



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

KRISTINA J. DOUBET, PH.D.

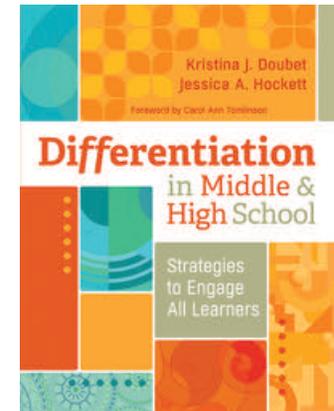
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ARCHDIOCESE OF BOSTON - OCTOBER 12, 2018

Housekeeping

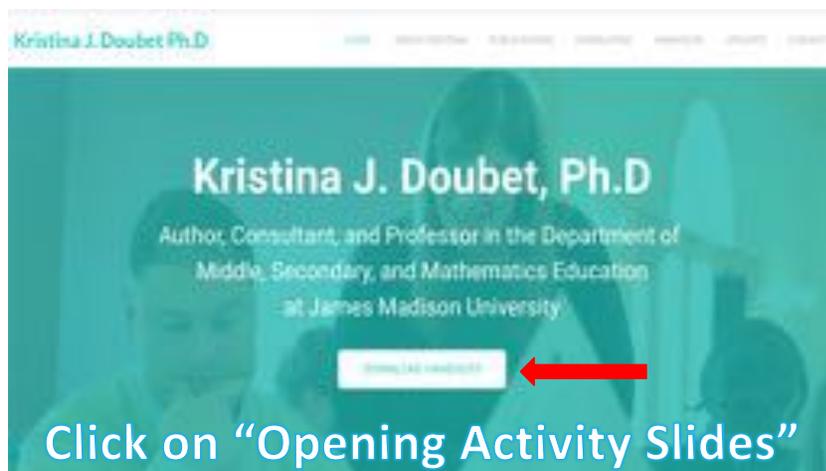
- This presentation is available under “Handouts” at www.KristinaDoubet.com
- I will distribute additional activity materials as we go.
- The book you were given will serve as your primary resource



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2

www.KristinaDoubet.com



Click on “Opening Activity Slides”

Today’s Agenda

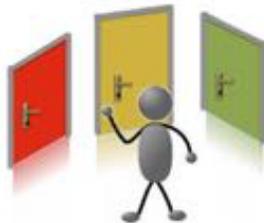
- Getting on the Same Page
- Establishing the Foundation for Differentiation
- Discovering Learning Needs
- Low Prep Strategies for Readiness and Interest Differentiation



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Opening Activity

- You will have **three** task options to choose from (they will be described on the next slide)
- You will choose and complete **ONE** of these options.
- Complete it in such a way that you'll be able to share it with a colleague



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You Choose

1. Pick a column
2. Think and write silently
3. Be ready to share when time is called

Choice 1	Choice 2	Choice 3
Write a "Wikipedia" style definition of differentiation that you feel clarifies its key intent, elements, and principles— in other words, a definition that could clarify thinking in your school/classroom. Use the "see also" option, if you'd like.	Explain to a teacher new to the field what differentiation is in terms of what s/he would be doing in the classroom – and why. The explanation should help the candidate develop a clear picture of what differentiation looks like in action	Develop a metaphor, analogy, or visual symbol – even a logo – that you think represents and clarifies what's important to understand about differentiation's key intent, elements, and principles.

Adapted From Carol Tomlinson, 2006

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TriMind History Prompts

Standard:
CCSS ELA-Literacy.RH.9–10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Option 1	Option 2	Option 3
Read the two accounts of _____ Present a point-by-point analysis of the details and ideas that differ between the two accounts. Then, write an analysis that explains (1) why you believe two differing accounts exist and (2) how credible you believe each of authors' perspectives to be and why.	Read the two accounts of _____ Recommend to a friend the version of the account that you believe to be most accurate. Support your recommendation with explanations of (1) the differences between the two accounts and (2) the reason behind those differences (e.g., why one perspective is more believable than the other).	Read the two accounts of _____ Take on the voice of one of the authors and write a critique or "rebuttal" of the other account. Be sure to discuss (1) the points where your accounts differ, (2) why you believe the other author got those points wrong, and (3) what the other author might study or consider to change his/her perspective.

From Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom*. Thousand Oaks, CA: Corwin Press. p.76.

Tri-Mind Example – Geometric Sequences (Heather Waller)

Task Options (Choose One)		
Analytical	Practical	Creative
<ul style="list-style-type: none"> • Present a step-by-step approach to identifying common differences/ratios and extending arithmetic/ geometric sequences to at least seven terms for your classmates. Include examples with your steps. • Include a defense of your approach that argues for its soundness • Make sure to define the types of sequences and the terms common difference and common ratio. 	<ul style="list-style-type: none"> • Think of some times you have used arithmetic and geometric sequences in your everyday life. • Explain how you used these sequences and why it was helpful and important to use this process. • Make sure to define the sequence types, identify the common difference/ ratio for your sequences and what these terms mean, and extend the sequences to at least seven terms. 	<ul style="list-style-type: none"> • Create a new arithmetic and geometric sequence that extends to at least seven terms. • Come up with a context or story about where this sequence comes from or means. • Design a visual to clarify the terms in your sequence. • Make sure to define the types of sequences and common difference/ratio. Identify the common difference/ratio for your sequences.

From Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom*. Thousand Oaks, CA: Corwin Press. p.76.

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.

Dr. Jessica Hockett '13

TriMind Example: Characterization

Direct and Indirect Characterization in "The Necklace" – Rebecca Bunker

Analytical	Creative	Practical
<ul style="list-style-type: none"> Analytical: Compare and contrast the protagonist Mathilde Loisel to her husband Monsieur Loisel. Describe both of them using direct and indirect characterization. You must use examples from the text to support your response. You may either write your response or present your findings in a diagram. 	<ul style="list-style-type: none"> Creative: Pretend you are Monsieur Loisel. How would you describe your wife Mathilde Loisel? Use direct and indirect characterization to describe her. You must use examples from the text to support your response. Be sure to take on Monsieur's voice in your response. 	<ul style="list-style-type: none"> Practical: Think of one of your friends. Describe him or her using both direct and indirect characterization. Is your friend more similar to the protagonist Mathilde Loisel or her husband Monsieur Loisel? How are they similar? You must use examples from the text to support your response.

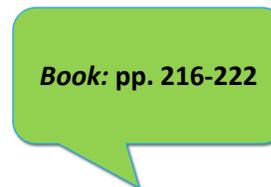
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Adapted From Carol Tomlinson, 2006

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Tri-Mind

- A STRATEGY FOR DESIGNING INSTRUCTIONAL TASKS AND ASSESSMENTS THAT CONTAIN ANALYTICAL, PRACTICAL, AND CREATIVE ELEMENTS

DIFFERENTIATION IS NOT

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

BLUEBIRDS, BUZZARDS & WOMBATS (ability grouping within a classroom)

DUMBED DOWN (teaching for lower students)

Something *extra* on top of good teaching

A SET OF INSTRUCTIONAL STRATEGIES

Mostly for students identified as GIFTED

MOSTLY FOR STUDENTS WITH IDENTIFIED LEARNING CHALLENGES

INDIVIDUALIZED INSTRUCTION

IEPs FOR ALL

ASCD

NEVER A SYNONYM FOR SUCCESS

GROUP WORK

ASCD

DIFFERENTIATION IS

AN IDEA AS OLD AS EFFECTIVE TEACHING

Valuing - and - PLANNING - for - DIVERSITY in HETEROGENEOUS SETTINGS

Patterns of STUDENT NEED

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

Necessary for success with standards for a broad range of learners

PURPOSEFUL USE OF FLEXIBLE GROUPING

A STUDENT-FOCUSED WAY OF THINKING ABOUT TEACHING AND LEARNING

TEACHING UP

AT THE CORE OF QUALITY TEACHING

ASCD

ADDRESS LEARNING & AFFECTIVE NEEDS that all students have

ASCD

Differentiation is NOT...

An all day, every day occurrence



A once in awhile "event"



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

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.

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



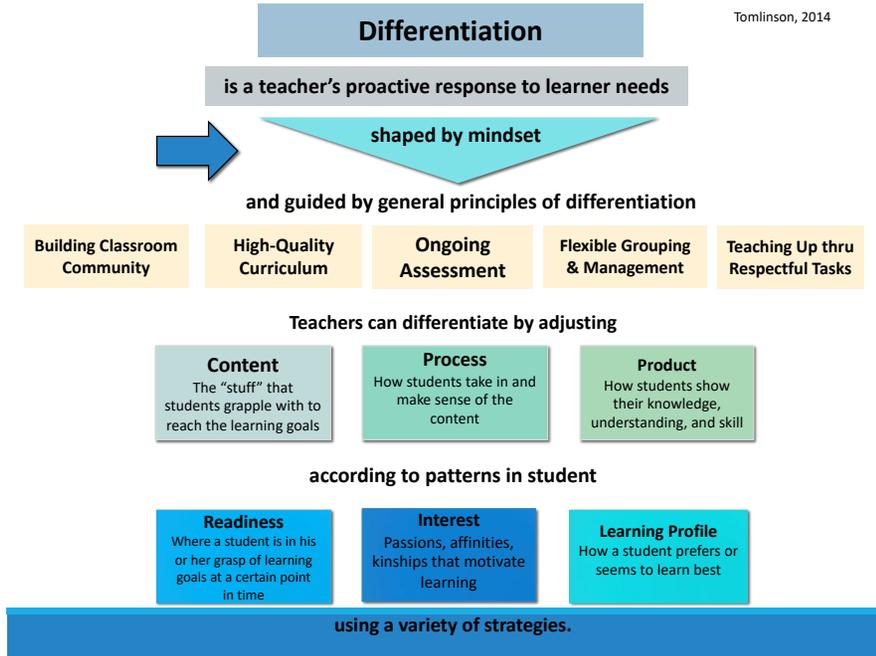
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Index Cards with color-coded names – Taped or in Clear Photo Frames



Flexible Grouping made manageable at Mamaroneck High School in New York

Photo Cred: Jessica Hockett



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



Mindset © Carol Dweck, 2005

Movie Time

What are the implications of these findings... for how you talk to your students?



<https://www.youtube.com/watch?v=NWv1VdDeoRY>

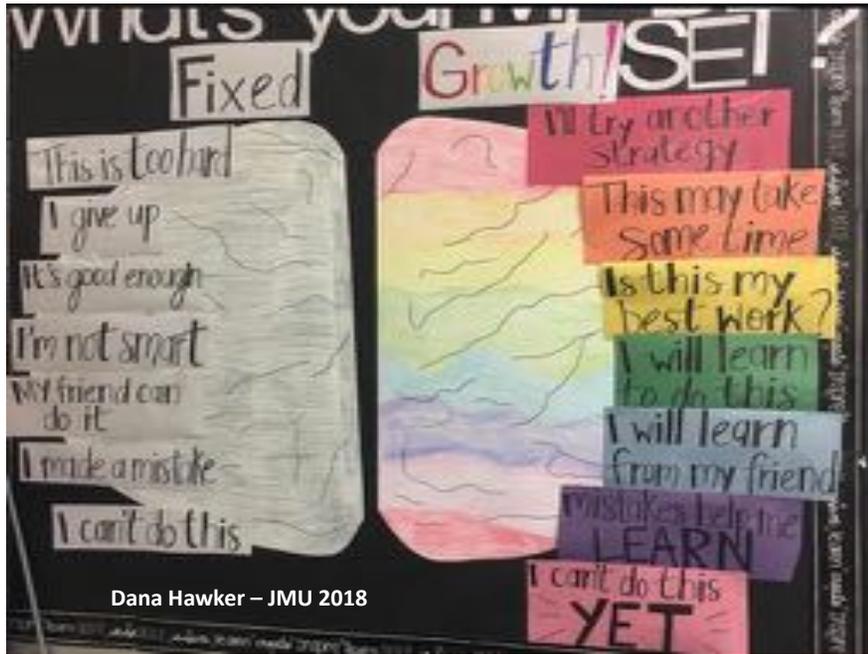
The Two Mindsets

FIXED MINDSET

- Cheat more
- Get angry with feedback
- Resist challenge
- Give up faster
- Reject hard work
- Grow Less Academically**
- REWARD ORIENTED**

GROWTH MINDSET

- Admit when stuck
- Accept feedback readily
- Persist longer
- Work harder
- Embrace challenge
- Grow More Academically**
- LEARNING ORIENTED**



Dana Hawker – JMU 2018



Leslie Truax – JMU 2018

Mindset in Action: Famous Failures

<http://www.youtube.com/watch?v=dT4Fu-XDygw>



How is this different than how we usually think about failure? How might this apply to you... as a student, as friend, athlete, musician, etc.?



Brett Johnson – FCPS - 2017



From the Co-Taught Classroom of Michael O'Malley – Fairfax County Public Schools

The "Line Up"



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.

"Everyone who comes through this show is different, and I have to *show* each of them that I'm treating them different, and show everyone *else* that I'm treating them different, if we want to draw out the unique brilliance of everyone."

~ Lorne Michaels – Producer of *Saturday Night Live* ~

Bottom Line:

We need to deliberately send Growth Mindset messages, both through what we **SAY** and what we **DO**.



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

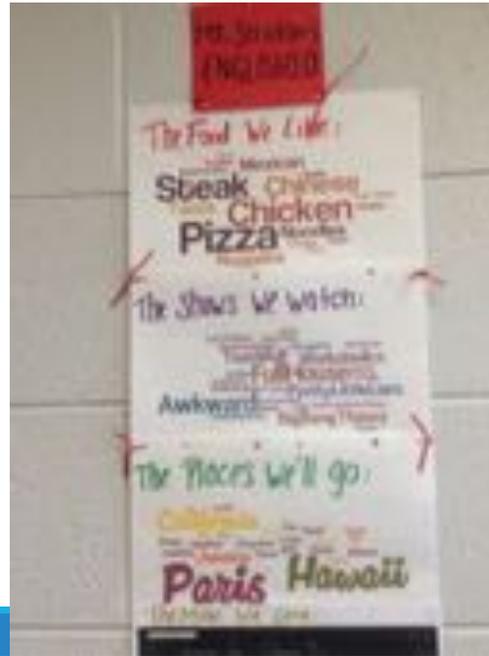
Interest

Passions, affinities, kinships that motivate learning

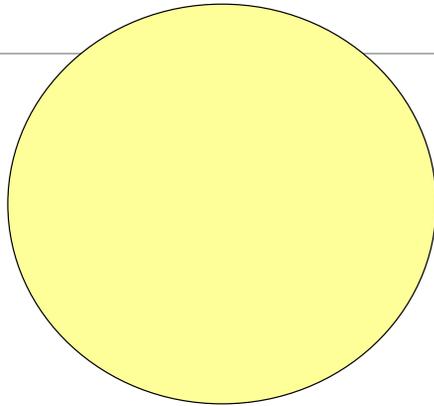
Learning Profile

How a student prefers or seems to learn best

using a variety of strategies.

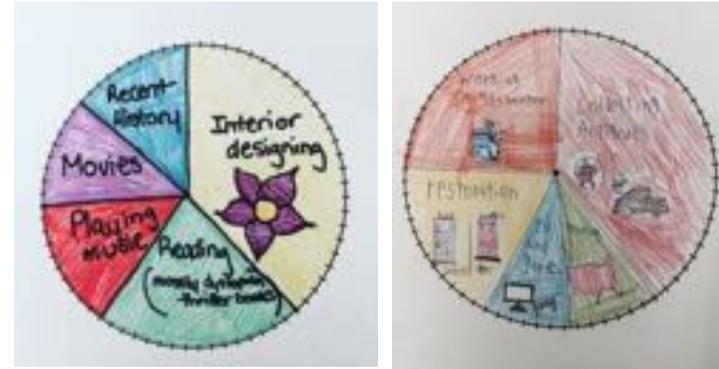


Interest Pre-Assessment



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



Attendance Questions

As soon as the bell rings, Carson begins taking attendance with an “attendance question.” The question changes every day. Students respond when she calls their names with their response to the day’s question, and perhaps a brief justification for their response. “Okay, people, this is a big one today. Definitive answer. Coke or Pepsi?” On another day, she begins, “Okay folks, you’ve just been given a sampler box of Russell Stover candy, but the map is missing. You bite into a piece and much to your dismay, find out you’ve chosen a _____.”

Before long, the students bring her slips of paper and whisper, “Here’s an attendance question. This is a really good one.”

“I love the idea that I start off all my classes with every kid speaking, every kid having a right answer, right away,” explains Carson. “And then they also start to make connections around the room.”

Tomlinson, C.A. & Doubet, K.J. (2005). *You’ve got to reach them to teach them. Educational Leadership, 62 (7), 8-15.*

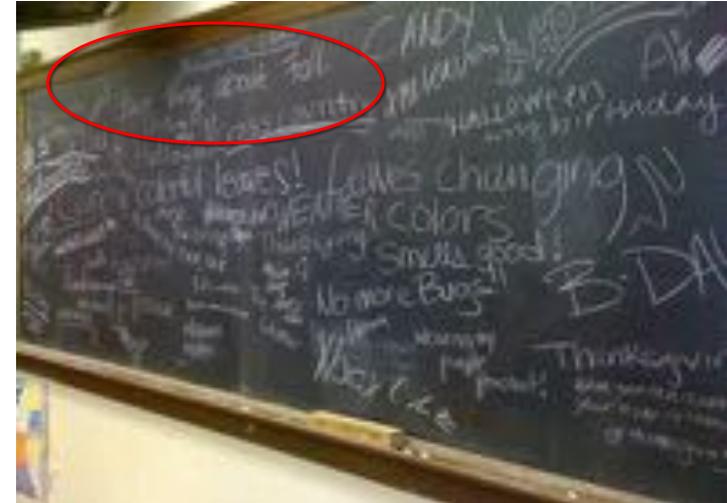
Katie Carson – HS English

Except for a few overachievers in each class, says Carson, kids in high school “have zero desire to learn more about grammar and literature and punctuation.” The magic of early experiences with reading and writing are gone, “***so unless I create a class in which they discover one another’s gifts and challenge one another, or unless they have a relationship with me, they have zero desire to learn more in depth about those things.***”

Tomlinson, C.A. & Doubet, K.J. (2005). You’ve got to reach them to teach them. *Educational Leadership*, 62 (7), 8-15.

Graffiti Wall

Teacher writes a phrase, topic, or category on the board.
Students respond with ideas and perspectives.



From the classroom of Julie Mallory, Evanston Township High School

Snapshot!

A simple way to connect with kids

A worksheet titled "The Lord of the Flies: Anticipation Guide". At the top, there is a line for "Name: _____ Date: _____ To _____ (How and who called?)". A red oval is drawn around the "Name" field. Below the title, there is a "Warm-Up Activity" section with instructions: "Read the statements below. Write an 'A' next to statements with which you agree, if you disagree, write 'D.' If you aren't sure, write 'NS.' Underneath, explain briefly what you think this is true." The first statement is "1. _____ Children are capable of heroic behavior." Below this is a line for "Answering:".

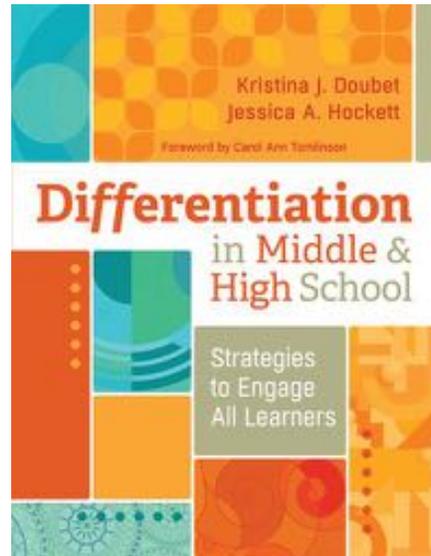
The Bottom Line

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

~David Sousa – Brain Researcher

Chapter 1

More guidance, strategies, and tools for building community and establishing a growth mindset



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

BUILDING COMMUNITY



Source: Mindshift/Columbia University

Video Time

Watch this YouTube video entitled "Low Battery"

After you finish watching, take a few minutes to individually and silently record...

- Your thoughts about the video
- Its implications for teaching high school students



<https://www.youtube.com/watch?v=8-xk7YunVhc>

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Discussion



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



Challenge: What ideas, positions, or assumptions do you want to challenge or argue with from the video?



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



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

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

The most powerful/important portion of this video is

Because: _____
[explain why it's important]

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 video.

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 video.

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 video.

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..."

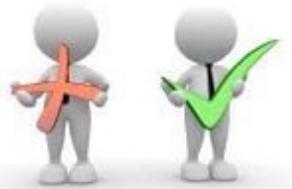
Book: pp. 132-134



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"

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.

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)



- Which strategy has the most potential to be engaging to students?



- Which strategy has the most potential to encourage students to engage in critical thinking and problem solving?



- Which strategy seems the easiest to implement (in terms of time, materials, management, etc.)?



- Which strategy seems the most difficult to implement (in terms of time, materials, management, etc.)?



- Taking pros and cons into consideration, which strategy am I most likely to implement immediately?



- 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)

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)

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. 😊



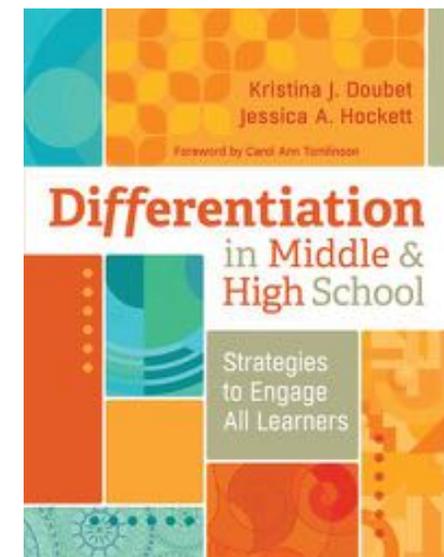
<http://padlet.com/doubetkj/strategies>

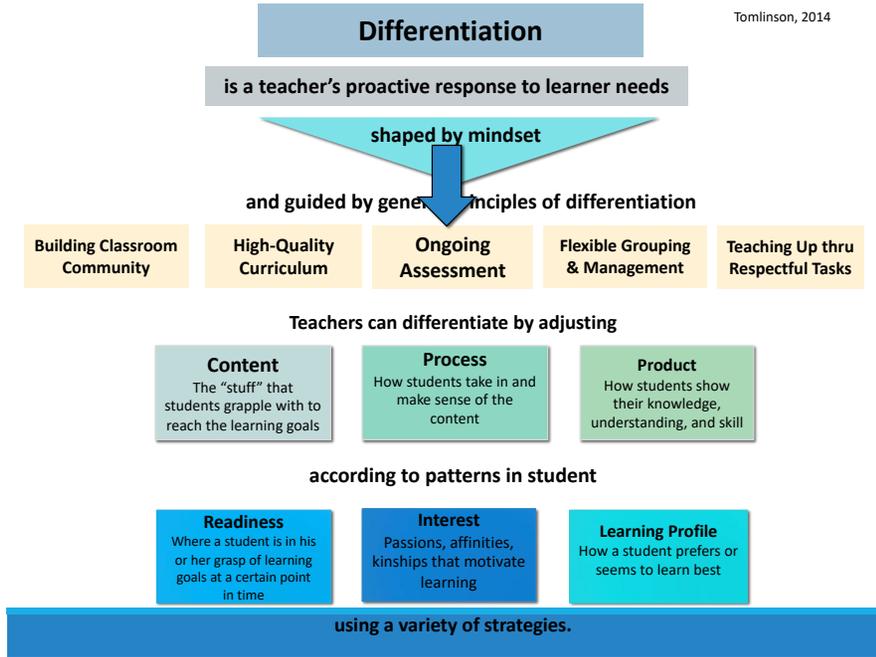
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59

Chapters 4 and 5

More guidance, strategies, and tools for helping students connect with the content and with one another.



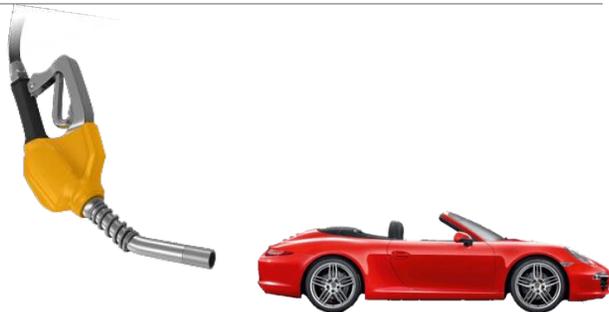


Ongoing Classroom Assessment

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



Ongoing Classroom Assessment



Fuel for effective teaching & learning

Strategies: Stoplight and Show Your Cards

- ❖ What do you **appreciate** about these strategies?
- ❖ What would you **change** or **do differently**?



End of Lesson/Assessment Routine



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

Another Option



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

From Doubet & Hockett (in press)
Differentiation in the Elementary Grades: Strategies to Engage and Equip All Learners. ASCD.

Strategy: Show Your Cards

- Students create cards labeled with their own words for how they “feel” at different levels of confidence.
- Teacher prompts students to use cards in response to questions/prompts at pivotal points in a lesson for a quick visual of students’ self-assessment.
- All students, regardless of card color, need to be ready to explain their thinking if/when called upon.



As shown in the classroom of Steven English

Quick Self-Assessment Checks

Response Cards on Desks (red/yellow/green)



Thumbs up, Thumbs down, Thumbs sideways



How many bars do you have (as in cell phone signal)?





ASD Nest NYU Metro
@asdnestnyu

Following

Terrific, very doable strategies for "Promoting Student Autonomy" buff.ly/2zUJcoa via @jahockett @kjdoublet #asd #udl #edchat #spedchat



8:54 AM - 27 Nov 2017

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Another Exit Alternative



What do you think of this idea?

https://www.teachingchannel.org/videos/quick-student-assessment?utm_campaign=digest&utm_medium=email&utm_source=digest



How does it work?

- Each student is given a card with a unique visual code.
- The code has 4 sides, each lettered A, B, C, and D.
- The student holds the card so that the letter they choose to answer the question with is at the top of their card.



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Pickers

Which strategy are you most likely to try?

- A. Stoplight
- B. Self Assessment
- C. Tweet
- D. THIS (Pickers)

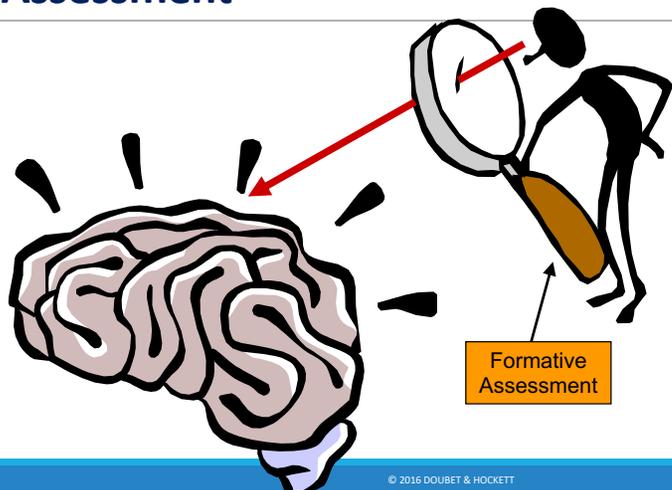


DIRECTIONS:

Choose your answer; then hold your card up with the letter of your answer facing up.

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ULTIMATE Goal of Formative Assessment



Exit Slip Examples

Examine the Exit Slip and Frayer Diagram examples on **the next 32 slides in your handout**.

Use the sticky notes or a pen/pencil to identify

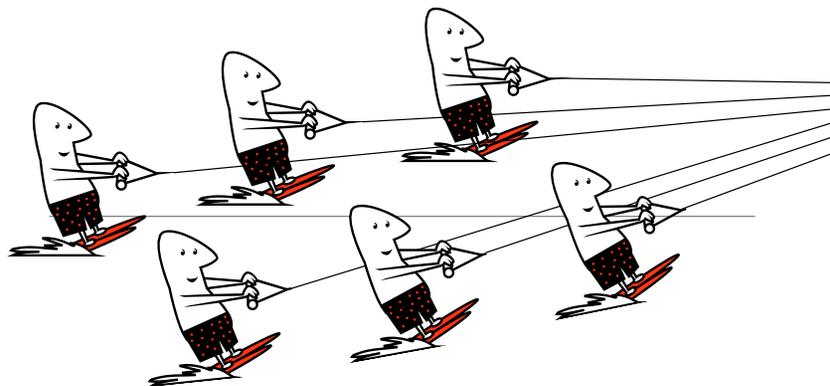
- 1-2 examples you could use **as is**
- 2-3 examples you could **adapt** and use in your work



Be ready to share your selections with a colleague

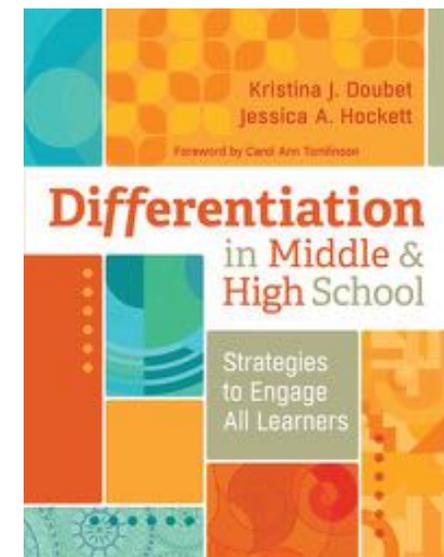
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We Need to “Check our Skiers!”



Chapter 6

More guidance, strategies, and tools for gathering formative assessment



But NOW what do I do...?



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Tomlinson, 2014

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.

HOW?? Teachers can differentiate according to student

Readiness

Interest

Learning Profile

when the goal is

when the goal is

when the goal is

Academic Growth

Motivation

Efficiency

Based on Tomlinson, 2014

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Classroom #1 Strategy: My Favorite No

- What do you **appreciate** about this strategy?
- What would you **change** or do differently?



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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) 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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Strategy by Leah Alcalá



“Favorite No” in other Subjects

Language: Similar procedure to math, but focus on a common error in grammar, spelling, punctuation, structure, etc.

Reading: Listen to recordings of students discussing a story in small groups. Focus on a misconception that arises about the characters, plot, conflict, etc.

History: Focus on a common misconception revealed by student responses to a prompt about a cause and effect relationship.

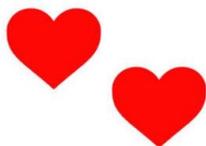
Science: Focus on a common misconception revealed by student responses to a prompt about the variables in an experiment.

Physical Education: Watch students performing an exercise. Focus on a required correction in posture, technique, etc.

Arts: Observe students utilizing a certain technique. Focus on an aspect of the technique that needs sharpening.

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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)

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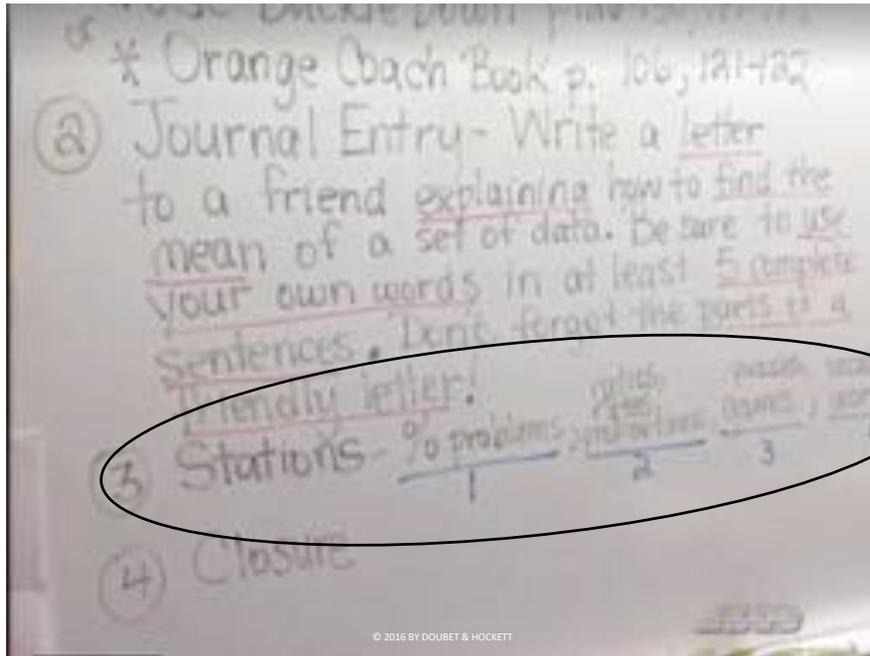
Classroom 2: Co-Taught Math Learning Stations

- ❖ Warm-Up: Complete and Turn In.
- ❖ Review Agenda
- ❖ Learning Stations

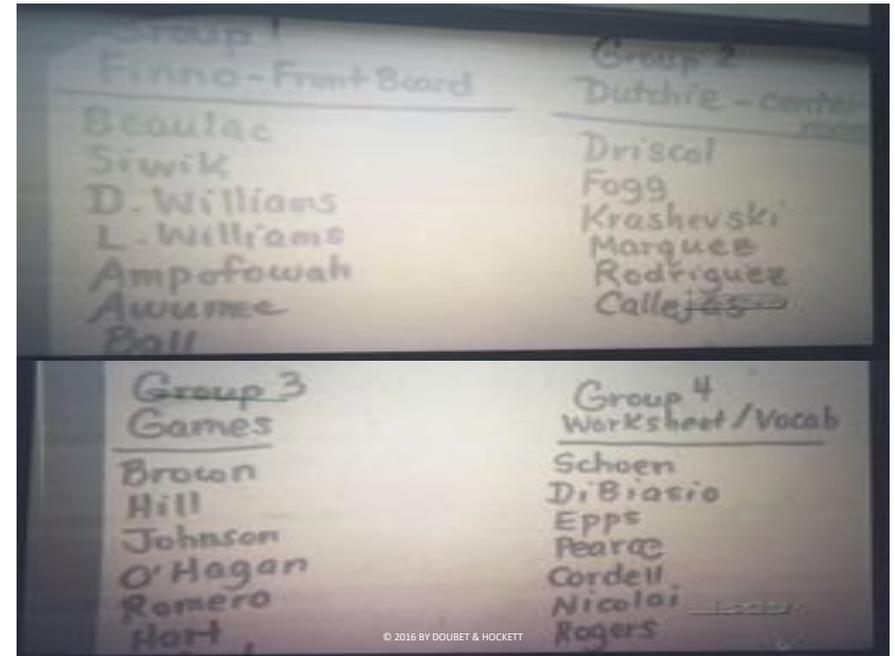


Trish Dutchie & Jennifer Finno

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Station Teaching

This classroom model suggests the use of tables or grouping of desks

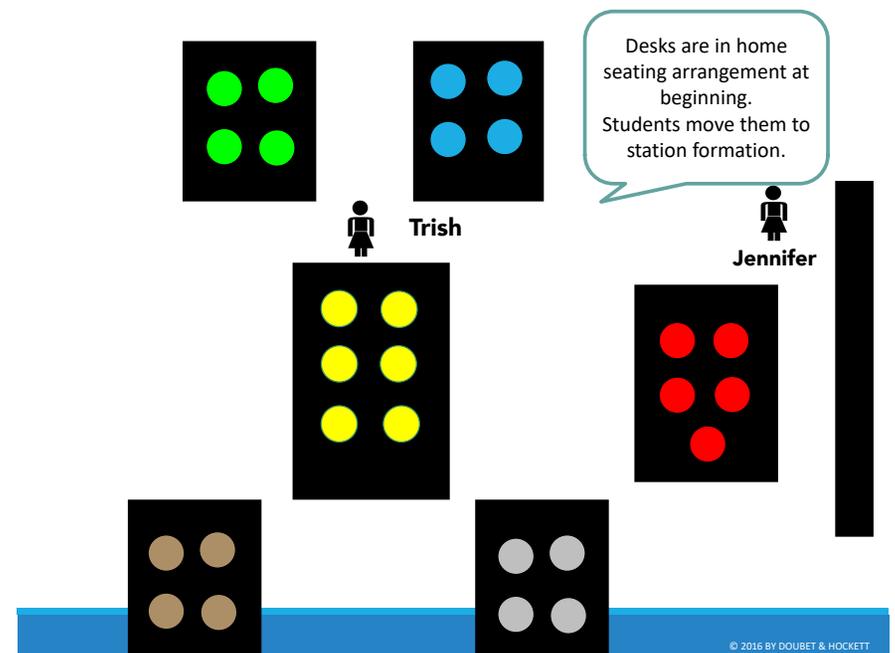
Groups of 3 or more students rotate around the classroom to various teacher-led, adult-led, peer-tutor-led or independent work stations

Both teachers have active roles and are looked to as equals

+/-

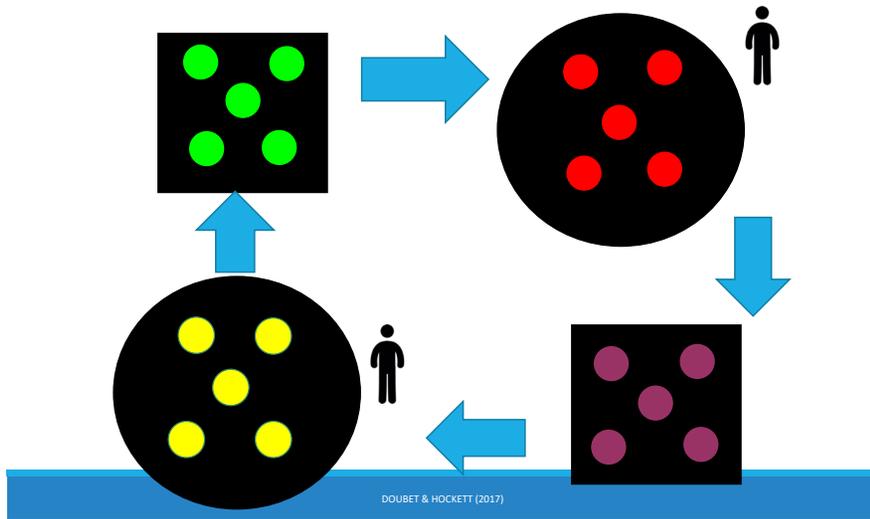
- + capitalizes on both teachers' areas of comfort
- + encourages independent learners
- noise may be distracting to some learners
- requires some planning time/shared expertise

DOUBET & HOCKETT (2017)

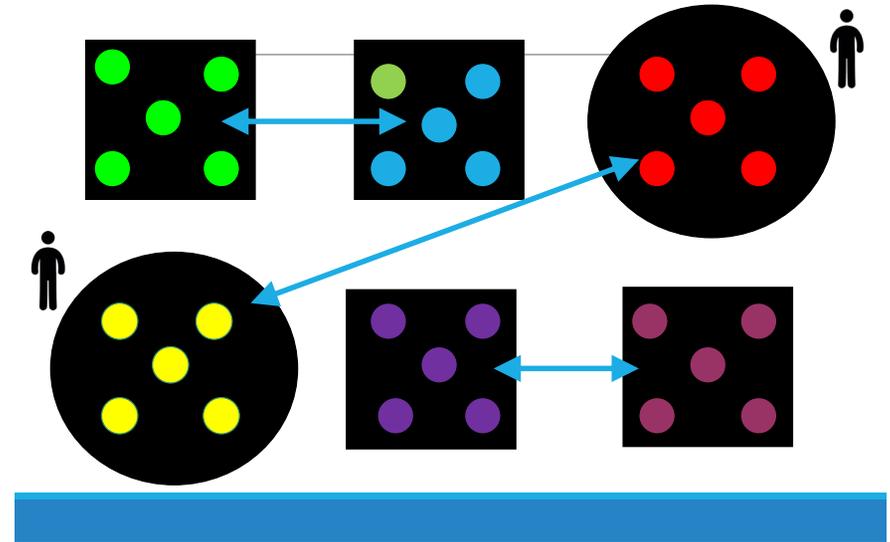


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EXAMPLE 1: Homogeneous According to Readiness: Teachers Work at Round Stations



Homogeneous According to Readiness: Teachers Work at Round Stations



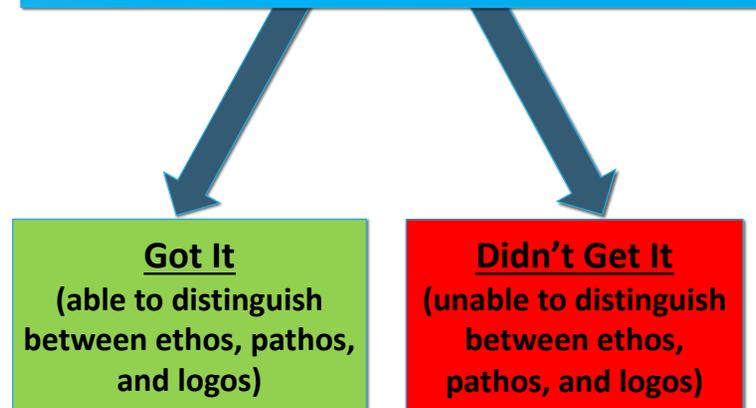
Classroom 3: Tiered Tasks

- 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>

Formative Assessment Patterns



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

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

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

Greater Leap from what is familiar ↔ Smaller Leap from what is familiar

More Expert-Like ↔ More Novice-Like

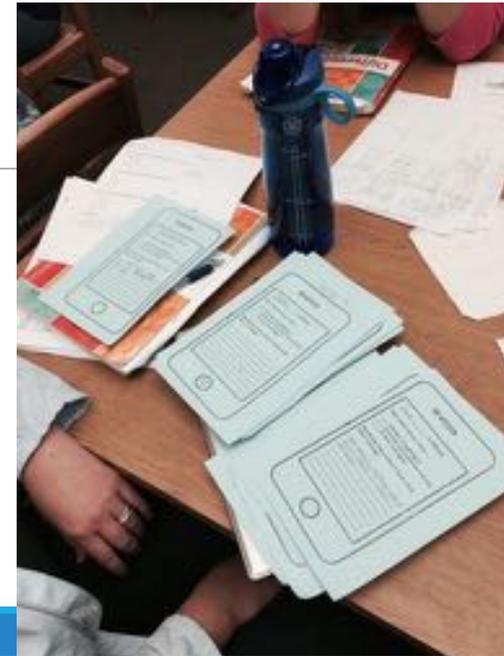
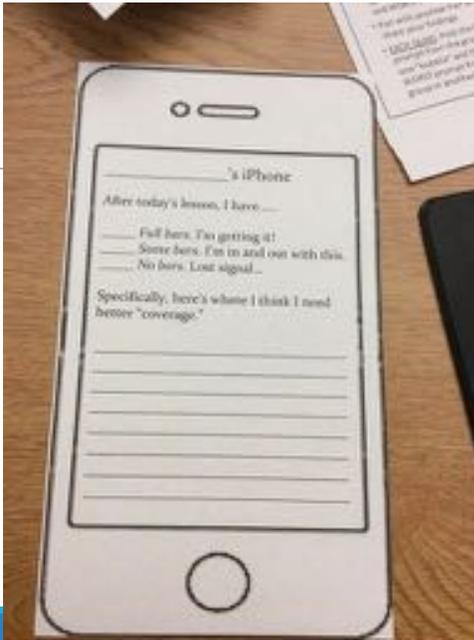
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Loosely-Structured Process ↔ Highly-Structured Process

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.

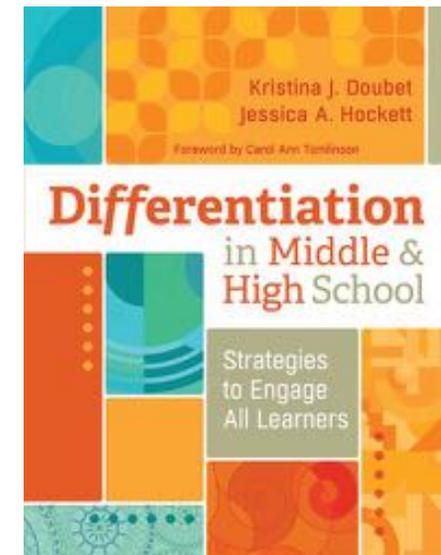


Use these sentence frames:

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

Chapter 7

More guidance strategies and tools for readiness differentiation



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

Use Recordings

✓ Of task directions

Allow students to rewind and play back as needed for clarification

✓ Of student thinking

Allow students to capture their thoughts/planning before beginning work and then play back while writing or solving



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Highlighted Texts

About 15% of a chapter/article – e.g.,
Introduction
Conclusion
Critical passages
Key graphics

Intended for second-language learners

Also helpful for students:

With ADHD

With learning Disabilities

Who have difficulty making meaning

Who struggle with reading



Tomlinson, 2008

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.

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

Tiered Graphic Organizers (Original Reading Organizer)

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

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Reading Organizer with Fewer Steps/More Structure

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 •Main ideas (<i>physical risks, psychological risks, decision-making</i>) •Puzzling passages: •Powerful passages: 	<ul style="list-style-type: none"> •Hints to Remember Meaning of important words: •Why ideas are important (<i>Find the highlighted parts of the text</i>) •Questions about passages: •Reactions/why powerful:

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Reading Organizer with More Facets/Greater Leaps

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

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Differentiated Planning Tools

Vary the level of support and guidance to keep ALL students “on their toes” but not “over their heads”.



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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,

Plickers

Which strategy are you most likely to try?

- A. Highlighted Texts
- B. Tiered Texts
- C. Recorded directions
- D. Graduated Organizers



DIRECTIONS:

Choose your answer; then hold your card up with the letter of your answer facing up.

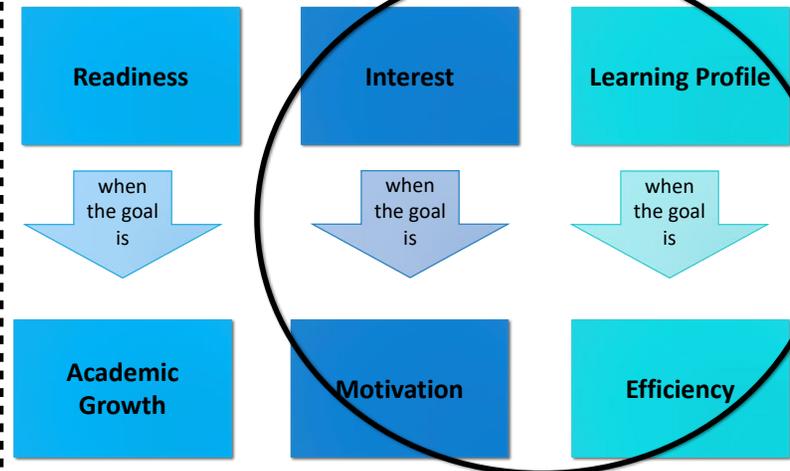
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What else can we do to make sure learning “sticks”?



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HOW?? Teachers can differentiate according to student



Based on Tomlinson, 2014

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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

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Adjusting Algebra Problems to Appeal to Student Interest

Interest	Problem Text
Traditional	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 <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	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]
Social Media	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]
Sports	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]

From Tomlinson, 2014. A Guide to Differentiating Instruction in the Classroom. The McGraw-Hill Companies, Inc.

116

4 Corners Interest Inquiry Groups

- Students choose from the following ad options and report to the corresponding corner:
 1. **Sports Drinks**
 2. **Hair Products**
 3. **Game Systems**
 4. **Phones**
- In pairs or groups of 3 with others who chose same option, students analyze the ads (on their chosen topic) for techniques used, strengths and weaknesses, and recommendations for improvement.



Social Studies

Your job is to use accurate information to provide a clear, reasoned, and supported opinion about whether we should retain the Electoral College. You may share your argument through one of the following products:

- Lawyer's opening remarks (defending or critiquing the system to an uninformed jury)
- Analogy—written or visual—that illustrates the process and your stance on the process.
- Speech to the public explaining the system and persuading them to adopt your viewpoint.

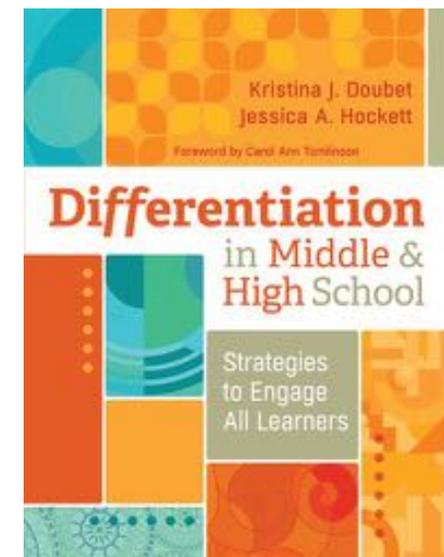


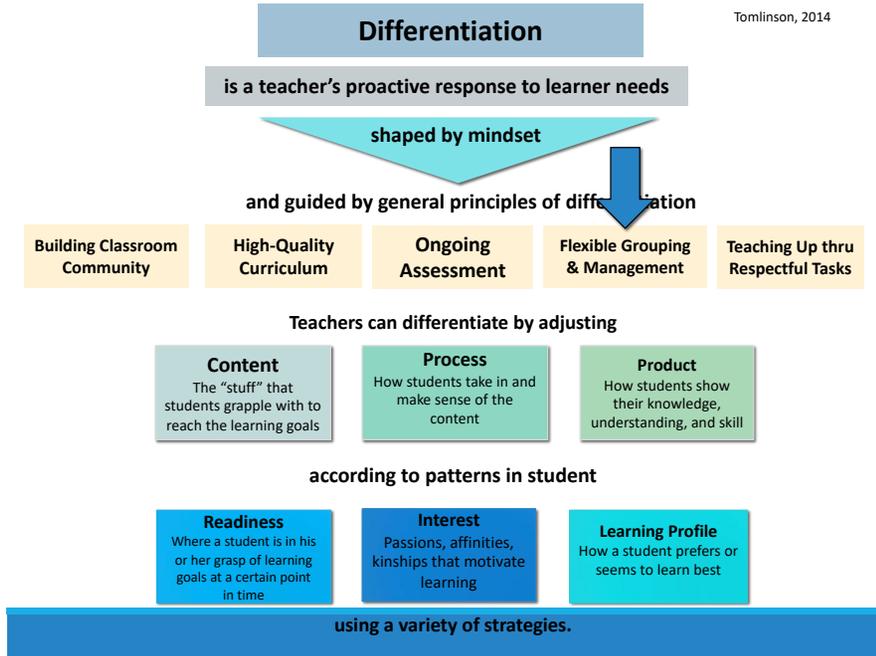
Science

After an introduction to cells, choose an organelle to study. Examine Khan Academy videos on your organelle and make a "dating profile" listing what your organelle has to offer the cell and what it will need from the cell in return.

Chapter 8

More guidance, strategies, and tools for interest-based differentiation





What is Flexible Grouping?

- Students consistently working in a *variety* of groups...
- ...based on *different elements of their learning*...
- ...and both *homogeneous* and *heterogeneous* in regard to those elements.



Tomlinson (2003) *Fulfilling the Promise of the Differentiated Classroom*.

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 Helps Students...

- ... discover connections with their classmates; it builds community.
- ... figure out what is needed to collaborate in an effective fashion.
- ... stay tuned in and on their toes
- ... get used to working in different configurations; this lays the groundwork for differentiation.



Flexible Grouping "Warm Up"

Day 1 | Grouping 1

Students line up by birth date (MM/DD) & form partners

Day 2 | Grouping 2

Students receive a playing card and form "same suit" trios

Day 3 | Grouping 3

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

Day 4 | Grouping 4

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

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

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

Turn and Talk

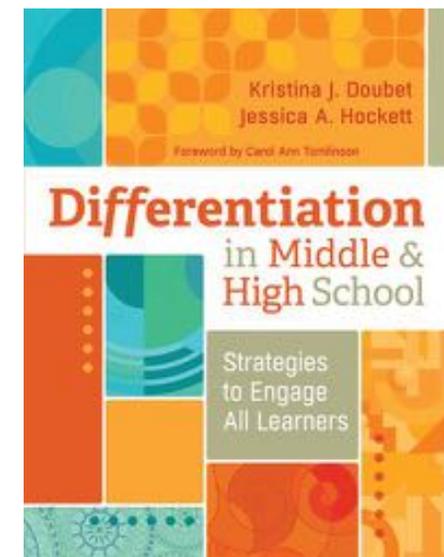
- Which of these strategies might you like to try?
- Which of these strategies might you like to adapt and then try?



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Chapter 9

More guidance, strategies, and tools for managing the differentiated classroom



Does it Work?



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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

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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.

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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.”

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Patterns

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 thirist 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.

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.

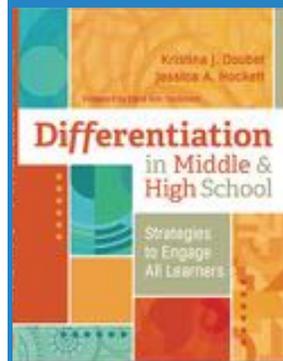
~April ~
7th Grade

The Results



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Please Stay in Touch!

www.KristinaDoubet.com

Take Care

