-line yearbook of learners' journeys



Later in the Year...

Can You See It??

"I don't know what it is about this assignment but I have never taken so much time to read something before. I think maybe it's because I'm taking the time to let the picture unfold in my head."

"Part of me thinks I was tricked a little into this, but in watching my video, I see myself as a reader. It isn't pretty, but it's there in ways that I don't see it if I just read through these notes. Don't know what's up with that, but I'm going to keep coming so I can figure it out."

"It's the author's words working with my pictures and my words. I understand in a completely different way."

"What I think about reading is like the pencil sketch under a painting. What I hear and see when I read provides some of the layers. And I'm adding layers all the time when I think about something new, or something happens that changes the me that is doing the reading. To me, this is real reading, and I finally see what it looks like."

5

Quality DI

Requires effective, flexible classroom management.



Personal Agenda*

Agenda for _____

Starting date: _____

Task	Special Instructions
Complete a Hypercard Stack showing how a volcano works	• Be sure to show scientific accuracy
Read your personal choice biography	• Keep a reading log of your progress
Practice adding fractions by completing number problems and word problems on pages 101-106 of the workbook	• Come to the teacher or a friend for help if you get stuck
Complete research for an article on why volcanoes are where they are for our science newspaper. Write the article and have the editor review it with you	• Watch your punctuation and spelling! Don't let them hurt your great skill at organizing ideas.
Complete at least 2 spelling cycles.	

*Remember to complete your daily planning log
*Remember I'll call you for conferences and instructions sometimes

Owning Student Success

