Demystifying Differentiation

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Remember the Mission:M.A.F.D.

"Students are geometrically more diverse than ever before (in culture, language, economics, experience, interest, & approach to learning) --a trend that will continue & escalate. Nonetheless, we persist in teaching them as though they were alike, and as though their differences are irrelevant to their success as learners. We need classrooms that make room for student variance."(Tomlinson, 2008)

Not the Nation We Teach

What is Differentiation?

A teaching approach which respects and honors the uniqueness of every child.

A teaching approach which insures that students have multiple options for taking in information, making sense of it, and expressing what they learn.

Why Should We Differentiate?

- ✓ All students learn differently.
- ✓ Active engagement is more likely when we find the right fit between the learning and the student.
- ✓ Best learning happens when students believe that there are many roads to their success.

Kids Get It

"I think one of the most important things they should understand is that every single student has their own hopes and dreams. For some it may be to be on the honor roll all through high school, go to Harvard, and grow up to be a very "successful" person. For others, it may just be not to flunk out of high school. You need to embrace everyone's wants. That doesn't mean that you should give more attention to those with higher hopes - just work with each one and encourage them to do their best."

The Knack

Recipe for Differentiation

- Create a 'Safe Haven' for Learning
- Study your Students-All the Time
- Weave Assessment into Instruction
- Use Assessment to Guide Planning
- Modify Respectfully

Big Idea #1: Create the Right Culture

- ✓ **Clock Appointments**
- ✓ Heart Maps and Self-Maps
- ✓ Scavenger Hunts, Ice Breakers
- ✓ Learning Styles, Multiple Intelligences
- ✓ Class Constitution, Norms, Agreements
- ✓ Picture Books (*Through the Cracks; Ish)*

The Teaching Stance

- It is safe here to be who you are.
- It is safe to take risks and to make mistakes.
- There are many roads to our destination.
- None of us is as smart as all of us.
- There is always a another way to succeed.

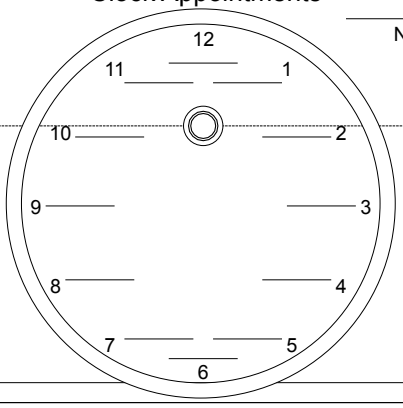
Climate

- Traditional
  - Competitive
  - Whole Class
  - One size fits all Assessment
  - Coverage of texts
  - One kind of excellence
- Differentiated
  - Cooperative
  - Small Group, Individual
  - Assessment for Adjustments
  - Progress =excellence

(See Tomlinson's chart)

Clock Appointments

Name _____



Fast Friends

MAKE 2 APPOINTMENTS.

Social Comfort Counts

DO YOU FEEL BETTER?

2 Truths and a Lie

- Taught all grade levels
- First Teacher to Keynote the National Middle School Association's Conference
- Backpacked 17 mile trek in Glacier

Big Idea #2: Steady Assessment

- Multiple Intelligences, Surveys, Profiles, etc.
- Circle of Knowledge
- **Four Corners**
- Exit Slips
- Self-Assessments
- Pretests
- Rubrics-class debriefs
- Consens-a-gram, Gallery Walk
- Clip Board Cruising, Conferences

Plot Your Profile

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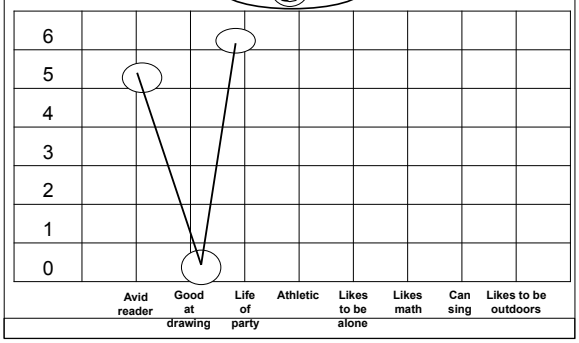
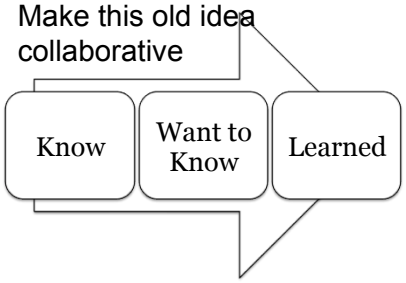


Assessment Tools

- BEFORE
  - Pretests
  - KWL, Circle of Knowledge
  - Four Corners
  - Checklists

  - *Every learning activity can serve assessment!

Make this old idea collaborative



ABC BRAINSTORM

A-B	**C-D**	**E-F**
G-H	**I-J**	**K-L**

4 Corners

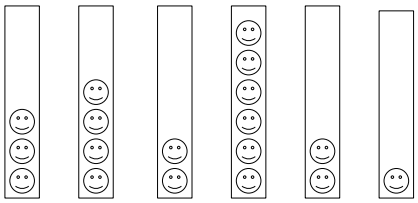
- ✓ Global Warming is not a sure thing.
- ✓ The United States is the greatest polluter on the planet.
- ✓ All students want to learn.
- ✓ Praise should be given more generously to struggling students.

Assessment Tools

- DURING
  - Exit Slips
  - Consens-a-grams
  - Stop & Go Cards
  - Concept Maps

CONSENSOGRAM

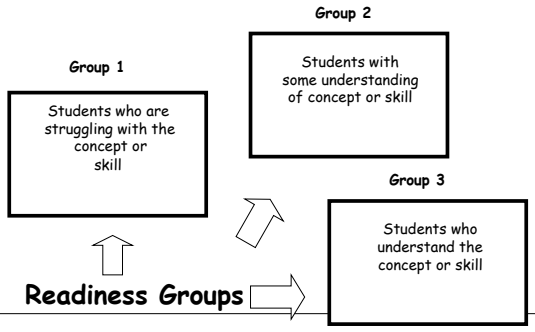
A consensogram allows students to rate their level of understanding of a given topic by placing a sticker, post-it, or mark on a chart. The numbers one through six represent the six "Levels of Understanding" below.



1 2 3 4 5 6

1. I know I do not know.
2. I have basic information, but cannot explain it to others.
3. I understand and can explain this information to others.
4. I can apply this concept or information to different situations.
5. I can play with the concept, break it apart, and create new variations.
6. Having gone through the preceding stages, I have a deep appreciation for this concept.

EXIT CARD GROUPINGS



Ticket out the Door

- 3 big ideas you recall
- 2 details or facts that are critical
- 1 new term or word to remember

TAKE 5: Pause and Think

MEET WITH YOUR 12 O'CLOCK APPOINTMENT

WHAT DOES IT MEAN TO YOU TO TEACH RESPONSIVELY? WHAT TOOLS DO YOU USE?

Big Idea #3: Choosing the Right Fit

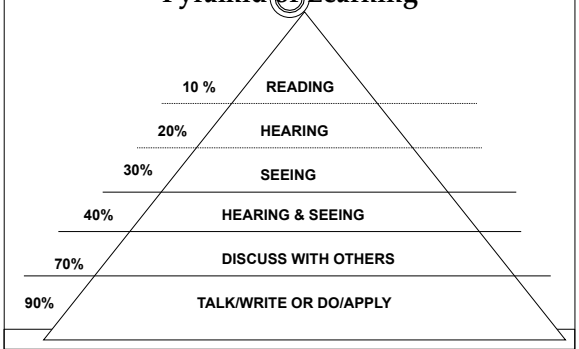
" I think that teachers should know that everybody is different. Everybody thinks and works differently so there shouldn't just be one way to do things. For some students it can be really hard to explain their thoughts or work in a certain way." (grade 5)

Begin With Best Practice

MORE:
- ✓ Active, hands-on
- ✓ Cooperative & Collaborative Activity
- ✓ Choice & Voice
- ✓ Fewer topics, more depth

LESS:
- ✓ Teacher Talk
- ✓ Students Listening
- ✓ Time with Textbooks
- ✓ Stress on grades
- ✓ One Size Fits all

Pyramid of Learning



The Tipping Points

- ✓Atmosphere~ Climate for learning
- ✓Process~ How students will learn it
- ✓Content~ Nature of text or material
- ✓Product ~Ways student can show they know

Caution: Insure Equally Respectful Tasks

Struggling	Proficient
•Complete worksheets on which you will review the names of endangered Species.	*•Choose one endangered species to study.Create a web site about your species.*
•Color Images from text	*•Read the Christmas Carol*

Be The Rachel Ray of Teaching

Adjust As You Go

Level of Complexity
Amount of Structure
Materials Used
Reading Levels
Time/Pace
Number of Steps
Form of Expression

Double Entry Journal

As you read...
- Important Words
- Main Ideas
- New Words

OR...
- Note Key Passages
- Big Concepts
- Supporting Details

After you read...
- Predictions about what matters most
- Why you chose your main ideas.

OR...
- Make Connections
- Judge the ideas
- How might an expert review this reading?

EXAMPLE: BIOLOGY

CONCEPT: ***Plant and Animal Cells***

- **Just Right:** Observe under a microscope both a plant and an animal cell. Draw and label all the components of each.
- **Less Complex Task (Loosened):** Observe under a microscope both a plant and an animal cell. Draw what you see. Make a list of words to describe what you are observing.

SDE

Addressing Readiness Differences

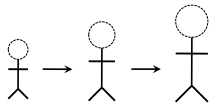
- Vary Reading Levels
- Vary Time
- Vary Support
- Adjust Homework
- Modify Complexity
- Use Before, During, After
- Vary Groupings

PICTURES,IMAGES

MANY STRUGGLING LEARNERS NEED IMAGES, PICTURE AND VISUALS AND GRAPHICS TO MAKE CONCEPTS REAL, MANAGEABLE AND UNDERSTANDABLE.

Manifest Destiny

The belief in the 19th century that the U.S. would, and had the right to, inevitably expand westward all the way to the Pacific Ocean.



Destined to get bigger

Differentiate Products

- Tic Tac Toe
- RAFT
- Menus
- Choice
- Contracts

"Teachers should give students some freedom to present their work in a way that they can comprehend, that way the student can learn more and it can stay with them longer. Students are also different in a more personal way and teachers should be aware of those differences."

PRODUCT MENU

Name:_____ Date:_____

I will show what I know by:	Plan Complete	Project Complete
writing a report		
making a booklet		
building a model		
doing a demonstration		
presenting a slide show		
videotaping a lesson		
telling a story		
writing a play		
making a map or chart		
painting a mural		
writing music		
writing & reciting a poem		
making a game		
teaching a younger student		
Other:_____		

Free Choice Grid

Number Sense and Operations

Directions: Choose one of the following activities listed below and plan to turn in your work on the date listed above.

Create a rap that explains one (or all) of the properties that we learned in this chapter. Write the musical piece down and present it to the class.	Develop a computational exercise where you physically show us how to complete a certain concept that you learned in this chapter.	Design a crossword puzzle using the vocabulary and definition from this chapter OR A mural using the vocabulary and definitions.
Choose a concept that you have learned in this chapter. Describe how you use this math in your daily life. Then illustrate your writing.	*Free Choice* *You must have your idea approved by a math teacher before you start your work.*	Create a cartoon that shows two characters explaining or debating the order of operations.
When in nature do you use large numbers? Connect place value or estimation of large numbers to our universe.	Create a flow chart that describes the steps required for computing one of the concepts that you learned in this chapter.	What if math concepts or numbers could talk? Pretend that you are Oprah Winfrey. Interview one of the key concepts we learned in this chapter.

Parent Signature: _____

R.A.F.T.

ROLE

AUDIENCE

FORMAT

TOPIC

Complex Instruction

- Discovery Stations
- Literature Circles
- Jigsaw Curriculum
- Group Investigations
- Independent Study

Delivery of Content

Instead of...

Teacher talk or presentation

Do this...

- 3 Readings at different reading levels-JIGSAW
- 5-Ten Minute Discovery Stations on aspects of the topic with graphic organizer and guiding question
- Gallery Walk on various aspects of unit content with note taking form

Flexible Grouping: T.A.P.S.

- Total- whole class instruction
- Alone-students working individually
- Paired-All students have a partner
- Small Groups-Homogeneous for skill development and heterogeneous for cooperative groups

Basics of Differentiation

- ✓ Study students, all the time.
- ✓ Be ***crystal clear*** about understandings you're after
- ✓ Design with students in mind.
- ✓ Assess students readiness and growth.
- ✓ Then---Modify: Process, Content and/or Product.

3-2-1-Sum It Up

- Three planning variables I can differentiate
- Two thoughts I have about differentiation
- One thing I hope to try