



May 11 -- D.I. Day

- **KNOW** (facts, vocab, definitions)
 - The RA common definition of D.I.
- **UNDERSTAND** (principles & big ideas)
 - The power of teacher MINDSET
 - The concept of TEACHING UP
 - WHAT'S THE POINT OF D.I.?
 - How, what and when should we ASSESS.
- Be able to **DO**
 - Analyze and critique the effective application of D.I. strategies presented by peers
 - Plan and use a D.I. lesson by the end of the year

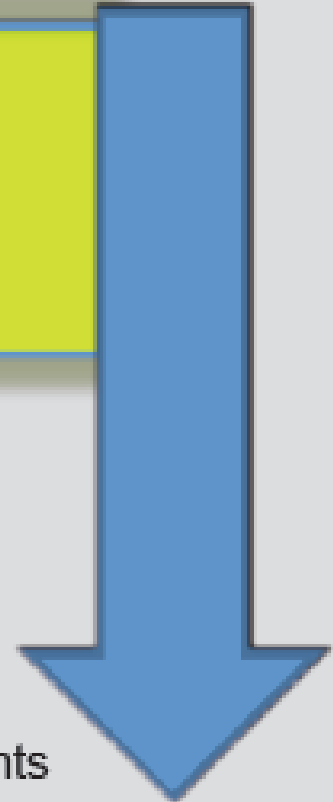
The Predictive Power of Mindset

Fixed

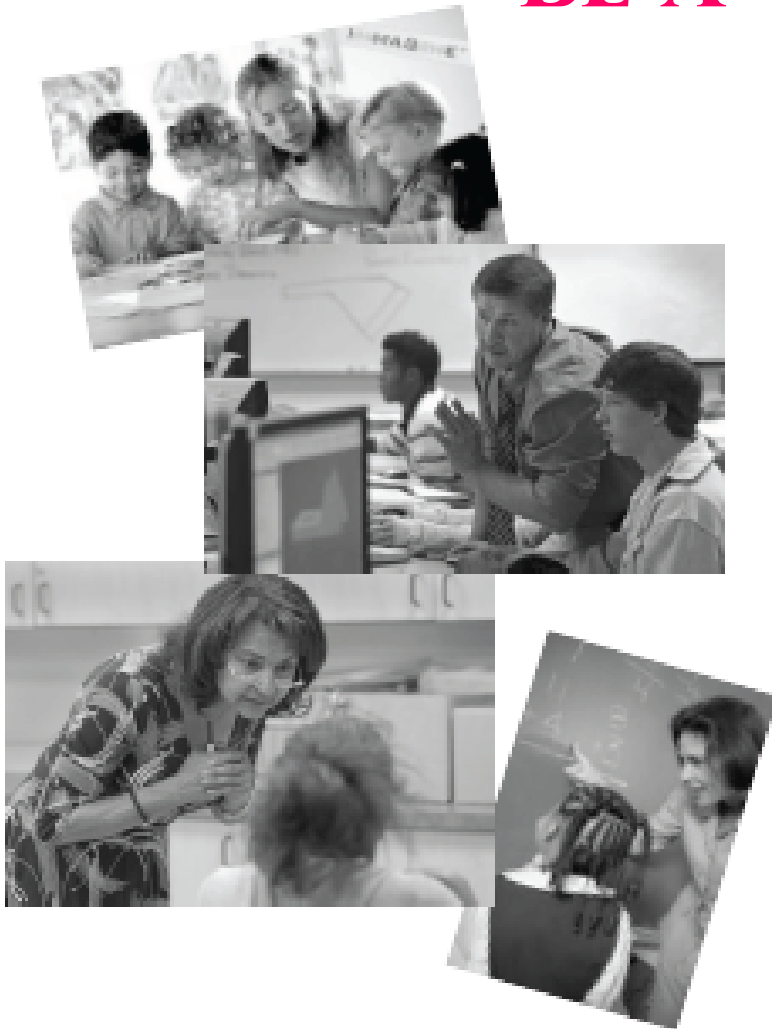
- Success comes from being smart
- Genetics, environment determine what we can do
- Some kids are smart—some aren't
- Teachers can't override students' profiles

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



BE A WARM DEMANDER!



A dream begins,
most of the time
with a teacher
who believes in you.
who tugs and pushes
and leads you
with a sharp stick
called truth.

Dan Rather (1931—)



Planet MI Task

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

Thoughts about this differentiated task?



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- Teacher-Student Connections
- Safe Environment

ARTICLE:
TEACHING AS JAZZ



- Addressing R, I, LP
- Flexible Grouping

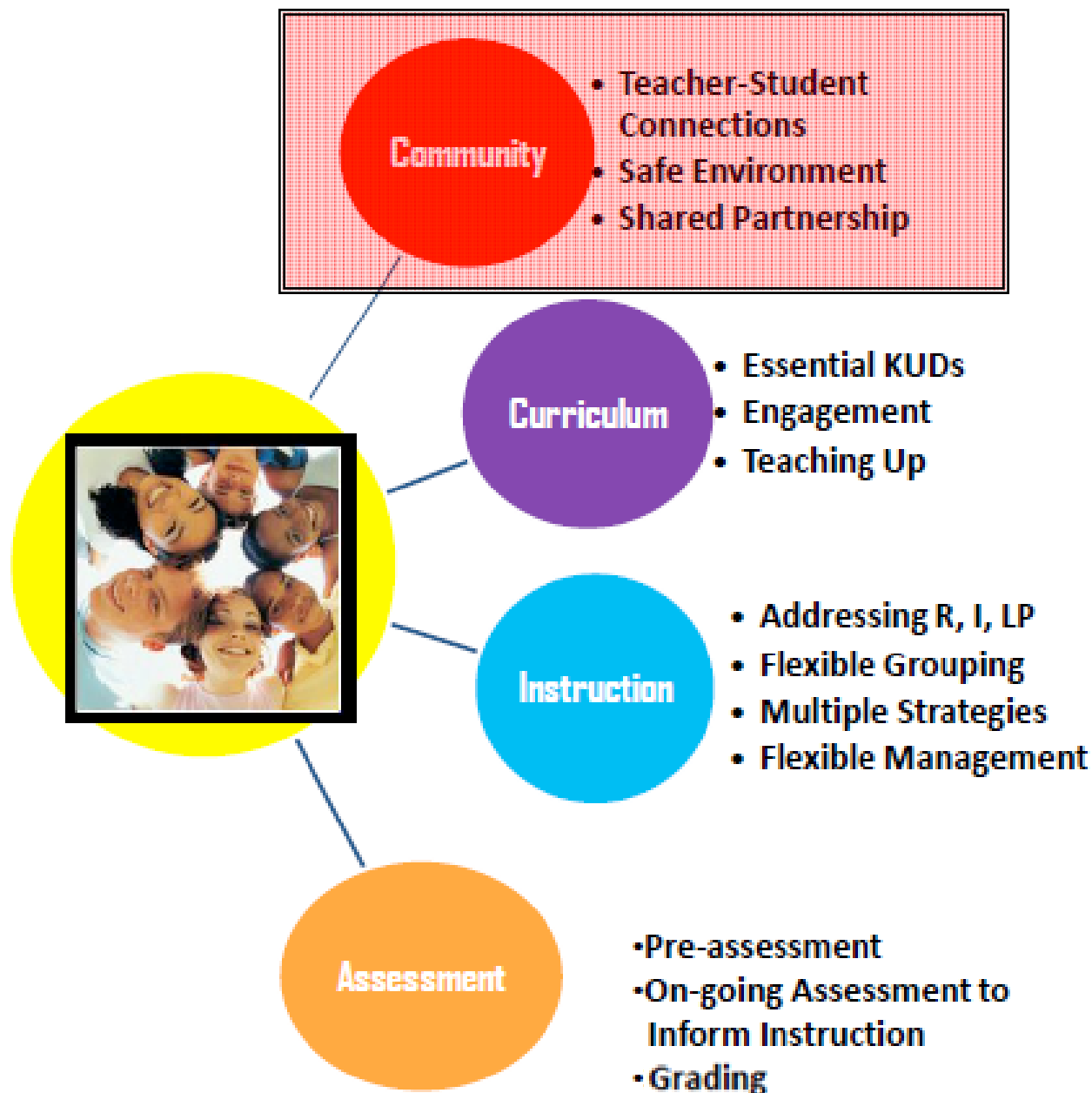
Be prepared to share your favorite sentence or phrase



- Inform Instruction
- Grading



D I F F E R E N T I A T I O N



Learner Profile Card

Gender Stripe

Auditory, Visual, Kinesthetic Analytical, Creative, Practical

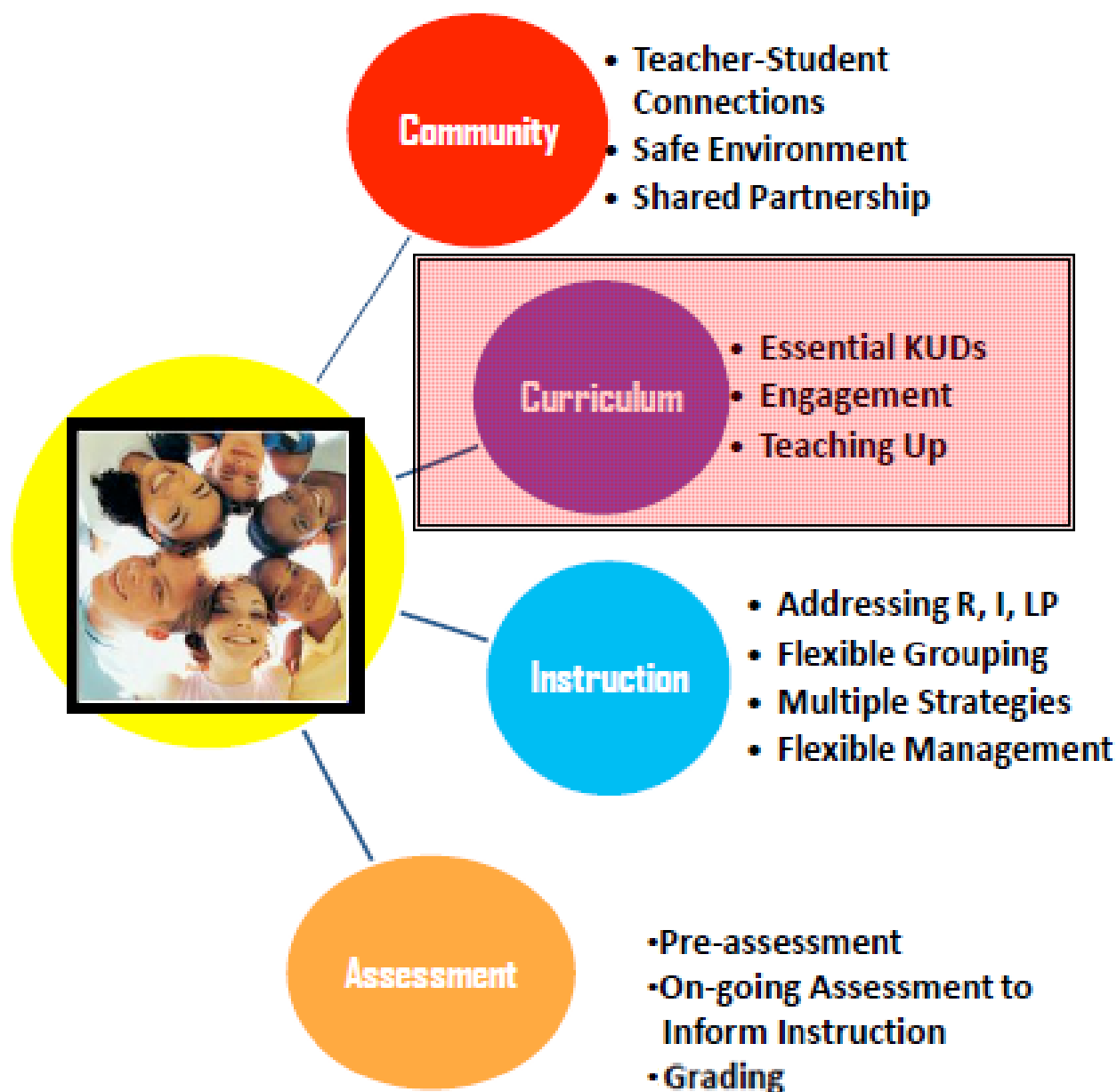
Student's Interests

Multiple Intelligence Preference Favorite Subject

NOTE: Put the student's name on the back of the card so decisions can initially be made without knowing the particular student.



D I F F E R E N T I A T I O N



Creating common learning goals

We have to know where we want all students to end up before we can think intelligently about how we want them to get there!



Quality D.I. (like all instruction) begins with clarity about what students should:

K.U.D

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

KNOW

- Facts
- Vocabulary
- Definitions

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

A NON-NEGOTIABLE OF DI



Our goal should always be to create the richest, highest quality curriculum we know how to create...

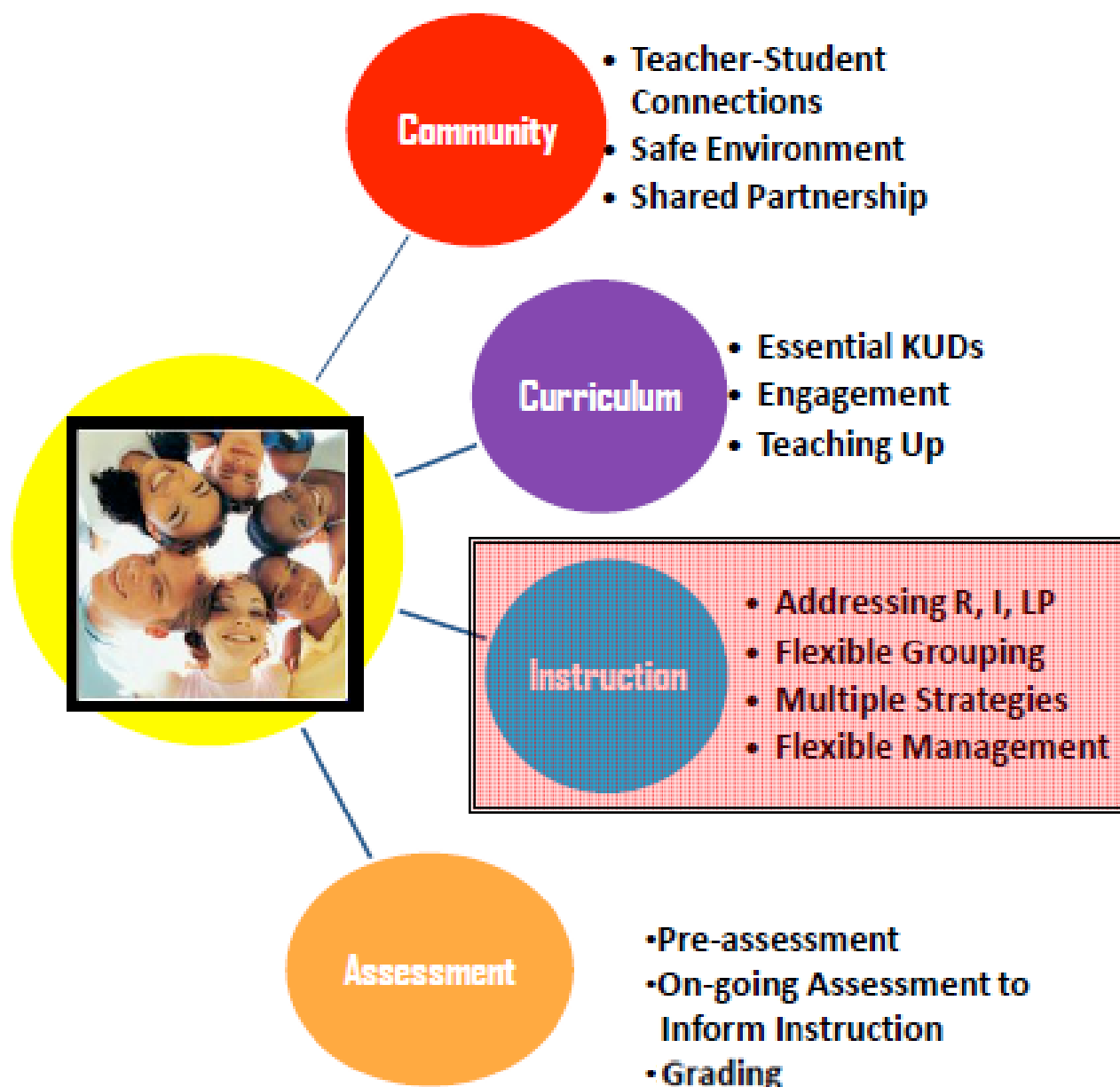
Then, differentiate to enable most students to succeed with it.

Differentiation should always be about lifting up---never about watering down!!

TEACHING UP!!

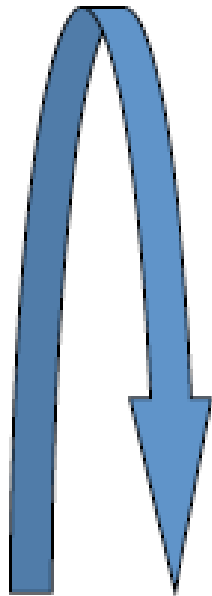


D I F F E R E N T I A T I O N



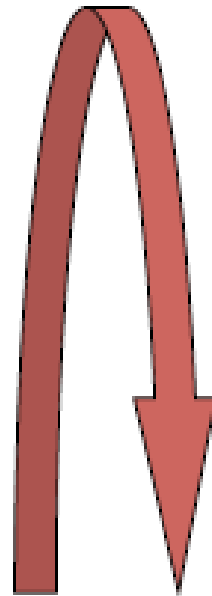
What's the Point?

Readiness



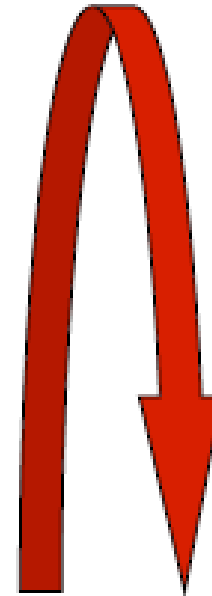
Growth

Interest



Motivation

Learning
Profile



Efficiency

Readiness



GROWTH

If tasks are a close match for their skills

Interest



MOTIVATION

If tasks ignite curiosity or passion

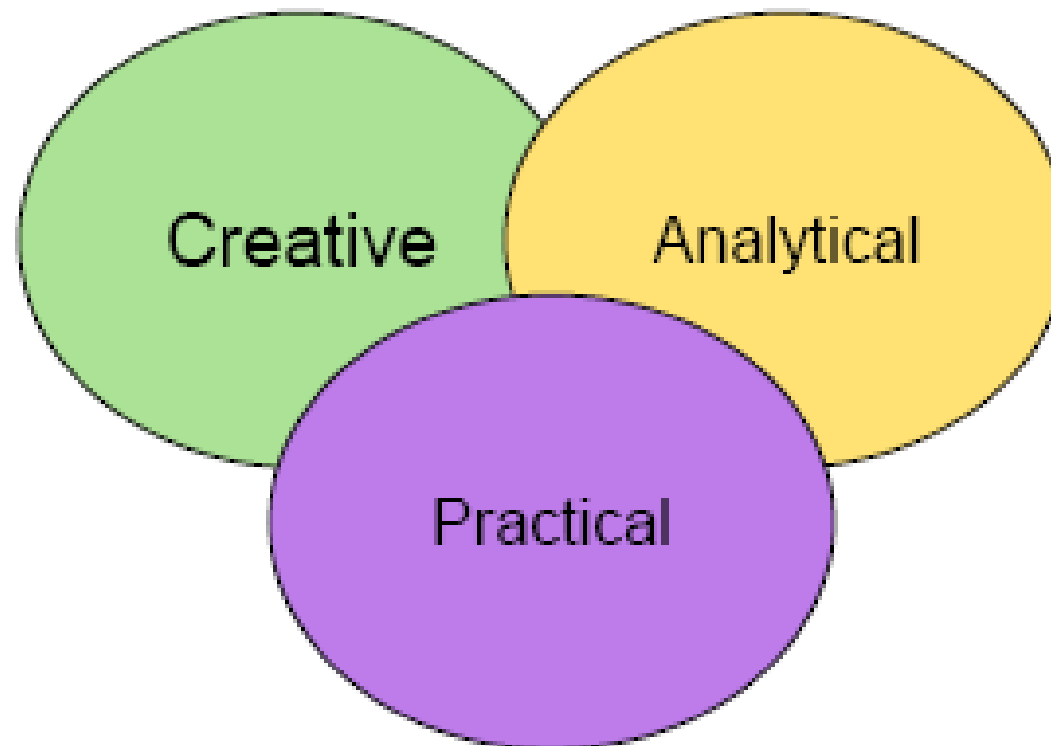
Learning Profile



EFFICIENCY

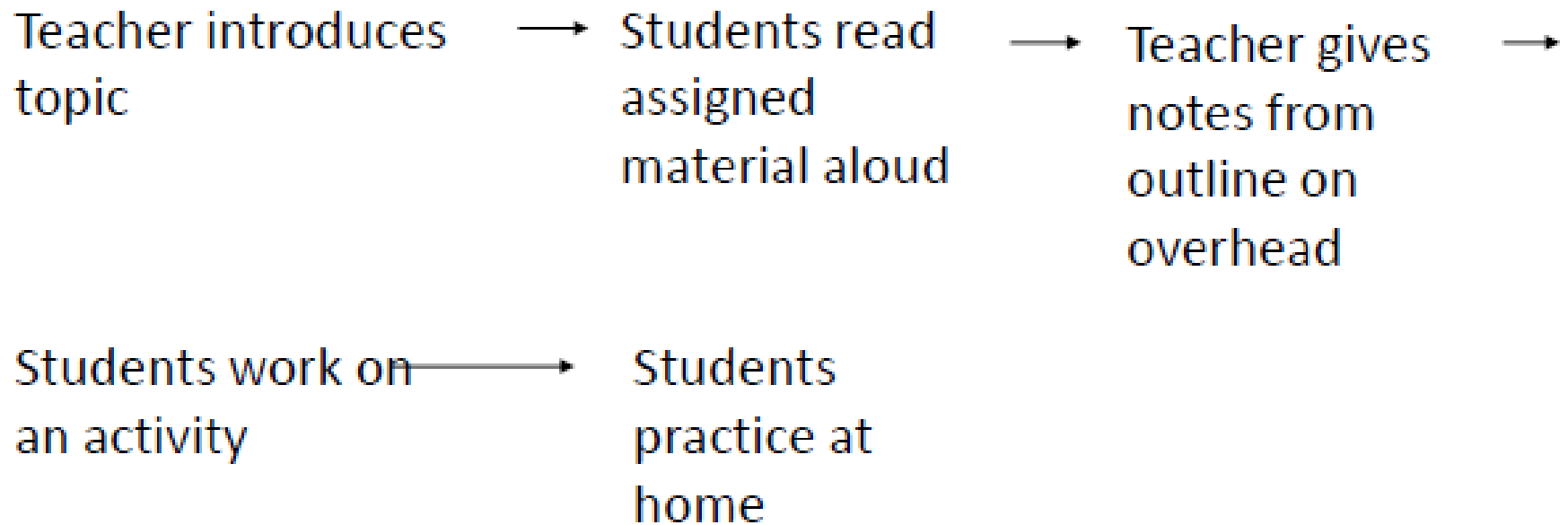
If the assignment encourages students to work in a preferred manner

Sternberg's Three Intelligences



WHAT'S
YOUR
ROUTINE?





Choose ONE step of this routine.

Think about how it can offer more choice, more support, or more challenge in anticipation of students' needs.

How Can We Be More Flexible With:

Teaching	Time	Materials & Tasks	Groups	Space
Provide notes for students who struggle with taking them	Allow students to move ahead in texts & with skills	Provide reading & web material at different levels	Meet with students in small groups to re-teach or extend	Provide space for peer collaboration
Stop often for student sharing and questions	Provide 2 nd opportunities for mastery	Use contracts, tiering, mini-workshops, etc.	Use heterogeneous review groups	
Use past student work as models	Allow drafts to be turned in early for teacher review	Use computer programs for review & extension	Use homogeneous work groups (esp. for adv. Learners)	

To Address Readiness

How Can We Be More Flexible With:

Teaching	Time	Materials & Tasks	Groups	Space
Attach key understandings to student interests	Use some time in each unit for relevance	Use interest-based materials	Use interest-alike groups	Devote some space in the room to student inquiry
Share your interests & how ideas relate to them	Make time over time for student-generated inquiry	Focus RAFTs journal prompts, perf. tasks, etc. on interests	Use student expert-groups	Make space available for student collaboration
Invite students to co-teach on interests	Conclude lessons with "so what" time	Use biography & autobiography	Use Jigsaw groups	

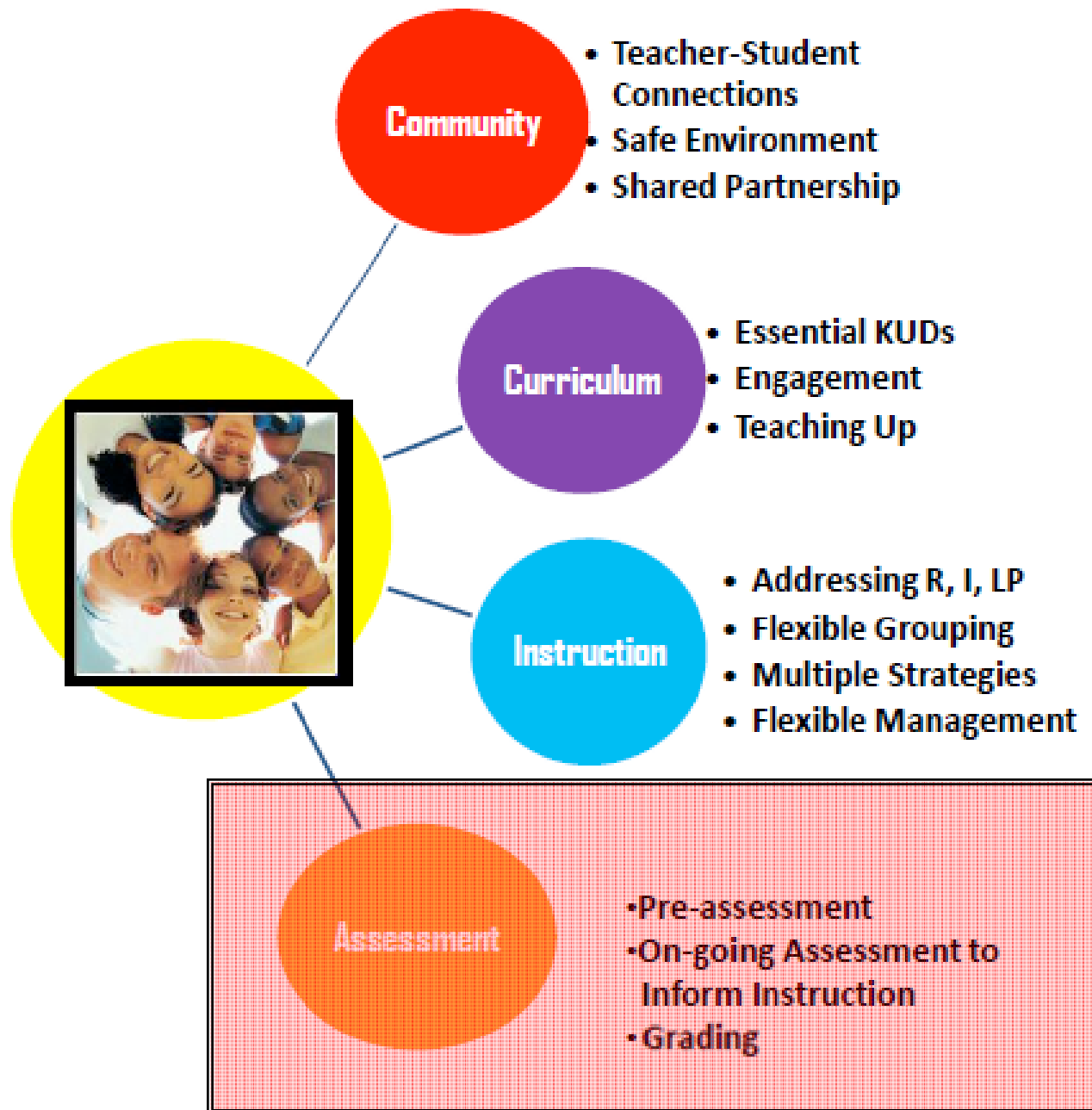
To Address Interests

How Can We Be More Flexible With:

Teaching	Time	Materials & Tasks	Groups	Space
Present in multiple modes (visual, auditory, demonstration)	Provide time to work alone and time to work with peers	Use Analytical, Creative, & Practical Applications	Use Complex Instruction groups	Have quiet space available
Give students advance signals/cues to prompt thinking	Honor student pace of working when possible	Provide both competition & collaboration	Use similar & mixed learning profile groups as part of flexible grouping	Ensure places to work without visual distractions
Use examples related to both genders & many cultures	Honor cultural perspectives on time	Help students use auditory vs. visual preferences	Use synthesis groups to express ideas in varied modes	Use an "independent study area"

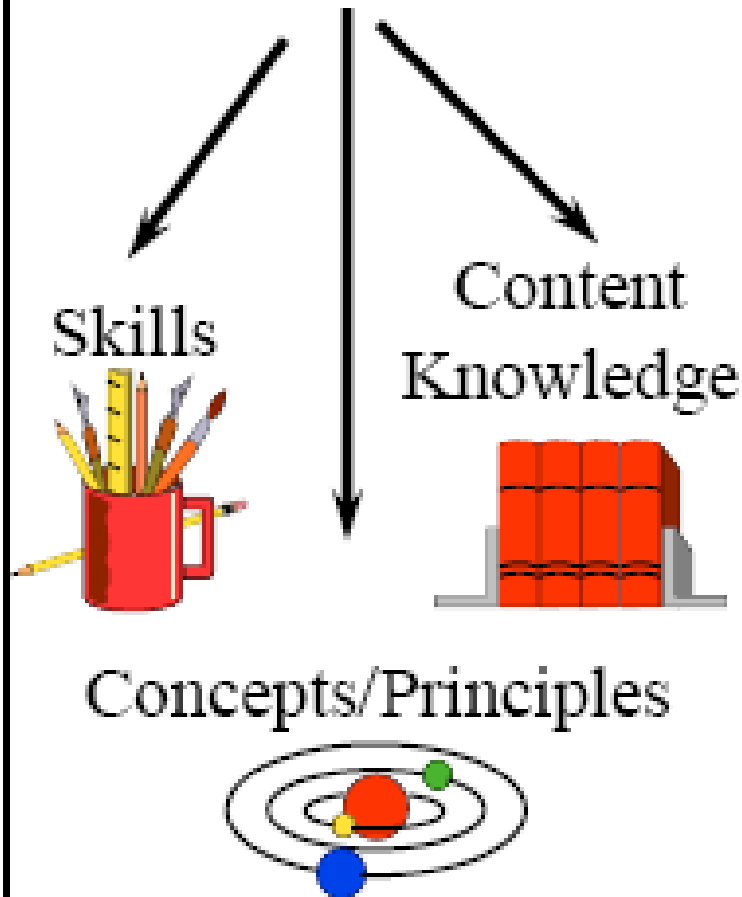
To Address **Learning Profile**

D I F F E R E N T I A T I O N



WHAT SHOULD WE ASSESS?

READINESS



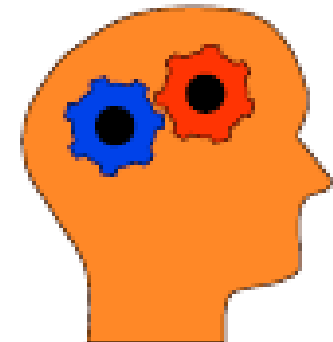
INTEREST

- Current Interests
- Potential Interests
- Talents/Passions



LEARNING PROFILE

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



WHEN SHOULD WE ASSESS?

On-going Assessment: A Diagnostic Continuum

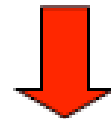
← *Feedback and Goal Setting* →

Pre-assessment
(Finding Out)



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

Formative Assessment
(Keeping Track & Checking-Up)



Small group check *Exit Cards*
Peer evaluation *Portfolio Check*
3-minute pause *Quiz*
Observation Journal Entry
Talk-around Self-evaluation
Questioning Windshield Check

Summative Assessment
(Making sure)



Unit Test
Performance Task
Product/Exhibit
Demonstration
Portfolio Review

← ***Remember to check for prerequisite skills*** →

Exit Task (KWL Chart)

Component:	What I KNOW / Can Do	What I WANT to Know / Learn to Do	What I LEARNED
The rationale for differentiating instruction			
Diagnosing student needs and assessing progress			
Using groups in the classroom			
How to manage a differentiated classroom			
Specific instructional strategies useful in differentiating instruction			
How to select key concepts, principles and skills for a lesson or unit			
How to differentiate content			
How to differentiate activities			
How to differentiate products			
What to do about assessment and grading in a differentiated classroom			
Other			