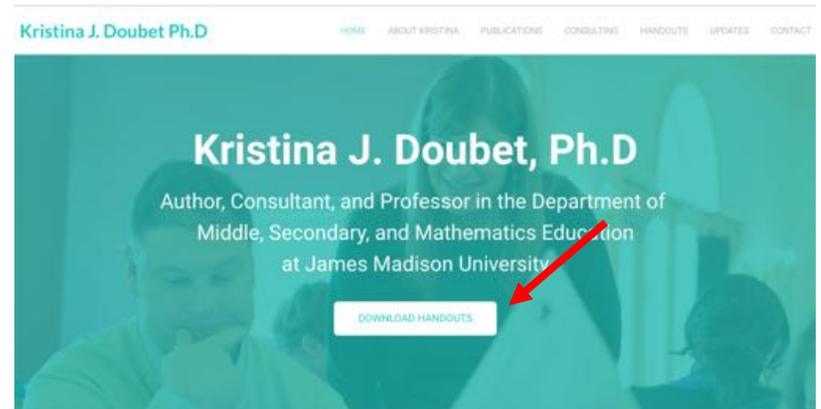




Differentiation in Action: Strategies for Addressing the Needs of All Learners

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HSTW SW OHIO - OCTOBER 9, 2018

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Agenda

8:30 – 9:00	Getting on the Same Page – Differentiation
9:00– 9:30	Affective Foundation
9:30 – 10:30	Social Foundation (with break)
10:30 – 11:30	Strategies to Discover Student Needs
11:30 – 12:00	Lunch
12:00 – 1:00	Differentiating for Student Readiness – Providing Support for those who Struggle and Challenge for Gifted Students
1:00 – 2:00	Differentiating for Student Interest and Learning Profile with Built-in Break
2:00 – 2:30	Strategies for Managing Differentiation

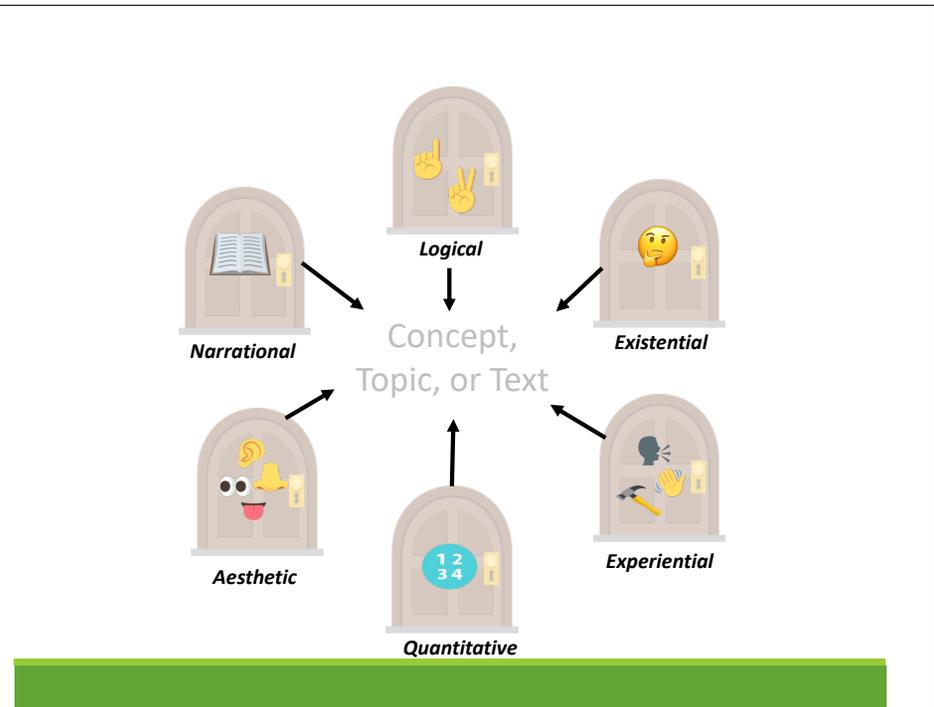
Foundational Beliefs

- Teachers are more likely to **mimic** that which has been explicitly **modeled**.
- **Examples** and **experiences** equip teachers to transfer ideas and strategies to their own classrooms.
- Time for **reflection**, **application**, and **evaluation** (feedback) are critical to the change process.

Entry Points: What is Differentiation?

<p>Task #1</p> <p>Tell a story about a time when you used differentiation, or when differentiation was used with you. Include how it made you think or how it made the students feel/perform.</p>	<p>Task #2</p> <p>Construct a simple but powerful argument that supports this claim: "All teachers in MS need to differentiate" (Or make your own claim about differentiation and construct an argument to support it.)</p>	<p>Task #3</p> <p>What is differentiation, really? Is it more necessary in some subjects, classes, or grade levels than others? What makes it harder or easier?</p>
<p>Task #4</p> <p>Sketch or draw a picture of the "ideal" classroom that would support and encourage more interactive teaching and differentiation.</p>	<p>1, 2, 3, 4, 5</p> <p>Task #5</p> <p>Review the graph of the reported interests of students across one teacher's class(es). What patterns do you see? What are some implications of these data for classroom instruction?</p>	<p>Task #6</p> <p>Review the examples of differentiation on pages 89-90; 181; 222. How could you use these or something like these in your own classroom?</p>

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Concept/Topic: _____

<p>Narrative</p> <p>Using or telling stories and narratives</p>	<p>Logical</p> <p>Using deductive reasoning or argument; comparing/contrasting, examining cause-effect relationships</p>	<p>Existential</p> <p>Posing or thinking about big questions about life, death, and our place in the world; thinking philosophically or theoretically</p>
<p>Aesthetic</p> <p>Focusing on sensory and/or surface features of something; activating aesthetic sensitivities (how things look, feel, sound, etc.)</p>	<p>Quantitative</p> <p>Providing data or interpreting data; examining numerical relationships and statistics</p> <p style="text-align: right;">1, 2, 3, 4, 5</p>	<p>Experiential</p> <p>Using a hands-on/ minds-on approach, dealing directly with materials (physically or virtually), simulations, personal explanations</p>

Entry Points: Powerful Words

<p>Storytelling</p> <p>Tell a story – real or fictional - about a time when words had the power to change a situation, someone's mind, etc. Include details about the circumstances and how the change resulted.</p>	<p>Giving Reasons</p> <p>Construct a simple but powerful argument that supports or refutes this claim: "Words have the power to change minds, attitudes, and behaviors."</p>	<p>Thinking Big</p> <p>What is a "word"? What makes a word <i>more</i> powerful? <i>Less</i> powerful? Can words ever be <i>too</i> powerful?</p>
<p>Activating Senses</p> <p>Think about two kinds of debates: One in which the participants use respectful language to make their points in which they use disrespectful language. Generate speech bubble "sounds bites" from each one.</p>	<p>Collaborative</p> <p>Work together to write and act out a situation that shows the difference between using words powerfully and using them ineffectively.</p>	<p>Using Experience</p> <p>Drawing on your own experiences, generate a short list of tips called "How to use words powerfully to bring about change."</p>

Entry Points: The Hero (Grades 7-12)

<p>Storytelling Examine the diagram of the classic hero cycle/journey. Brainstorm and be ready to share or act out ideas for a story that takes place in a high school setting that contains these elements.</p> 	<p>Working Logically Who are the Top 5 heroes of movies and/or literature? Create a bar graph that shows your choices and their "heroic-ness" relative to one another. Write a brief paragraph that explains who and what your graph shows, including how you defined who and what a hero is.</p> 	<p>Thinking Big How is term "hero" used in everyday life? Does it have multiple meanings, or just one? Is there a difference between a "hero" and a "heroic act"? Develop a concept map or diagram to show your ideas and definitions.</p> 
<p>Activating Senses Examine the pictures and descriptions of selected comic book superheroes. Consider what is appealing about each one in terms of his/her appearance and superpowers. Select which one you think best represents what a hero "should" look like and be able to do. Alternatively, you can sketch and explain/annotate a picture of what you would consider to be the ideal superhero.</p> 	<p>Using Experience Watch the clip of Katie Couric's interview with Capt. Sully Sullenberger—a U.S. Airways pilot who landed a passenger plane in the Hudson. Discuss and decide whether Capt. Sullenberger is a "hero." Be ready to share how you defined hero.</p> 	

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Entry Points: Story/Novel

<p>Storytelling Read excerpts of works by the author to get a feel for the style of writing. List or draw your impressions.</p> 	<p>Giving Reasons Read provided biographies and websites on author. Profile the author by collecting, compiling, and displaying important facts about him/her.</p> 	<p>Thinking Big Study profound quotes from the story/novel. Choose 3 and journal your reaction/thoughts, illustrating how your own philosophy of life is or is not reflected by these quotes.</p> 
<p>Activating Senses Listen to selections from the music that has been selected for its relationship to the "feeling" of the story/novel. Draw a picture or write a paragraph that illustrates what you see as the tone and style of the music – speculate how that might translate to writing style.</p> 	<p>Using Experience Arrange key symbols from the story/novel (provided) into a logical sequence and compose a simple original story or poem to accompany the pictures.</p> 	

Adapted from Cindy Strickland

Entry Points: Argument

<p>Storytelling Tell a story either about a time that you won an argument, or that you lost an argument. Include details about the circumstances and how you felt afterward.</p> 	<p>Giving Reasons Construct a simple but powerful argument that supports or refutes this claim: "An argument has to have a winner and a loser."</p> 	<p>Thinking Big What makes an argument powerful? <i>More</i> powerful? <i>Less</i> powerful? Can an argument ever be <i>too</i> powerful?</p> 
<p>Activating Senses Think about two kinds of debates: One in which the participants use respectful language to make their points in which they use disrespectful language. Generate speech bubble "sounds bites" from each one.</p> 	<p>Collaborative Work together to write and act out a situation that shows the difference between expressing an opinion and making an argument.</p> 	<p>Using Experience Drawing on your own experiences, generate a short list of tips called "How You Can Convince Me of Anything."</p> 

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Entry Points: Government

<p>Storytelling Read about and tell the story of democracy's beginnings in ancient Greece.</p> 	<p>Giving Reasons Review and summarize arguments used for and against democracy by the Founding Fathers.</p> 	<p>Thinking Big Consider the root meaning of "democracy." What does it imply for government?</p> 
<p>Activating Senses Listen to musical ensembles that are characterized either by group playing or by playing under the control of a single individual—the string quartet versus the orchestra, for example - to consider what that reveals about the concept of democracy.</p> 	<p>Working with Numbers Look at the selected congressional voting patterns over time to gain insight into democratic government.</p> <p>1, 2, 3, 4, 5</p>	<p>Using Experience Design a simulation in which class groups have to make decisions in accordance with processes that different kinds of government (including democracy) use.</p> 

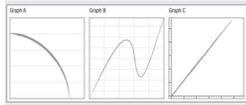
HOWARD GARDNER

Entry Points: World Religions

<p>Storytelling How did the religions we will be studying originate? Read the narratives provided and identify similarities and differences in how the religions “came to be”.</p> 	<p>Thinking Big Write a list of the fundamental questions about life you think any religion ought to help its followers answer.</p> 	<p>Activating Senses Examine picture of examples of the places of worship for each of the religions we will be studying. What do the designs of these buildings suggest to you about what each religion believes?</p> 
<p>Working with Numbers Find out how many people worldwide practice each of the religions we will be studying, as well as where the highest concentrations of followers reside. Do certain patterns emerge? What factors might contribute to whether these numbers are accurate? Does it matter whether a religion has many followers or few followers?</p> <p>1, 2, 3, 4, 5</p>	<p>Using Experience Read Wikipedia’s summaries of the rites and/or practices of the religions we will be studying. Generate a list of questions that the summaries raise about how followers of each religion live their daily lives.</p> 	

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Entry Points: Graphing

<p>Storytelling Look at Graph B as an illustration of the relationship between time and size. Make up a story or a unique scenario to paint a picture of this change in size over time. Your story can be an imaginative tale of a mythical size-shifting creature, an account of a scientist’s experiment with altering the size of people or things, or a more realistic description of an existing time-size relationship.</p> 	<p>Working Logically Examine sales-profit relationships for several companies (list provided). Find a company whose earnings over the past five years resemble the relationship portrayed in your choice of graph and explain what the company did to drive this sales- profit relationship.</p> 	<p>Thinking Big Think about Graphs A and C as exhibiting relationships between time and wealth. Explain which graph’s trajectory you think would lead to the greatest happiness in life (con- sider “rags-to-riches” stories, “lost-it-all” stories, accounts of how lottery winners’ lives changed, and so on).</p> 
<p>Activating Senses Imagine yourself participating in your favorite recreational activity (e.g., a day of shopping, going to an amusement park, or attending a NASCAR race). Pick the graph that best represents the relationship between your time spent at the activity and the amount of enjoyment you experience. Explain how and why your enthusiasm waxes and wanes as depicted in the graph.</p> 	<p>Using Experience Choose either Graph A or Graph B and devise a simulation to recreate the relationship depicted between any two variables. (Clear your choice with your teacher.)</p>  	

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Entry Points: Scientific Misconception

<p>Narrational Task Tell a story about a time when you realized you (or a friend) had a glaring misconception about a scientific concept.</p> 	<p>Logical Task Construct a simple but powerful argument that supports or refutes this claim: “Science is the investigation of misconceptions”.</p> 	<p>Existential Task How important is it, really, for students to understand scientific laws and principles? How will it (or will it NOT) make a difference in their lives?</p> 
<p>Aesthetic Task Sketch or draw a picture of a common misconception that most students hold regarding a scientific principle.</p> 	<p>Quantitative Task Review a few students’ explanations of photosynthesis. What misconceptions do you note? What are some implications of these data for classroom instruction?</p> <p>1, 2, 3, 4, 5</p>	<p>Experiential Task Outline or describe the best “misconception-busting” explanation you have ever heard.</p> 

Entry Points: Personal Finance

<p>Storytelling Watch the excerpt from “Broke” (from ESPN’s film, <i>30 for 30</i>) in which professional athletes relate their stories of gaining and then losing large amounts of money. What are the take-away messages for the everyday person? (Alternative: stories of lottery winners)</p> 	<p>Giving Reasons Scroll through the Instagram feed of <i>The Dave Ramsey Show</i>. Choose the piece of advice/saying that you think makes the most sense (no pun intended), based on your or other people’s experiences with money.</p> 	<p>Thinking Big Engage in partner/small group discussion of “big questions” about money: What is money? What can it do? What can’t it do? Is it “the root of all evil”? The key to long/happy life?</p> 
<p>Activating Senses Walk through “demos” of the bookmarked online Personal Finance management tools. Be ready to explain which one you think might be most appealing to adolescents. Consider the ease of use and interface, in addition to other criteria you think are important.</p> 	<p>Working with Numbers Examine tables, charts, graphs that show a young college student’s income and expenses over 6 months. What patterns do you see? Overall, is this person using money wisely or foolishly? Why do you say so?</p> <p>1, 2, 3, 4, 5</p>	<p>Using Experience Read the scenario provided about a high school student who has just gotten her first paid job and is trying to make a plan for how to use the money in each paycheck. Use her goals, situation, and amount of money she will be earning to give her advice.</p> 

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Book: pp. 99-100
Additional Examples
in ppt



Entry Points

- A STRATEGY DEVELOPED BY HOWARD GARDNER FOR LEARNING PROFILE/INTEREST DIFFERENTIATION.
- GOOD FOR INVITING STUDENTS INTO AND PIQUING THEIR INTEREST IN A TOPIC
- SEE GRAPHING EXAMPLE (P. 89-90), PERSONAL FINANCE EXAMPLE (P.100) AND PPT

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Patterns in *Readiness*

Assessment: Students were given 3 word problems and asked to set up and solve each.

- Patterns**
- Pattern 1:** "Got it" (set-up and solved all 3 correctly)
 - Pattern 2:** "Made *Some* Errors" (in either set-up or in solving)
 - Pattern 3:** "Made *Many* Errors" (in set-up and solving)

Task for Pattern 1	Task for Pattern 2	Task for Pattern 3
<p>You solved all of these equations correctly. Now make up 3 equations for others to solve: 1 that is harder than those you just solved, 1 that is at about the same level, and 1 that is easier.</p>	<p>[This #] of the equations that you solved are incorrect. Find the incorrect solutions and fix them</p>	<p>The highlighted portions of each equation show where you made errors. Determine what those errors were & fix them.</p>

*Adapted from William (2011). *Embedded Formative Assessment* DOUBET & HOCKETT © 2018

One Approach to Flexible Grouping



Each student creates a nameplate on a index card.

They come in each day and find out where they are sitting.

From the classroom of Jack Stephenson, Evanston Township High School (IL)

Amelia Worthington – Louisville, KY



Colored Orbs hang over groups of desks to enable the teacher to group her HS students easily.

She often hands them the correct color popsicle stick when they enter to send them to their groups.

They record answers on the white board using corresponding colored markers

She can also call on groups randomly using the colored popsicle sticks.

John Hostetter's Room



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Index Cards with color-coded names – Taped or in Clear Photo Frames



Flexible Grouping made manageable at Mamaroneck High School in New York

Photo Cred: Jessica Hockett

DIFFERENTIATION IS NOT

TRACKING OR GROUPING STUDENTS INTO CLASSES BY "ABILITY" INCOMPATIBLE with STANDARDS

BLUEBIRDS, BUZZARDS & WOMBATS (ability grouping within a classroom)
Mostly for students identified as **GIFTED**

DUMBBING DOWN teaching for some students
A SET OF **INSTRUCTIONAL STRATEGIES**

Something *extra* on top of good teaching
MOSTLY FOR STUDENTS WITH IDENTIFIED **LEARNING CHALLENGES**

INDIVIDUALIZED INSTRUCTION

IEPs FOR ALL

ASCD LEARN. TEACH. LEAD

A SYNONYM FOR GROUP WORK

DIFFERENTIATION IS

AN IDEA AS OLD AS EFFECTIVE TEACHING

Lessons designed around **PATTERNS OF STUDENT NEED**

VALUING and PLANNING for DIVERSITY in HETEROGENEOUS SETTINGS

Necessary for success with standards for a *broad range of learners*

USE OF WHOLE-GROUP, SMALL-GROUP & INDIVIDUAL TASKS BASED ON CONTENT AND STUDENT NEEDS

PURPOSEFUL USE OF FLEXIBLE GROUPING

A STUDENT-FOCUSED WAY OF THINKING ABOUT TEACHING AND LEARNING

TEACHING UP AT THE CORE OF QUALITY TEACHING

ASCD LEARN. TEACH. LEAD

Designed to **ADDRESS LEARNING & AFFECTIVE NEEDS** that all students have

Differentiation

is a teacher's proactive response to learner needs

shaped by mindset



and guided by general principles of differentiation

- Building Classroom Community
- High-Quality Curriculum
- Ongoing Assessment
- Flexible Grouping & Management
- Teaching Up thru Respectful Tasks

Teachers can differentiate by adjusting

- Content**
The "stuff" that students grapple with to reach the learning goals
- Process**
How students take in and make sense of the content
- Product**
How students show their knowledge, understanding, and skill

according to patterns in student

- Readiness**
Where a student is in his or her grasp of learning goals at a certain point in time
- Interest**
Passions, affinities, kinships that motivate learning
- Learning Profile**
How a student prefers or seems to learn best

using a variety of strategies.

Community = Differentiation's Affective Foundation



The Importance of Community

- How does this teacher discover who students are?
- How does this teacher start to build community?
- What are the benefits and drawbacks of this approach—for both the students and the teacher?



Survey Says!

- ✓ Study the the inventories on the following pages
 - Page 12
 - Page 13
- ✓ Be ready to share what portions/ items would be good for your student and/or how you would adapt them.
- ✓ Share your impressions in turn—and add your own ideas to those of your colleagues.



Content Area Connections



• **Math**

- Fact Facts
- Pie Charts

• **Science:**

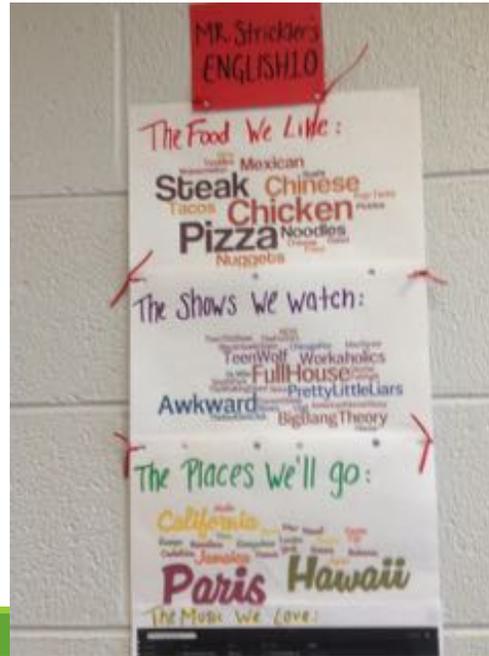
- My Periodic Table – The Elements of Me
- A Topographical Map of my Life
- My Personal Ecosystem

• **Social Studies:**

- Unearthing Me: My Primary Sources and Artifacts
- A Timeline of my Life

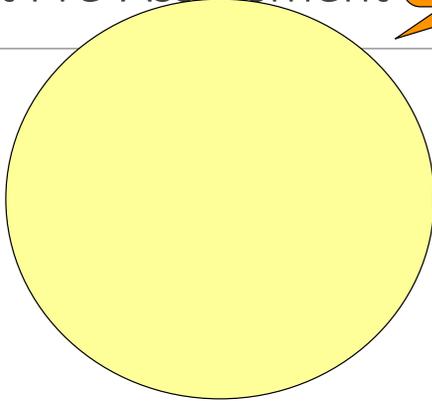
• **Language Arts:**

- Soundtrack of my Life
- Personal Crest



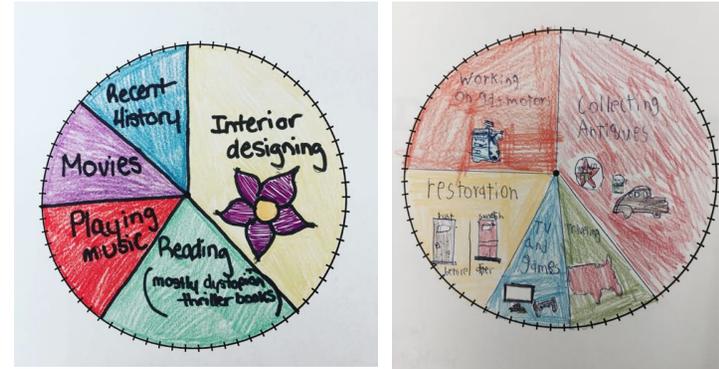
Interest Pre-Assessment

Also serves as a pre-assessment of 6th Grade FT 6



Design a Pie Chart to show what you're interested in. Make at least 5 sections; represent your interests in decimals, fractions, and percents.

Pie Charts to be used later to introduce Percentages and Probability



JFHMS – 7th Grade

Pie Charts using Paper Plates – Also a Pre-Assessment on Percentages



Community is not just about Teacher and Student; rather, it's about Students and their Peers

BUILDING COMMUNITY

Direct-Object Pronouns Matrix

	me	te	lo	la	se
me					
te					
lo					
la					
se					

Consider the pronouns in this matrix, and in the first box in which two meet, write one way in which they differ (meaning, usage, etc.). In the second box where the same two meet, write a sentence that uses both pronouns in a way that *emphasizes their differences*.

In the boxes where the same pronoun meets, record the meaning/translation of that pronoun.

Characteristics of Biomes	Aquatic	Desert	Forest	Grassland	Tundra
Aquatic					
Desert					
Forest					
Grassland					
Tundra					

Real Number System Matrix

~Brett Johnson~

Directions: Where a kind of number intersects with itself, put an example of that kind of number. Where a kind of number intersects with a DIFFERENT kind of number, put a number that is NEITHER of those kinds.

	Natural	Whole	Integer	Rational	Irrational
Natural	A Natural Number (2)	A Number that is NOT Whole OR Natural (-3)	A Number that is NOT an Integer OR Natural (π)	A Number that is NOT Rational OR Natural ($\sqrt{2}$)	A Number that is NOT Irrational OR Natural (0)
Whole	Number that is NOT Natural OR Whole (-1)	A Whole Number (0)	A Number that is NOT an integer OR Whole (a/b)	A Number that is NOT Rational OR Whole (0.124208)	A Number that is NOT Irrational OR Whole (-2)
Integer					
Rational					
Irrational					

Leadership Matrix

In each square, list a leadership trait shared by the leaders in the two coordinate boxes that the other two leaders do not share. Where a person intersects with him/herself, you must list something unique to only him.

	Jefferson	FDR	Kennedy	Obama
Jefferson			Something else JFK and Jefferson share that FDR and Obama don't	
FDR				
Kennedy	Something JFK and Jefferson share that FDR and Obama don't			
Obama				Something unique to Obama's administration

Conflict	American Revolution	French Revolution	Spanish Revolution	Russian Revolution
American Revolution				
French Revolution				
Spanish Revolution				
Russian Revolution				

We've been examining how **revolution instigates lasting change, both positive and negative.**

Consider the revolutions in this matrix, and in the first box in which two meet, write a **positive** resulting change common and unique to both revolutions. In the second box where the same two meet, write a **negative** resulting change common and unique to both revolutions.

In the boxes where the same revolution meets, write either a positive or a negative resulting change unique to that revolution.

React/Respond

“There’s no such thing as a neutral learning environment – for every kid, it’s either positive or negative

~David Sousa – Brain Researcher

Book Pages 18-24



What’s Your Plan?

TALK WITH ONE ANOTHER ABOUT ONE NEW IDEA TO STRENGTHEN CLASSROOM COMMUNITY.

Interaction = Differentiation’s Social Foundation



Tea Party

- You'll form groups according to the color of your card.
- Meet in the corresponding area of the room.
- Stay standing when you get there!



Tea Party

- You'll have 30-45 seconds to share what's on your cards and make predictions, ask questions, etc.
- When time is called, pair up with a new group member (same-colored card) and repeat the process until notified.
- Make sure you reference the previous card(s) you've seen in each new grouping/discussion
- Return to your table when time is called.



Tea Party: We Think...

As a small group, write a brief "We think" statement that predicts what the article might be about and why.

*"We think this article is about...
because..."*



Read the Article

*As you read, use these **Logographic Cues**:*

- ✓ = I saw this in the tea party!
- ★ = Important information/statistic/quote
- ? = Debatable or Questionable idea
- ! = Interesting... I want to explore this further
-

After you read:

- Make sure you've indicated – in the article - where you saw the "tea party" snippets.
- Then, write a brief synopsis of the article. What did you predict correctly? What surprised you?
- Be ready to discuss with your group.

Discussion



Connections: What connections do you draw between this study/article and your own life or learning?



Challenge: What ideas, positions, or assumptions do you want to challenge or argue with in the study/article?



Concepts: What key concepts or ideas do you think are important and worth holding onto from the study/article?



Changes: What changes in attitudes, thinking, or action are suggested or reflected by the study/article, **for secondary teachers?**

1. Make a claim and explain your rationale. Say what you think, and why.

2. Add or supporting evidence for the claim. Read your peer's claim. In this box, add something that would *support* that claim or make it stronger.

3. Make a counter-claim or provide evidence that challenges the claim. In this box, make a claim or provide evidence that *argues against* what is written in boxes 1 and 2.

4. Add your "two cents." Read what is written in the three boxes. Add your opinion and your reasoning in this box.

1. Make a claim and explain your rationale. Say what you think, and why.

The most powerful/important portion of this text is _____
Because: _____
[explain the idea's virtues]

2. Add or supporting evidence for the claim. Read your peer's claim. In this box, add something that would *support* that claim or make it stronger.

You can include your own ideas and/or cite those from the readings.

3. Make a counter-claim or provide evidence that challenges the claim. In this box, make a claim or provide evidence that *argues against* what is written in boxes 1 and 2.

You can point out weaknesses in the portion or suggest strengths of a different portion. Include your own ideas and/or cite those from the readings.

4. Add your "two cents." Read what is written in the three boxes. Add your opinion and your reasoning in this box.

You can include your own ideas and/or cite those from the readings.

Prompts for DTC... etc.!!

Validating or Extending (Box 2)	Probing or Challenging (Box 3)	Summarizing or Closing (Box 4)
<ul style="list-style-type: none"> "You made a good point when you said..." "Am I correct in understanding that...?" "I like that idea. In addition," "I hadn't considered that... It makes me wonder..." 	<ul style="list-style-type: none"> "While... may be true, it's also important to consider..." "I see what you're saying, but I also think/wonder..." "I understand that...On the other hand...." "What about this idea...?" "How does that mesh with...?" "Some people might say..." 	<ul style="list-style-type: none"> "It seems like we agree that...but that we disagree that..." "I/we need to better understand..." "A next step might be..." The bottom line seems to be..." "Taking all perspectives into consideration..."

Did you know....?

- An instructor generally says **100-200** words per minute and a student only hears **50-100 (half)**.
- Students retain about **70%** of what they hear in the first 10 minutes of class, and just **20%** of what they hear in the last 10 minutes.
- Students ask **less than 5%** of questions in any given class.

Sources: Columbia University Teaching Center; Marzano (2007)

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Book: p. 118-119



LOGOGRAPHIC CUES

A STRATEGY DEVELOPED BY KYLENE BEERS (2002) IN WHICH STUDENTS COME UP WITH VISUAL SYMBOLS, OR *LOGOGRAPHS*, TO SERVE AS SIGNPOSTS IN THEIR READING THAT ALERT THEM TO IMPORTANT ASPECTS OF THE TEXT OR NARRATIVE.

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Book: p. 96



Tea Party (a.k.a. Puzzle Pieces)

A STRATEGY THAT INVITES STUDENTS TO ENGAGE WITH OR STUDY SMALL PIECES OF A TEXT THEY'LL BE READING TO BUILD INTEREST IN WITH AND MAKE PREDICTIONS ABOUT THE TEXT (BEERS, 2002)

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Book: pp. 132-134

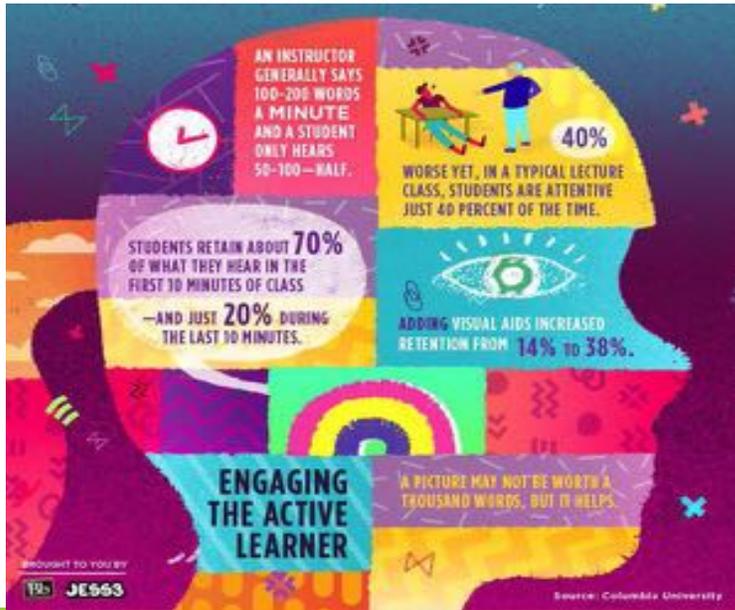


Debate Team carousel

ASKS STUDENTS TO ENGAGE IN THE PROCESS OF CLAIM/COUNTER CLAIM WITH EVIDENCE (INCLUDING TEXTUAL SUPPORT); ALL STUDENTS BOTH "TALK" AND "LISTEN"

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Source: Mindshift/Columbia University

Recent Research

Meta-analysis (study of studies) of student performance in undergraduate STEM classes:

- Across classes in 225 studies, **students learned more in courses that used active learning strategies** such as group work, peer instruction, student response systems and other approaches than students in comparable courses that relied on traditional lecture.
- Students in traditional lecture-based classes were also **one and a half times more likely to fail** the course than students in the “active learning” courses.

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Freeman, et al. (2014)

Interactive Strategies Investigation

- Divide the following strategies among your colleagues.
- Turn to the corresponding pages in your book & study.
- Come up with at least one idea for how you could use it in your classroom.
- Be ready to share with your colleagues.

- Interactive Lecture (pp. 116-117)
- Interview Model (pp. 120-121)
- Face to Face (pp. 124-125)
- Analytical Role Cards (pp. 126-129)
- Structured Academic Controversy (pp. 135-136)
- Think Dots (pp. 137-140)

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 <ul style="list-style-type: none"> Which strategy has the most potential to be engaging to students? 	 <ul style="list-style-type: none"> Which strategy has the most potential to encourage students to engage in critical thinking and problem solving? 	 <ul style="list-style-type: none"> Which strategy seems the easiest to implement (in terms of time, materials, management, etc.)? 
 <ul style="list-style-type: none"> Which strategy seems the most difficult to implement (in terms of time, materials, management, etc.)? 	 <ul style="list-style-type: none"> Taking pros and cons into consideration, which strategy am I most likely to implement immediately? 	 <ul style="list-style-type: none"> Taking pros and cons into consideration, which strategy is strong enough that I'm willing to invest time and energy in order to implement it (even if later)? 

Book: pp. 137-140



ThinkDots

- A VERSATILE INTERACTIVE STRATEGY FOR ENGAGING STUDENTS IN SMALL-GROUP DISCUSSION AND SENSE-MAKING.
- THEY CAN ALSO BE DIFFERENTIATED (DIFFERENT LEVELS OF QUESTIONS)

A differentiated classroom is first an *interactive* classroom.

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1. Think about the strategies listed on the poster at the front of the room
2. Decide on one you'd use in your classroom
3. Pair up with a nearby partner and compare your responses
4. Person with the longest hair in the group: post a response on Padlet. Use website or scan QR code.

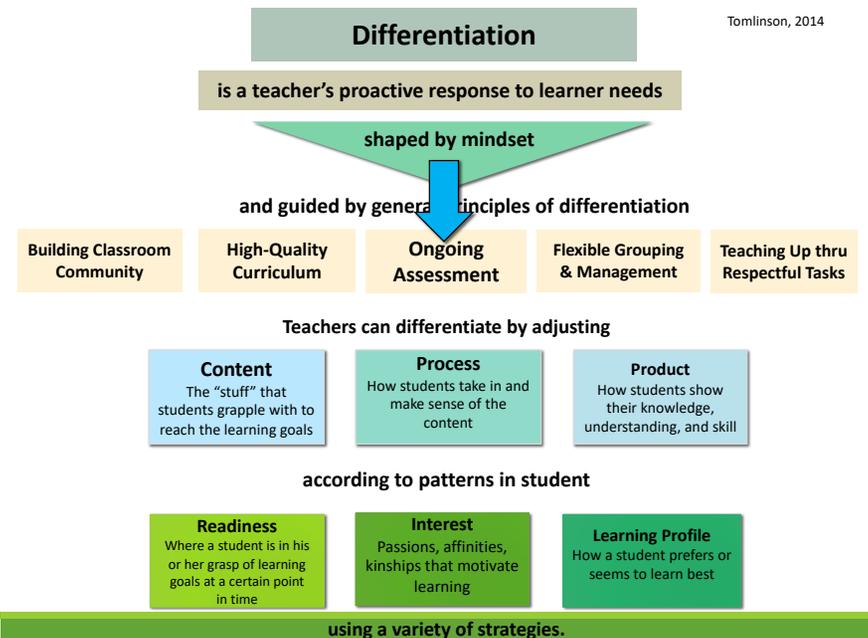
Double click anywhere on the blue background or on the pink plus sign and a bubble will appear. Begin typing. 😊



<http://padlet.com/doubetkj/strategies>

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Proactive - Not Reactive

“Differentiation is the recognition, articulation, and commitment to **plan** for student differences.”

Carol Tomlinson

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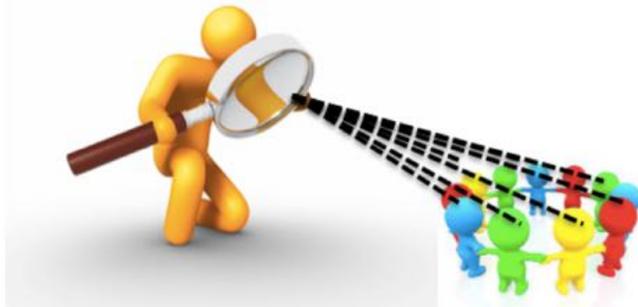
“Status of the Class” Checks

Techniques to use to survey the entire class for understanding.

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NOTE: While these techniques won't let us know what *every* student is thinking, they can give us an overall sense of where the class is... *and* help maintain attention.



End of Lesson/Assessment Routine

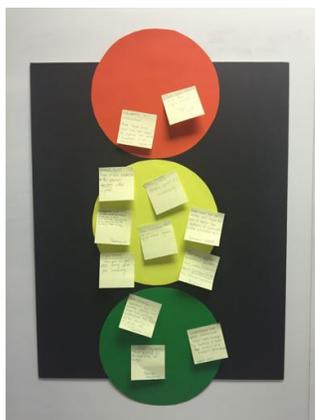


<https://www.teachingchannel.org/videos/daily-lesson-assessment>

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Another Option



Pose one question or prompt and ask students to place their answers according to how certain they are of their response.

Response Cards

- ✓ What do you like about this teacher's approach?
- ✓ What would you change about this teacher's approach?



<https://www.teachingchannel.org/videos/show-your-cards-student-assessment>

Elevator Speech: In the world of advertising, there is often a limited amount of time to make a strong sales pitch—perhaps the length of an elevator ride. The Elevator Speech format models this reality for students by asking them to synthesize the most important information from a lesson and present it in a brief amount of time (about 30 seconds). After students write down key points from the lesson in the form of a speech, the teacher asks them to turn to their elbow partner and “sell” the lesson. Once done, the partner then delivers his or her own brief speech. Students then have 30 additional seconds to add any new ideas to their speeches before turning them in or posting them online via any of the forums discussed in Appendix A (e.g., Periscope). This allows the teacher to determine what ideas were gleaned from the lesson and also provides students with opportunities to practice their speaking skills.

*Works with recorded answers, too –
Try Swivl “Recap”*

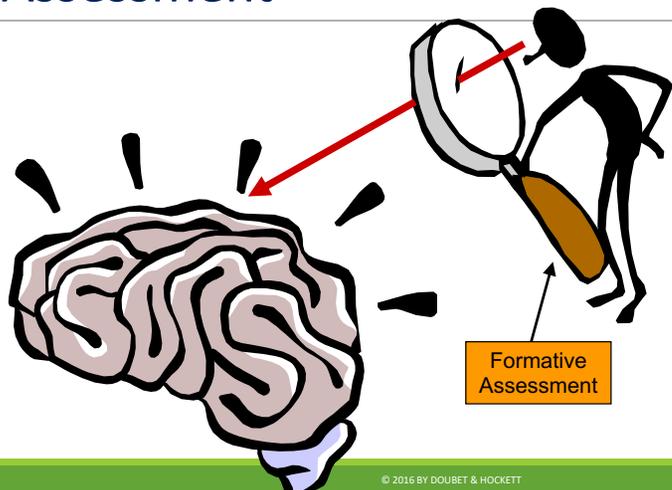
From Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom: A practical guide to digital learning*. Thousand Oaks, CA: Corwin Press. p.33.

Plickers (Free! www.Plickers.com)

Which “new” method of Formative Assessment might you try?

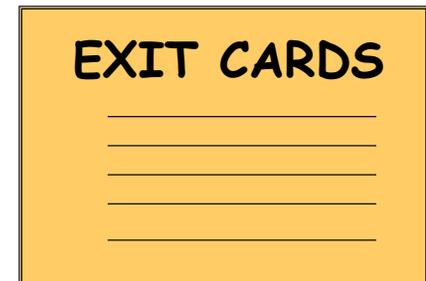
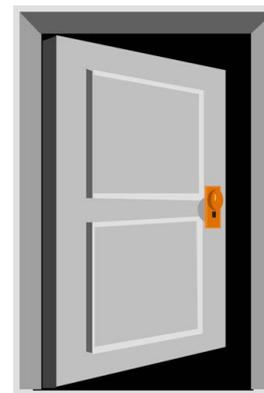
- A Stoplight Method
- B Response Cards
- C Elevator Speech
- D Plickers (we're using it now)

ULTIMATE Goal of Formative Assessment



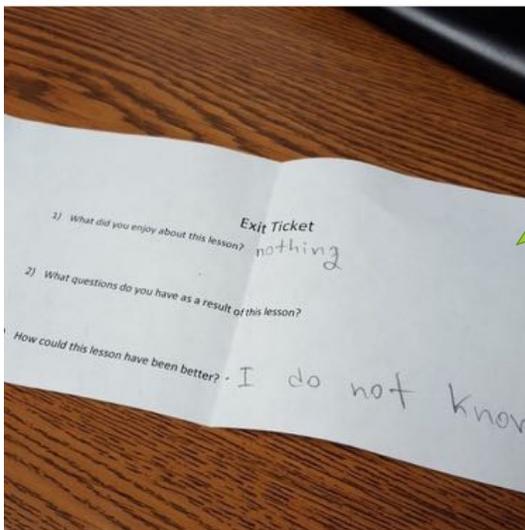
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Easy Strategy for Assessing Student Understanding...



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But simply using an Exit Slip does not guarantee success....

Rather, it's about the questions we ask ON the exit slips!



DEFEND OR DESTROY

Select 2 claims from the list: one that you can “defend” and one that you want to “destroy.” Use evidence from *[e.g., the text, the documents/sources]* and your reasoning to explain and justify your thinking.

SAMPLE “Customizable” PROMPTS

IMPORTANT THINGS

- Some important things about *[e.g., cell respiration]* are _____
- But the MOST important thing about *[e.g., cell respiration]* is _____ because....

MISUNDERSTANDINGS

- One misunderstanding someone might have about *[e.g., how to solve this problem]* is _____
- Here's what I might say to that person to help them better understand the “truth”:

Formative Assessment

Examine the Exit Card and Frayer Diagram examples on **pages 165-172** of the book.

Use the sticky notes on your table to identify

- 2-3 examples you could use **as is**
- 3-4 examples you could **adapt** and use in your school



Be ready to share your selections with a colleague

Shake & Share

- Meet with your line-up partner and answer the greeting question
- Each partner shares one of his/her "Top Finds"
- Be ready to share one of those finds with the full group

Shake your partner's hand and introduce yourself.

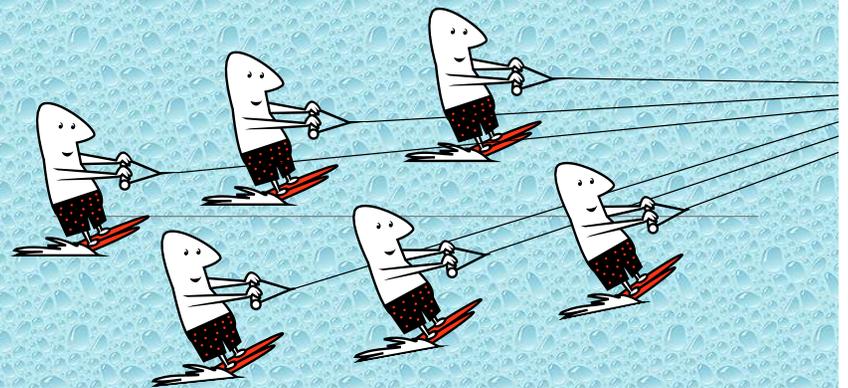


Next Steps

- Return to your table.
- Share one thing you learned from a shake and share partner
- Check out Shake and Share p. 94-95



How can we "Check our Skiers?"



Assess, Then What?

We'll watch several videos of classrooms that show teachers formatively assessing and then "doing something" with the results.

The examples differ in "prep time" required from the teacher.



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Classroom 1: My Favorite "No"

What does this teacher do to check for individual understanding?

Does her approach yield usable results?

What techniques will you "borrow"? What techniques do you question?



<https://www.teachingchannel.org/videos/class-warm-up-routine>

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My Favorite "No!"



- Teacher poses an opening question (OR an exit question from the previous day OR student responses posted to a discussion board the night before, etc.)
- Teacher chooses a common and critical error in student work to highlight
- Teacher rewrites the response/error (in her own handwriting) at the beginning of class and explains to students that it's her "Favorite No" because 1) it highlights a key learning point that many students confuse, and 2) it features some "good math" along with the mistake
- The teacher leads the class in discussion of what's been done correctly in the problem, and then moves to an error analysis
- All students complete a similar problem to show that they can avoid the mistake, or "favorite no," in their future work.

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What if they are in different places...?

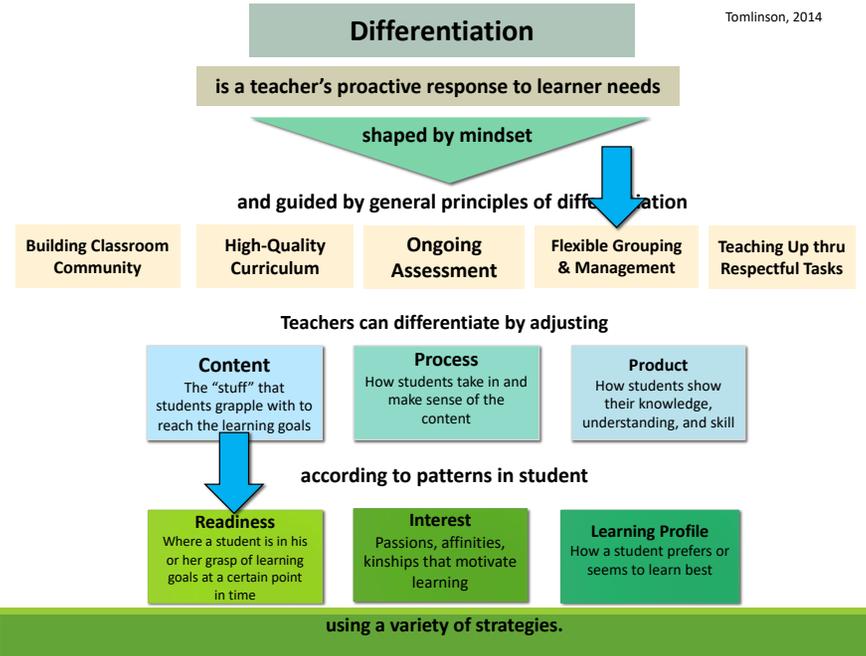


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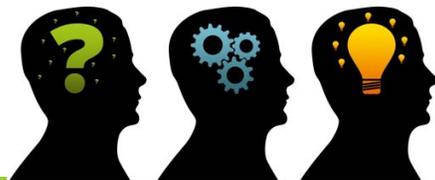
My Favorite “No-s”



- Form small groups according to the patterns of common errors students are making
- Give them a sample of student work to examine, evaluate, and correct
- Provide a way of each group checking their accuracy (answer key, a recording – audio or visual)
- Ask each individual student to solve a new problem or problems (to make sure they can correct their errors independently)



Differentiating for Student Readiness



Readiness v. Ability

READINESS	ABILITY
<p>“where” a student is in his or her grasp of learning goals at a certain point in time.</p> <p>varies from lesson to lesson and skill to skill</p> <p>best gauged by <i>recently-gathered</i> evidence that is <i>relevant</i> to the learning goals</p>	<p>a proclamation about a student's overall capacity as a learner or human being</p> <p>often treated static or fixed across subjects, skills, or time</p> <p>usually inferred from standardized test scores</p> <p>Involves or implies comparisons to other students</p>

The “Line Up”

PAGE 29



Directions:

- Call up a sampling of students (range of last names, birthdays, etc.)
- Explain that one end of the line represents “I’m an Expert” or “I love it!” The other end represents “I’m a Novice” or “I loathe it!”
- Call out different performance based items (e.g., keeping your locker clean, playing sports, playing a musical instrument/singing, writing, reading, being patient with younger siblings, remembering movie lines or lyrics). Students arrange themselves where they feel they belong on the continuum. They do not have to remain in a line, but can form “clumps,” if necessary.

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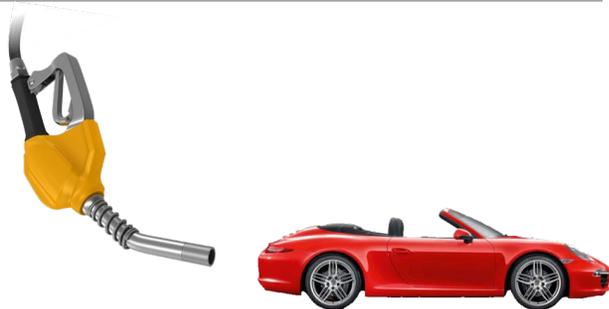
Ongoing Classroom Assessment

The process of taking regular and varied snapshots of students’ learning before, during, and/or following instruction for the purpose of informing next-steps in planning



DOUBET & HOCKETT © 2018

Ongoing Classroom Assessment



Fuel for effective teaching & learning

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Adjusting Tasks for Student Readiness

Greater Leap from what is familiar	←→	Smaller Leap from what is familiar
More Expert-Like	←→	More Novice-Like
More Abstract	←→	More Concrete
Multiple Facets	←→	Fewer Facets
“Fuzzy”/Open Problems or Tasks	←→	Well-Defined Problems or Tasks
Loosely-Structured Process	←→	Highly-Structured Process

Adapted from Tomlinson’s “Equalizer”, 2015

Tiered Rhetoric Tasks

For Everyone:
Review the Relationship Between Argument and Persuasion

For students who were able to distinguish between ethos, pathos, and logos in a text:

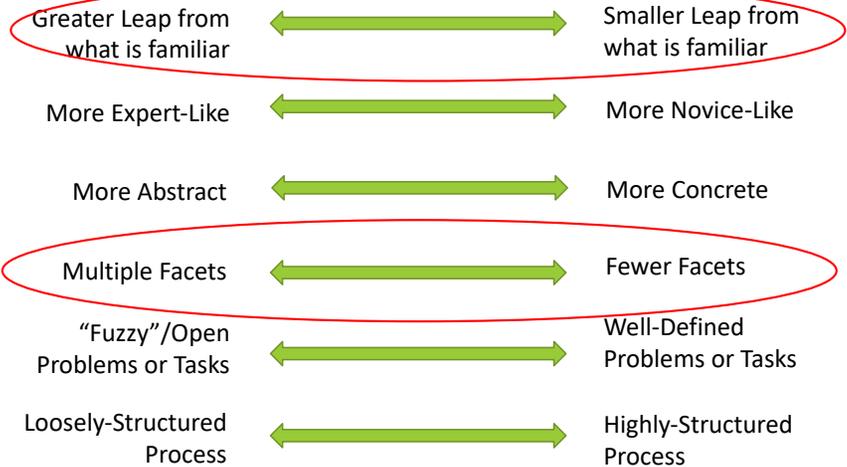
Watch a video and examine it for ethos, pathos, and logos. How do those elements reveal and contribute to author's purpose?

For students who were NOT able to distinguish between ethos, pathos, logos in a text:

Examine a series of visual ads. Evaluate each ad for its use of ethos, pathos, and logos. What impact do these elements have on the "reader"?

Based on tasks by Shannon Roos and Erin Marron, Hampton High School

Adjusting Tasks for Student Readiness



Adapted from Tomlinson's "Equalizer", 2015

Adjusting Math Tasks for Student Readiness



Task for Pattern 1

You solved all of these equations correctly. Now make up 3 equations for others to solve: 1 that is harder than those you just solved, 1 that is at about the same level, and 1 that is easier.

Task for Pattern 2

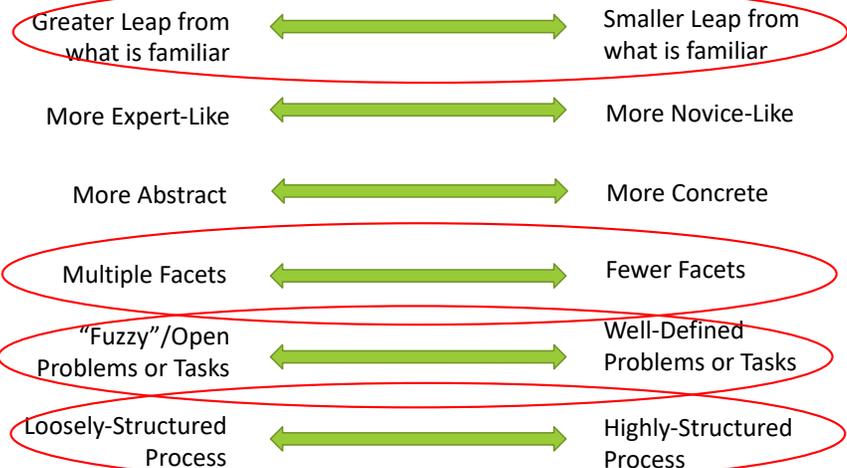
[This #] of the equations that you solved are incorrect. Find the incorrect solutions and fix them

Task for Pattern 3

The highlighted portions of each equation show where you made errors. Determine what those errors were & fix them.

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Adjusting Tasks for Student Readiness



Adapted from Tomlinson's "Equalizer", 2015

Tiered Prompts Examination

Choose a set of Tiered Prompts to Review. Examine:

How are the tasks **SIMILAR**? What's the "glue" that holds them together? Use these sentence frames:

- "Both tasks ask students to..."
- "Both are focused on..."

How are the tasks **DIFFERENT**? Use the "**Adjusting Tasks for Student Readiness**" tool to guide your discussion.



Use these sentence frames:

- "This one is more _____, and this one is more _____."
- "This one requires students to _____, and this one requires them to _____."

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Classroom 2 (HS): Digital Exit Slips

- What do these teachers do to check for individual understanding?
- How useful are the results?
- What can you appreciate?
- What would you change? Borrow?

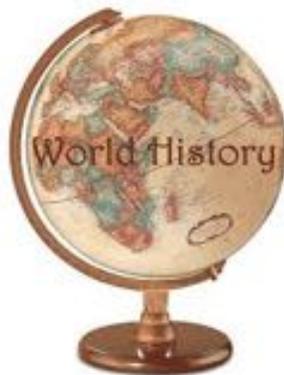


<http://www.edutopia.org/practice/exit-tickets-checking-understanding>

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Classroom 3 – HS World History

- What does this teacher do to respond to differences in readiness?
- What can you appreciate?
- What would you change? Borrow?



Social Studies Readiness Tasks

Common Goal: Extract and Organize information from text on Confucianism and Legalism.

- First Task – "PET Check" on an online text
- Second Task – Outline/PPT (same text as Task 1)
- Third Task – Outline created from dense text (Stanford)

Outline – Traditional

- I. Main Idea: _____
A. Sub Idea: _____
1. Supporting Detail: _____
2. Supporting Detail: _____
3. Supporting Detail: _____
B. Sub Idea : _____
1. Supporting Detail : _____
2. Supporting Detail : _____
3. Supporting Detail : _____
- II. Main Idea : _____
A. Sub Idea : _____
1. Supporting Detail : _____
2. Supporting Detail : _____
3. Supporting Detail : _____
B. Sub Idea : _____
1. Supporting Detail : _____
2. Supporting Detail : _____
3. Supporting Detail : _____

Outline – Scaffolded

- I. Main Idea: _____
A. Supporting Detail : _____
B. Supporting Detail : _____
C. Supporting Detail : _____
D. Supporting Detail : _____
- II. Main Idea : _____
A. Supporting Detail : _____
B. Supporting Detail : _____
C. Supporting Detail : _____
D. Supporting Detail : _____

Now, number your details in the order you want to discuss them,

Some Quick Strategies for Increasing Student Support

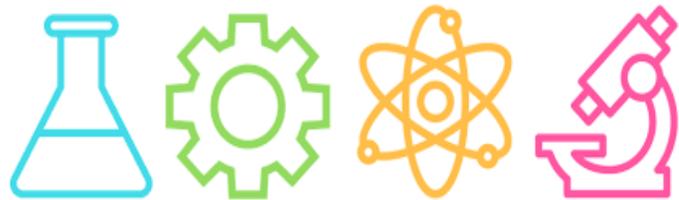


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Simple Strategies

- Turn to a partner
- Logographic Cues
- Formatting
- Pre-writing (written or recorded)
- Sentence stems
- Pairing verbal and written directions
- Recorded “tutorials” for common issues

Science – Literacy Partners



<https://www.teachingchannel.org/videos/pairing-students-in-classroom>

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 struggle with reading



Tomlinson, 2008

Use Recordings

- ✓ Of your directions
- ✓ Of student thinking...
 - ...during group work
 - ...before writing or solving (individuals)



Tiering the Text

Commonlit.org: This free resource provides collections of texts on different themes. While it doesn't offer different levels of a *common text* (as do Newsela and Booksthatgrow), it does supply texts of various levels and genres that are united by a *common theme*. This unique feature allows students to read a text on his or her level and contribute insights from that text in a full-group discussion—or to a full group discussion board—around a common essential question (e.g., “How Can Fear be Used to Manipulate?”).

Newsela.com: Also a free resource, this unique site presents current event articles on many topics such as science, social studies, arts, and sports, and so on. Each article is offered in five different reading levels so that teachers can assign the level that best suits each student. After reading the article at their level, all students can discuss the same text, either in class or in an electronic forum such as GoogleDocs.

Name: _____ Text: _____

AS YOU READ...	AFTER YOU READ...
<ul style="list-style-type: none"> •Important words: 	<ul style="list-style-type: none"> •Meaning of important words:
<ul style="list-style-type: none"> •Main ideas: 	<ul style="list-style-type: none"> •Why ideas are important:
<ul style="list-style-type: none"> •Puzzling passages: 	<ul style="list-style-type: none"> •Questions about passages:
<ul style="list-style-type: none"> •Powerful passages: 	<ul style="list-style-type: none"> •Reactions/why powerful:

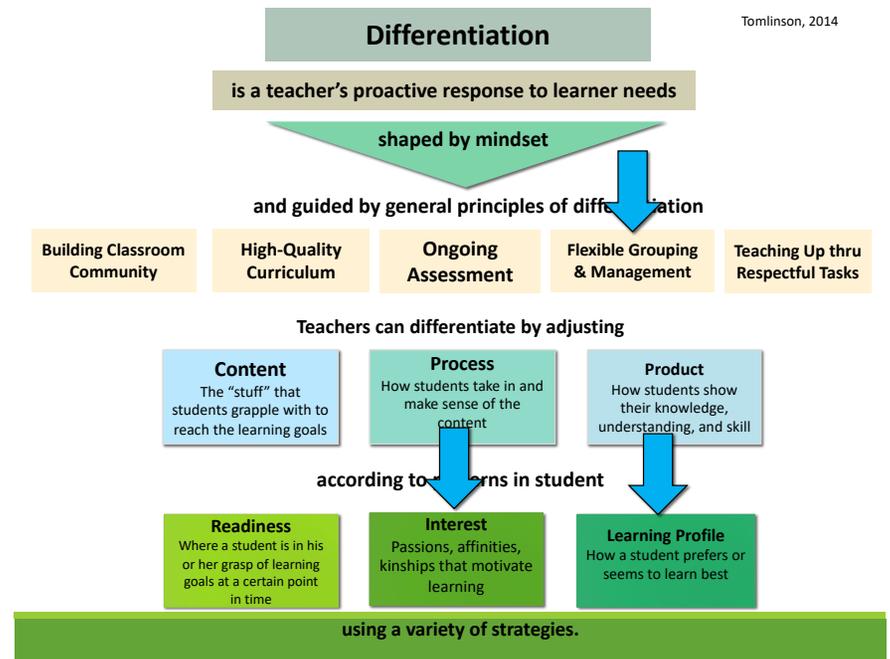
Name: _____ Text: _____

AS YOU READ...	AFTER YOU READ...
<ul style="list-style-type: none"> •Important words: <ul style="list-style-type: none"> •Communicable (p.56): you can "catch" it from someone else •Non-communicable (p.56): you can NOT "catch" it from someone else •Invincible (p. 58): No one can stop you! •Immortal (p.60): You cannot die OR you will always be remembered 	<ul style="list-style-type: none"> •Hints to Remember Meaning of important words:
<ul style="list-style-type: none"> •Main ideas (<i>physical risks, psychological risks, decision-making</i>) 	<ul style="list-style-type: none"> •Why ideas are important (<i>Find the parts of the text highlighted in green</i>)
<ul style="list-style-type: none"> •Puzzling passages: 	<ul style="list-style-type: none"> •Questions about passages:
<ul style="list-style-type: none"> •Powerful passages: 	<ul style="list-style-type: none"> •Reactions/why powerful:

Name: _____ Text: _____

AS YOU READ...	AS or AFTER...	AFTER YOU READ...
<ul style="list-style-type: none"> •Key Vocabulary/ Passages: 	<ul style="list-style-type: none"> •Why ideas are important: 	<ul style="list-style-type: none"> •Respond to this passage in the voice and perspective of _____:
<ul style="list-style-type: none"> •Debatable passages: 	<ul style="list-style-type: none"> •Points of Contention: 	
<ul style="list-style-type: none"> •Overarching Ideas/Patterns: 	<ul style="list-style-type: none"> •Importance of Patterns: 	

Tomlinson, 2014



Interest and Learning Profile



PROVIDING STUDENTS WITH CHOICES TO DEMONSTRATE GRASP OF LEARNING GOALS (HOW-TO-S, TEMPLATES, AND EXAMPLES).

Interest

Motivation



Occurs when we have a kinship with . . .
Interest in . . .
Passion for what we are attempting to learn.

Two Kinds of Interest

PERSONAL INTEREST

- Interests of personal value that students bring to the classroom
- Developed over time
- Activated internally
- Beyond the teacher's control
- Arises in part from situational interest
- Important for "holding" students

SITUATIONAL INTEREST

- Interests that arise in or from a situation
- Spontaneous or "in-the-moment"
- Activated by the environment
- Within the teacher's control
- Precedes personal interest
- Important for "hooking" students

Sometimes Choices are Low Prep



Interest Inquiry Groups

Interest Groups

- Students choose from the following ad options:
 - Sports Drinks
 - Hair Products
 - Game Systems
 - Phones
- In pairs or groups of 3 with others who chose same option, students analyze the ads for techniques used, strengths and weaknesses, and recommendations for improvement.

Adjusting Algebra Problems to Appeal to Student Interest

Interest	Problem Text
Traditional	<p>A sample of ten middle school students was asked to count the number of writing utensils that they own. Their responses are represented in the following set of numbers: 5, 4, 2, 10, 6, 14, 8, 5, 1, 8</p> <ul style="list-style-type: none"> • What is average of the set numbers? • What is the median of the set of numbers? • Create a “five-number summary” of the data and display it in boxplot format • What patterns do you see in the data?
Video Games	<p>A sample of ten middle school students that play video games was asked how many hours they spend playing each week. Their responses are represented in the following set of numbers: 5, 4, 2, 10, 6, 14, 8, 5, 1, 8 [same questions as traditional problem]</p>
Social Media	<p>A sample of ten middle school students that use Facebook was asked how many status updates they post each week. Their responses are represented in the following set of numbers: 5, 4, 2, 10, 6, 14, 8, 5, 1, 8 [same questions as traditional problem]</p>
Sports	<p>The girl’s basketball coach was frustrated with the amount of players fouling out. For the next five games, the coach kept a record of every time a player committed a foul. The numbers below represent each player’s total amount of fouls over a five-game period. 5, 4, 2, 10, 6, 14, 8, 5, 1, 8 [same questions as traditional problem]</p>

Some Choices take More Time to Prepare



Jigsaw

A cooperative learning strategy in which all students become experts on a small piece of a topic and then teach each other



IN HOME/TABLE GROUPS:
Your table mates and you will “divide and conquer,” so that each of the following FOUR strategies/stations is “covered.”

Tri-Mind

Book: pp. 216-222

- A STRATEGY FOR DESIGNING INSTRUCTIONAL TASKS AND ASSESSMENTS THAT CONTAIN ANALYTICAL, PRACTICAL, AND CREATIVE ELEMENTS
- WE'LL EXPLORE THIS STRATEGY IN MORE DETAIL LATER ON IN THE YEAR



Tri-Mind: Evaluating a Scientific Argument/Claim

Analytical Thinking Task	Creative Thinking Task	Practical Thinking Task
Use a chart, diagram, or table to depict and analyze the strengths and weaknesses of [this author's/scientist's] scientific claims, evidence, and reasoning. Include an explanation that reflects your analysis and supports the conclusions you're drawing.	Imagine you are going to interview [this author/scientist] on your radio or TV show regarding the scientific claims and evidence in the article you read. Generate a list of questions that probe his claims, evidence, and reasoning. Explain why you are asking each question—that is, what in or about the argument is prompting you to pose each question.	Take on the voice of someone impacted by this [author's/scientist's] claim and create a response that either supports or refutes the claim. In either case, be sure to situate the claim in reality and probe his claims, evidence, and reasoning accordingly, explaining <u>why</u> you are supporting or challenging them.

Book: pp. 223-231



The PROFILER

- A FRAMEWORK FOR DEVELOPING ASSIGNMENT CHOICES GEARED TOWARD VARIOUS MULTIPLE INTELLIGENCE PREFERENCES REPRESENTED IN THE CLASSROOM.
- A WAY OF CONNECTING STUDENTS TO THE WORKING WORLD AS WELL AS WITH ROLES OR AUDIENCES FOR THEIR WORK.

Quickfire "Band" Task (Sample Profiler)

Create a band that conforms to the philosophical tenets of the belief system assigned to your group (either Confucianism or Legalism). There are four tasks to complete. Divide these among yourselves. You may complete them individually, but your work should make sense as a whole.

Album Producer Choose music genre for band. Create four song titles for the album that represent the belief system you were assigned. [Logical]	Cover Artist Create a CD cover. Use words and images to represent the belief system you've been assigned. [Visual-Spatial]
Lyricist Write (and perform?) a short song or rap. The lyrics must represent the belief system you've been assigned. [Musical-Rhythmic]	Music Critic Write a review of the band and its album. Be sure to include how (and how well) the album represents the belief system you've been assigned. [Verbal-Linguistic]

Book: p. 118-119



RAFT

- A STRATEGY FOR CREATING DIFFERENTIATED PERFORMANCE TASKS, ORIGINALLY DEVELOPED TO HELP TEACHERS THINK ABOUT AND PLAN FOR TEACHING DIFFERENT KINDS OF WRITING (SANTA, 1988; BUEHL, 2009).
- RAFT IS MOTIVATING BECAUSE IT GIVES STUDENTS *CHOICE*, APPEALS TO THEIR *INTERESTS* AND *LEARNING PROFILES*, AND CAN BE ADAPTED TO STUDENT READINESS LEVELS

Grammar

Choose one of the following tasks to show what you understand about sentence combination and the tools used to accomplish that purpose.

Role	Audience	Format	Topic
Semi-colon	Comma and conjunction	Blog post using both forms of punctuation (semi colon and common/conjunction)	"The two of you are needy; I don't need anyone but me."
Comma	Conjunction	Series of reconciliatory Facebook posts using both forms of punctuation (semi colon and common/conjunction)	"I can't do my sentence-separation job without you!"
Semi-colon, comma, and conjunction	Middle School Students	Series of "pop up" or web-page sponsoring ads – at least 1 ad from each of the 3 roles. Use all 3 in your ads	"I'm the best for the job!"

Book: pp. 253-262



LEARNING MENUS

LEARNING MENUS OUTLINE A VARIETY OF INSTRUCTIONAL OPTIONS TARGETED TOWARD IMPORTANT LEARNING GOALS. STUDENTS SELECT AND COMPLETE THE ASSIGNMENT OPTIONS THAT MOST APPEAL TO THEM.

Last's delicious fractions restaurant menu

Appetizer



- **Bruschetta** - Whole class discussion about writing word problems for fraction division

Main (Complete both)



Side dishes (Choose two)



- **Sirloin Steak** - Lesson 8.5 writing word problems
- **Herb-encrusted breaded Fish** - Chapter 8 Review/Test
- **Green beans** - Dividing fractions worksheet
- **Lightly Roasted Asparagus** - Enrichment 8.5
- **Roasted Rosemary Potatoes** - [Khanacademy video](#) on dividing fractions
- **Whipped potatoes** - Pie picture worksheet (in pairs)
- **Tricolor Salad** – Standards practice 8.5



Dessert (Choose one)

- **Chocolate mouse** - Use Scratch to code a model for a dividing fractions problem
- **Ice cream Sundae** - Write a worksheet of dividing fractions problems based on food/sport/music
 - **Fruit salad** - Design a poster explaining how to divide fractions
 - **Pecan Pie** – Design a PowerPoint presentation explaining how to divide fractions.

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Your Strategy Choices

- **TriMind:** Based on the work of Robert Sternberg, this strategy provides students with 3 assignment options aligned to creative, analytical, & practical thinking and asks them to use those intelligences to wrestle with the same learning goals (p.216-222)
- **The Profiler:** Based on the work of Howard Gardner, this strategy provides students with a reasonable number of choices (e.g., 4) aligned to the same learning goals and associated with potential careers that would reflect Gardner’s intelligences (p.223-231)
- **RAFTs:** Students assume a Role, address a certain Audience while writing in a specific Format on a targeted Topic (p.232-252)
- **Learning Menus:** Students are assigned Main Dishes, and choose from a selection of Appetizers, Side Dishes and Desserts (p.253-262)
- **ThinkDots/Jigsaw:** Students become experts in one topic, approach, etc. and share their “puzzle piece” with others (p.137-144)

Jigsaw

IN HOME/TABLE GROUPS: Your tablemates and you will “divide and conquer,” so that each of the following strategies is “covered”:

- **TriMind** (p.216-222)
- **The Profiler** (p.223-231)
- **RAFT** (p.232-252)
- **Learning Menu** (p.253-262)
- **Think Dots/Jigsaw** (p.137-144; ch. 4,5, & 8 strategies)



In Expert Groups



Examine your strategy. Read the explanatory materials and study the examples. Together discuss the following:

- **What it is?**
- **How is it best used? What are its benefits?**
- **What might I need to be cautious of or consider before I used this strategy?**
- **What examples from the packet seem most helpful/usable?**
- **What ideas do I have for using this strategy in my classroom?**

Record this information on your Graphic Organizer

Alone or with other people in your group, design and original application of that strategy that you would use in your classroom.

Back in Home/Table Groups



- Take turns sharing what you learned about your strategy (use prompts on Graphic organizer)
- Share guidelines and clarifying examples.
- Group mates take notes in their graphic organizers as you share.
- If you came up with an original example, share that and get some feedback on strengths and suggestions
- As a group, decide which strategy is best used in different ways, with different content areas, or in different parts of your curriculum/year

Flexible Grouping

WAYS TO GROUP	STRATEGIES THAT FACILITATE FG
<ul style="list-style-type: none"> ➤ Like Readiness ➤ Mixed Readiness ➤ Like Choice ➤ Mixed Choice ➤ Random ➤ Student Choice ➤ Through Activities 	<ul style="list-style-type: none"> ➤ Entry Points ➤ Tea Party ➤ Interview Model ➤ Face to Face ➤ Analytical Role Cards ➤ Jigsaw ➤ <i>Playing Cards</i>

Flexible Grouping "Warm Up"

Day 1 | Grouping 1
Students line up by birth date (MM/DD) & form partners

Day 3 | Grouping 3
Students use playing card (or a new one) to form "like number" quads

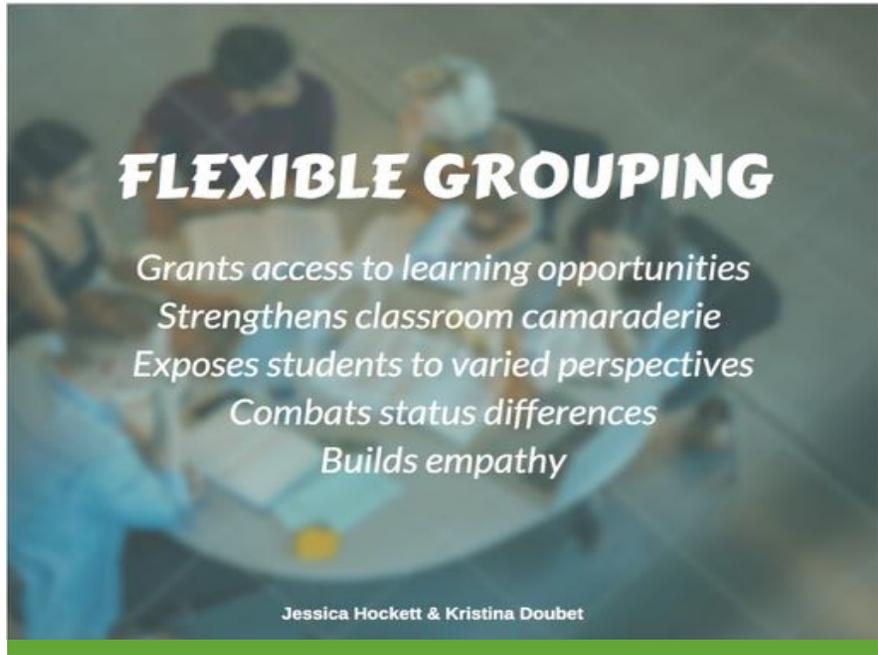
Day 5 | Grouping 5
Students line up in ROY G VIB order by shirt color. Teacher "folds" line to form partnerships from opposite ends of spectrum.

Day 2 | Grouping 2
Students receive a playing card and form "same suit" trios

Day 4 | Grouping 4
Students report to corner of room that corresponds with a favorite food & form a duo or trio



Kristina Doubet & Jessica Hockett



FLEXIBLE GROUPING

*Grants access to learning opportunities
 Strengthens classroom camaraderie
 Exposes students to varied perspectives
 Combats status differences
 Builds empathy*

Jessica Hockett & Kristina Doubet

Management Issues "Self Study"




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Group Work Guru

<http://padlet.com/doubetkj/groupwork>

- Follow the instructions on the screen. You will read, watch, and examine materials... and then report your findings to those who competed different Padlets.



TIME!!!

<http://padlet.com/doubetkj/TIME>

- Follow the instructions on the screen. You will read, watch, and examine materials... and then report your findings to those who competed different Padlets.



Peer Relationships/Getting Along in Groups

<http://padlet.com/doubetkj/community>

- Follow the instructions on the screen. You will read, watch, and examine materials... and then report your findings to those who competed different Padlets.



Does it Work?



Learning Objectives

Students will UNDERSTAND THAT...

- Metaphors and similes allow us to communicate meaning in ways that normal language cannot.
- Metaphors and similes communicate ideas by making sensory connections.

Students will KNOW...

- Definitions of metaphor, simile, figurative language, imagery, stanza, couplet, free verse

Students will BE ABLE TO...

- Use metaphors and similes to convey descriptions
- Write in a given stanza format

Formative Assessment (given previous class)

Name: _____ Period: _____

1. What is a “metaphor”?
2. Give at least two examples.
3. Explain why song-writers and poets use metaphors.

Patterns in *Readiness*

I found that the first question (the recall question) was the least helpful determiner of who “got it.” In fact, it was a red herring in many cases, as many of those who knew the definition were not able to create a metaphor or explain why anyone would use it – the ultimate goal for my students.

I therefore focused on the second and third questions; the following patterns emerged:

- Understood metaphor enough to give an insightful example and explain its purpose
- Struggled with why and how to use metaphors.

Warm Up Journal Prompt

All Students write in response to the following prompt:

“Describe yourself in such a way that someone who had never met you would feel as though they knew you really well after they read your description.”

Tiered Tasks (Differentiated by Readiness)

Gave Strong Examples and Explained the importance of Metaphor

1. Read your journal entry and circle the descriptions of yourself that you believe are the most important.
2. Choose something to compare yourself to that captures all of these aspects of your personality. It can be something abstract, something in nature, a machine of sorts, a song, a force, a color—the only thing it CAN'T be is another person.
3. Write a poem comparing yourself to what you chose in step 2 – without using “like” or “as”. Strive for at least 4 stanzas (line lengths in stanzas can vary). Let us see the real you.

Gave weak examples and explanation of the Importance of metaphor

1. Read your journal entry and circle the descriptions of yourself that you believe are the most important.
2. Meet with teacher for a “group huddle”
3. Now think of things that are like each of those aspects of your personality. These things can be abstract, from nature, electronics, colors, etc. —the only thing they CAN'T be are people.
4. Write a poem made up of couplets – one couplet comparing yourself to each thing you chose in step 2 – without using “like” or “as”. Strive for at least 6 comparisons. Let us see the real you.

I am Love -
I am cherished.
I am looked for often,
But seldom found...

I am Love -
sometimes sweet,
But always with the potential
To bite you in the back...

I am Love -
Oh-so-precious,
But you'd better believe you can see
The ugly side of me...

I am Love -
A big heart full of joy,
A calm, quiet day with
a big storm brewing,
A bird soaring higher and higher
Into that dangerous sky.

~Jasmine~
7th Grade

I am a powder keg
My anger builds until someone makes
it explode.

I am an eraser -
Eliminating all the bad thoughts from
my mind.

I am a puppy -
Loyal and friendly to those I love
I am an ant -
Everyone looks down on me.
I am nothing -
No one can see me.

But I am something -
Brilliant and intelligent.
Who am I?
Powder keg, eraser, puppy, ant,
nothing, and something.
I am
Me.

~April ~
7th Grade

The Results

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What's Your Plan?

- o **4 Formative Assessments** I'll use:
- o **3 Interactive Strategies** I'll attempt:
- o **2 Responses to FA** I'll incorporate
- o **1 Flexible Grouping Strategy** I'll try:



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“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 – P.86-87