

Differentiation 101

Strategies to Engage and Equip All Learners

Emma Lazarus HS

11-7-2017

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Housekeeping

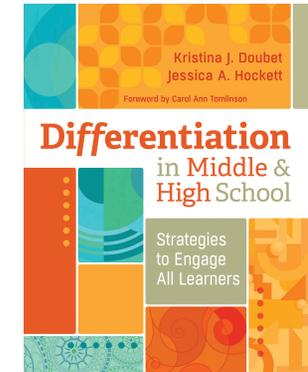


You should have a copy of
*Differentiation in Middle
and High School*.

I will distribute additional
activity materials as we go.

If you need anything else
today, I will post it under
“Handouts” at

www.KristinaDoubet.com



Click on “Download Handouts”

Kristina J. Doubet Ph.D

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DOWNLOAD HANDOUTS

Agenda

- 8:30 – 9:00 Getting on the Same Page – DI 101
- 9:00– 9:30 Affective/Social Foundation
- 9:30 – 10:00 Formative Assessment
- 10:00-10:15 Break
- 10:15 – 11:00 Readiness Differentiation
- 11:00 – 11:30 Interest Differentiation



Workshop Driving Questions

- ✓ What is differentiation? What are its foundational principles?
- ✓ How can we discover student needs – both as a group and as individuals?
- ✓ What are some “low prep” things teachers can do to differentiate for student readiness, interest, and learning profile?

SO....



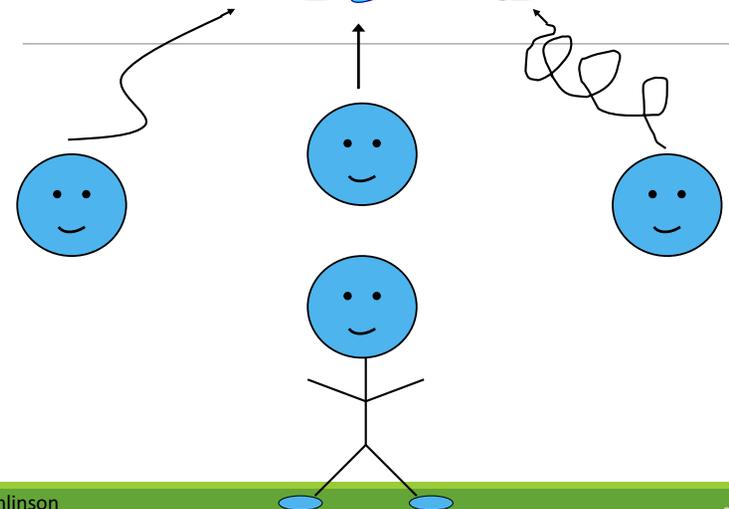
...what IS Differentiation, really???

Good Differentiation is NOT...

...just “different.”



Learning Result



Differentiation is NOT...

A once-in-a-blue moon “event”



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Differentiation is NOT...

An everyday necessity



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Math

- **Exit Card:** Students were given 3 word problems and asked to set up and solve each
- **Pattern:** Students either “Got it” (set up and and solved all 3 correctly) or “Made Errors” (in either set up or in solving; not all the same errors)
- **Task 1:** You solved all of these equations correctly. Now make up three equations for others to solve: one that’s harder than those you just solved, one that’s at about the same level, and one that’s easier.
- **Task 2:** [This #] of the equations that you solved are incorrect. Find the incorrect solutions and fix them.

*Adapted from Wiliam (2011). *Embedded Formative Assessment*

Good Differentiation is NOT...

...just “more” vs. just “less”.

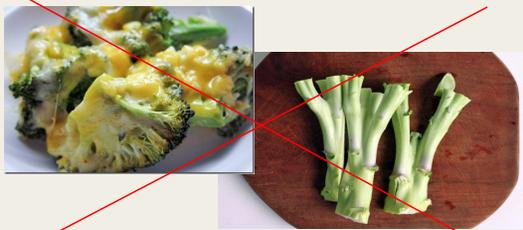


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Good Differentiation is NOT...

Appetizing vs. Unappetizing



High Expectations...

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

EXIT CARD (previous class)

Name: _____ Period: _____

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

Warm-up Journal Prompt:

Describe yourself in such a way that someone who had never met you would feel as though they know you well.

“ME” Metaphor Poem

A

1. Comb 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.

“ME” Metaphor Poem

B

1. Comb your journal entry and circle the descriptions of yourself that you believe are the most important.
2. 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.
3. 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 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

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



Equally Respectful?

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Good Differentiation is NOT...

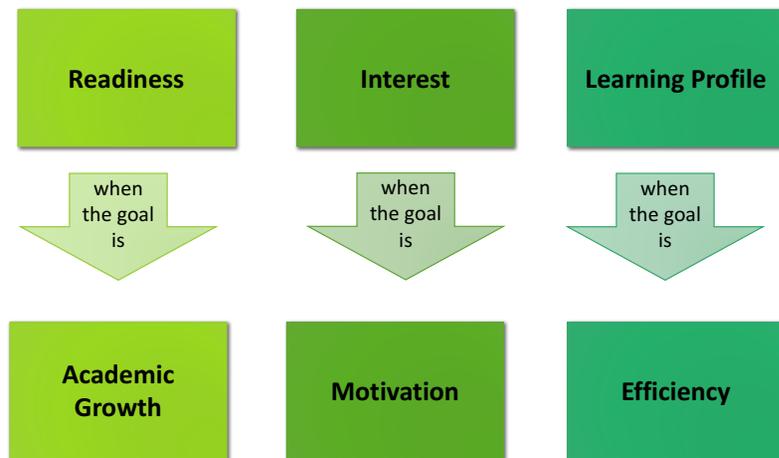
...relegating students to static ability groups



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Teachers can differentiate according to student



Based on Tomlinson, 2014

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

Proactive - Not Reactive

Carol Tomlinson

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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 some students

Something *extra* on top of good teaching

Mostly for students identified as **GIFTED**

A SET OF INSTRUCTIONAL STRATEGIES

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**

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

VALUING and PLANNING for DIVERSITY in HETEROGENEOUS SETTINGS

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 LEARN. TEACH. LEAD.

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

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Talk with an Elbow Partner

- What was affirmed for you?
- What surprised you?
- What challenged you?



Differentiation

Tomlinson, 2014

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



Survey Says!

- ✓ Form a sub-group of 3 people.
- ✓ Assign each group member to study one of the inventories on the following pages
 - Page 12
 - Page 13
 - Page 88
- ✓ Be ready to share what portions/ items would be good for your student.
- ✓ Share your impressions in turn—and add your own ideas to those of your colleagues



Hi! My Name is

Doodle Box: In the section to the right, draw what your doodles look like. >>>

Fast Facts:

Favorite Food: Favorite TV Show to Binge Watch on Netflix:

Favorite Book: Dream Vacation Destination:

Pepsi or Coca-Cola: Least Favorite Weather:

What are your goals after high school:

Your Theme Song:

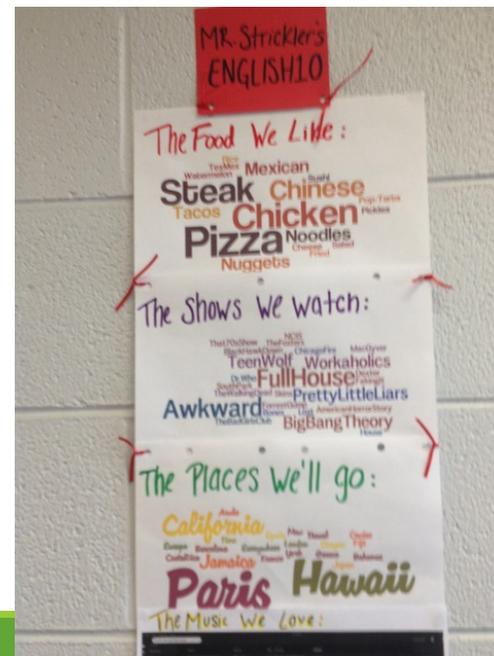
Think about the music you enjoy. Choose one song to be your "anthem." Make sure it's representative of you!

Song Title: Artist:

Lyrics that Most Represent You:

Explanation:

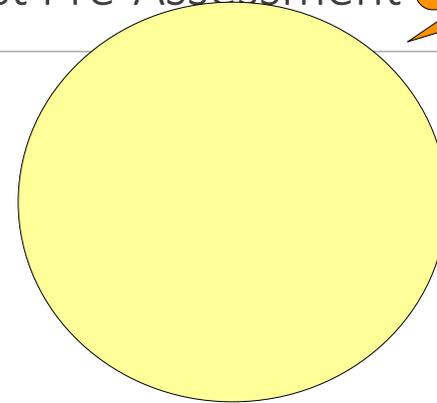
Miss Boljun & Mr. Spaldy
September 2016





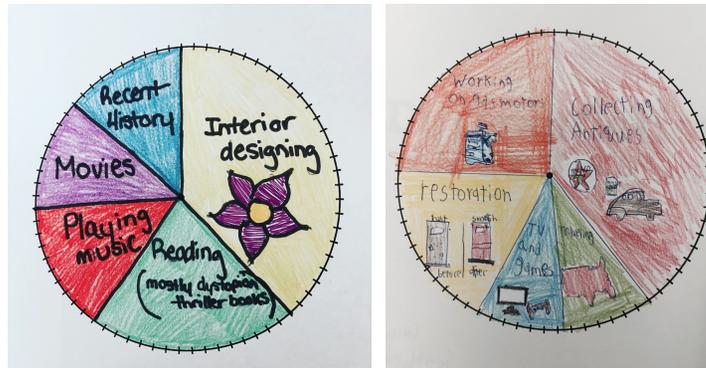
Interest Pre-Assessment

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



This Assessment is aligned to

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

BUILDING COMMUNITY



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.*

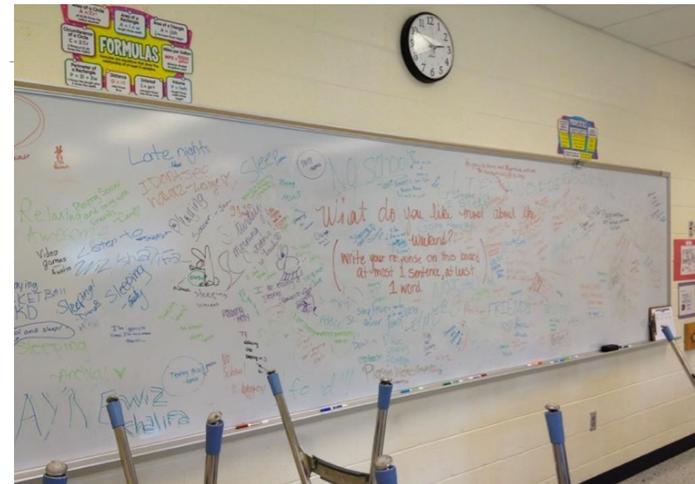
Graffiti Wall

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

Kelly's Twist



Kelly Freehill – Via Twitter – September 7, 2012

Book Pages 18-24



What's Your Plan?

TALK WITH ONE ANOTHER ABOUT HOW YOU PLAN TO BEGIN BUILDING HEALTHY **TEACHER-STUDENT** RELATIONSHIPS WHEN YOU BEGIN YOUR NEW SCHOOL YEAR.

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 Student Led Discussions

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

- ✓ = I knew that!
- ★ = 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 “movie trailer” 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 middle and high school 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.

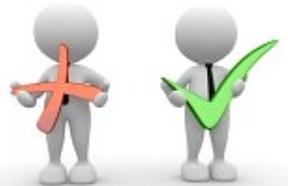
4. **Add your "two cents."** Read what is written in the three boxes. Add your opinion and your reasoning in this box.

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

Now...

- Read what was written your own paper.
- In your group, identify the 2-3 strongest arguments or points. (It doesn't matter who wrote them.)

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.

Book: p. 96



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

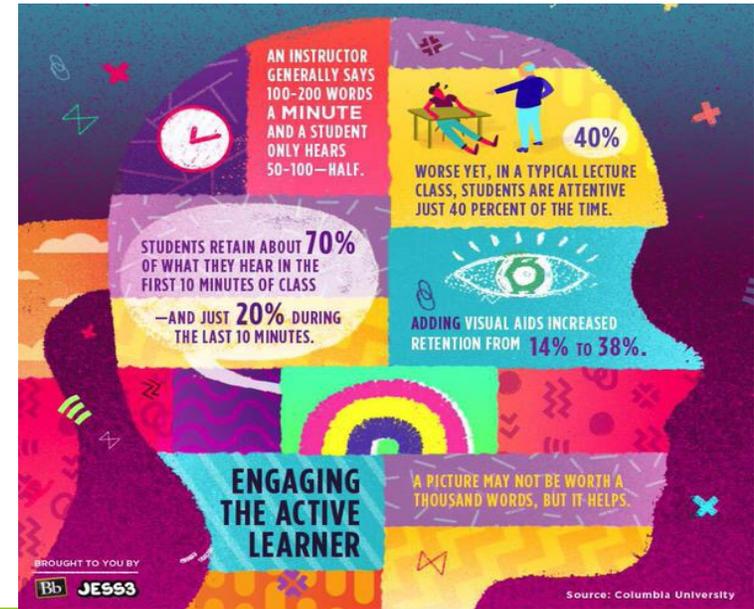
A STRATEGY THAT INVITES STUDENTS TO ENGAGE WITH OR STUDY SMALL PIECES OF A TEXT THEY'LL BE READING TO BUILD INTEREST IN WITH AND MAKE PREDICTIONS ABOUT THE TEXT (BEERS, 2002)

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”



Source: Mindshift/Columbia University

A differentiated classroom is first an interactive classroom.

Differentiation

Tomlinson, 2014

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

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Readiness

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Interest

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Learning Profile

How a student prefers or seems to learn best

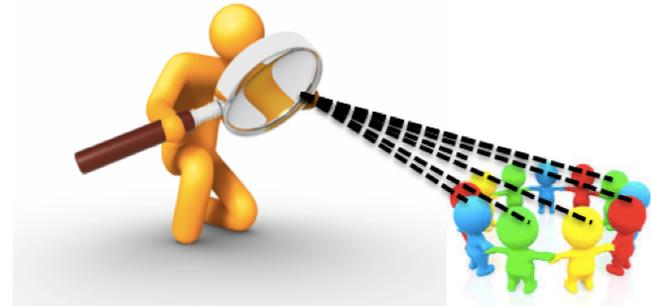
using a variety of strategies.



“Status of the Class” Checks

Techniques to use to survey the entire class for understanding.

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.

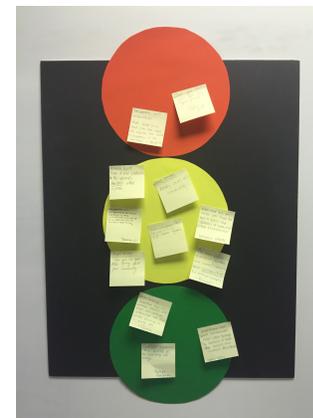


End of Lesson/Assessment Routine



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

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>

Readiness v. Ability

READINESS

"where" a student is in his or her grasp of learning goals at a certain point in time.

varies from lesson to lesson and skill to skill

best gauged by *recently-gathered* evidence that is *relevant* to the learning goals

ABILITY

a proclamation about a student's overall capacity as a learner or human being

often treated static or fixed across subjects, skills, or time

usually inferred from standardized test scores

Involves or implies comparisons to other students

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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,

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: 	

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

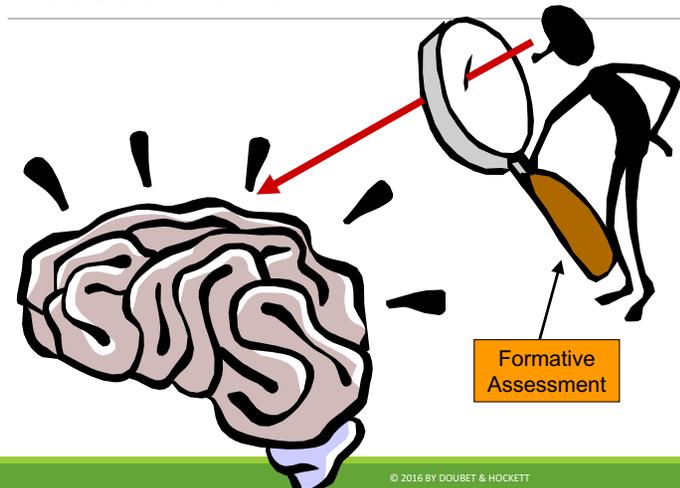


Use Recordings

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



ULTIMATE Goal of Formative Assessment



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 “Customize- able” PROMPTS

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”: _____

IMPORTANT THINGS

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

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

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



Be ready to share your selections with a colleague

Share and Compare

- Meet with your line-up partner
- Each partner shares their "Top 2" finds
- Be ready to share one of those finds with the full group



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Assess, Then What?

We'll watch five 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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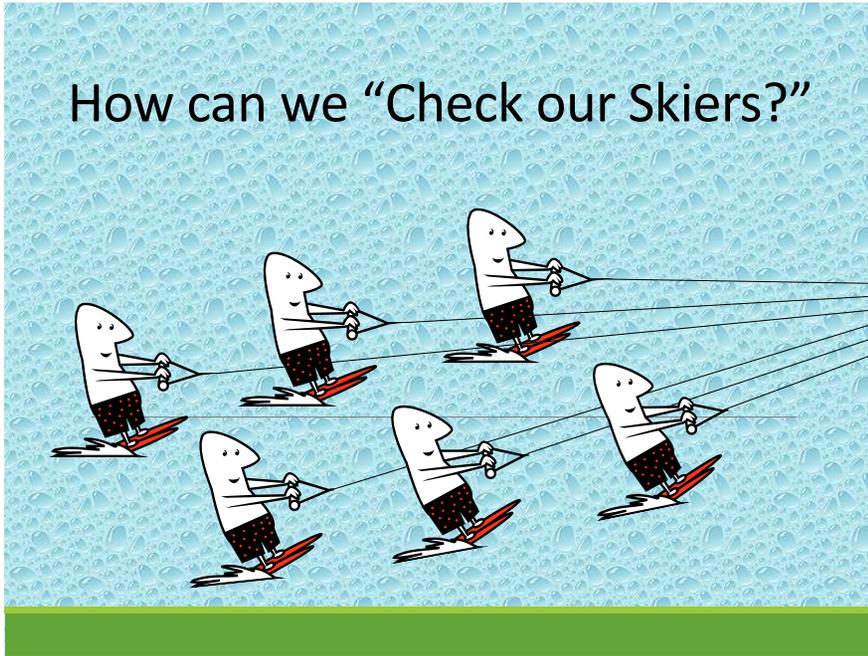
My Favorite "No!"



- 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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How can we “Check our Skiers?”



What if they are in different places...?



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Classroom 2: Error Analysis

- What might you have students examine in order to analyze work for misconceptions, errors, etc.
- How could you adapt this strategy to respond to differences in student readiness?



<https://www.teachingchannel.org/videos/students-learn-from-mistakes-ccssmdc>

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Students’ Task Directions

Try $x = 4$ $y = 12$ $16 + 12 = 28$

You are the teacher and have to assess this work.

- What do you like about Ava’s work?
- What method did she use? Is it clear? Is it accurate? Is it efficient?
- What errors did Ava make?
- How might her work be improved?

.....

.....

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Classroom 3: 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>



Tiered English Tasks

FOR EVERYONE:
REVIEW OF THE RELATIONSHIP BETWEEN ARGUMENT AND PERSUASION

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

Examine print ads for their use of ethos, pathos, and logos. What impact do those elements have on the "reader"?

Classroom 4 - Stations

Examine how one teacher responds to student differences.



Math Learning Stations: Trish Dutchie & Jennifer Finno

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



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For Discussion

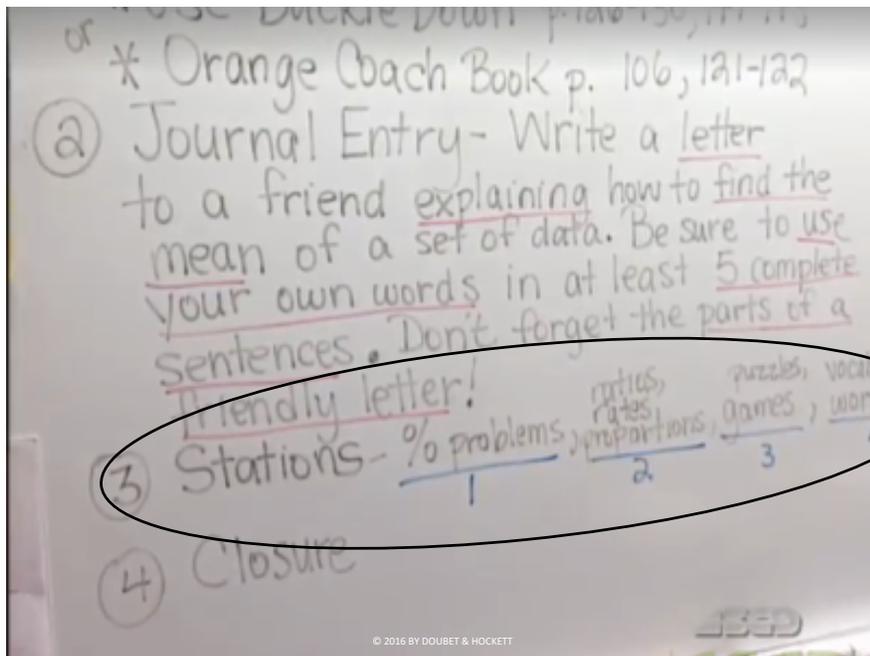
Directors, raise your hands!

Here are the discussion questions:

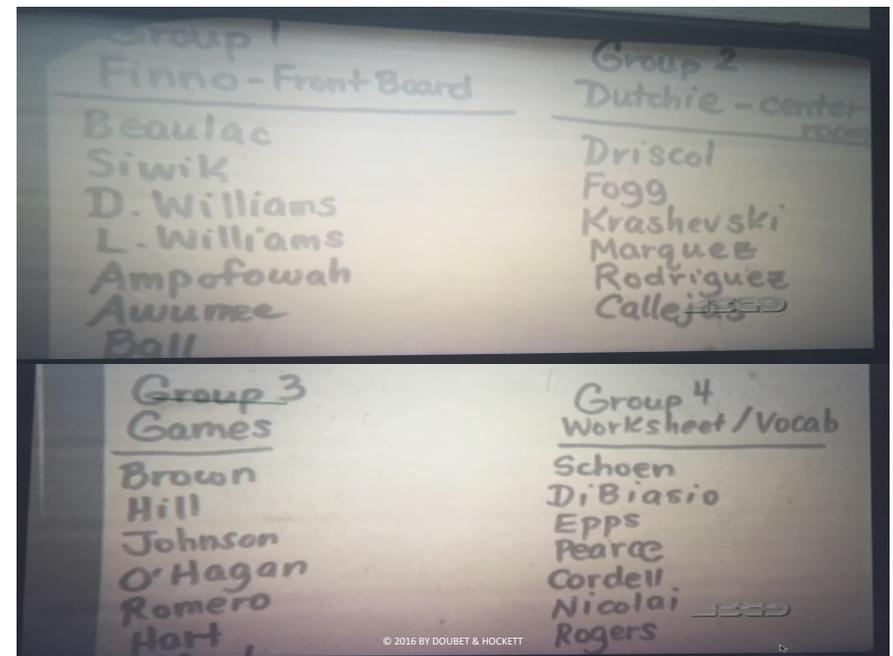
- What is this teacher's approach to differentiation?
- How effective is it? Why do you say so?
- What kind of preparation would it take to move toward this kind of classroom?



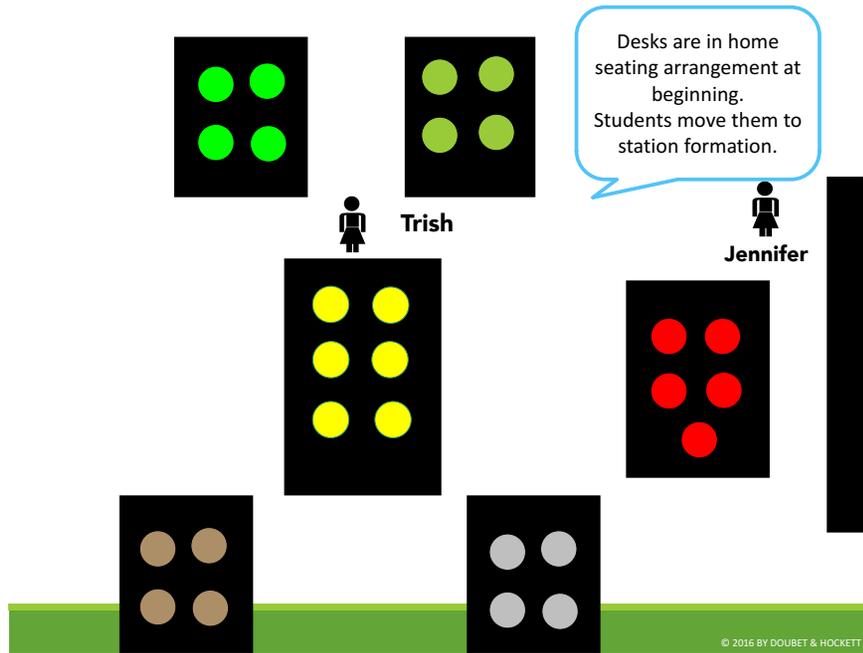
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Book: pp. 280-281



Learning Stations

- A structure for managing simultaneous instruction, learning activities, and/or tasks.
- Stations can be used to introduce topics or concepts, provide experience with or review material, or practice or reinforce ideas and skills.

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Which Technique did you Prefer?

1. My Favorite "No"
2. Tiered Error Analysis
3. Digital Exit Slips/Tiered Tasks
4. Stations



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ThinkDots

In small groups you will take turns rolling a die. The number you roll will be your "expert" number – write your name in the space next to the corresponding "expert" number on your graphic organizer and the corresponding title of your task (on the cards). Write your team members names and titles, too.

You are responsible for considering and recording some thoughts on your graphic organizer for your "expert" task (using the strategy you selected). You may meet with members of other groups working on the same task.

After you've had time to formulate your response, report back to your original group. Share, in order, your responses. You should take notes on your graphic organizer; you'll need those notes to complete the follow-up assignment/review/report



ThinkDots © Kay Brimjoin

Thinking About Your Favorite Strategy

<p>Explain</p> <p>How is your strategy connected to student engagement and success? What particular aspects of the strategy make it "work"?</p> 	<p>Interpret</p> <p>How would you explain your strategy to an audience of parents? How could you communicate what it is and why you use it?.</p> 	<p>Apply</p> <p>What is it about your strategy that will prepare students for their future (jobs, school, family, etc.)?</p> 
<p>Have Perspective</p> <p>What might a teacher need to do (in terms of instruction, management, etc.) to prepare students to use your strategy effectively?</p> 	<p>Empathize</p> <p>Discuss your strategy from the point-of-view of a student who might not enjoy it. What might be their main points of contention?</p> 	<p>Self-Reflect</p> <p>What <i>don't</i> you understand about using this strategy? OR How has your understanding of this strategy changed since using it?</p> 

Based on Wiggins & McTighe's Six Facets of Understanding

Test/Concept Review

<p>Explain It</p> <p>How is _____ connected to _____? Give examples.</p> 	<p>Interpret It</p> <p>How would you explain _____ to an audience of _____?</p> 	<p>Apply It</p> <p>Who uses _____? Why?</p> 
<p>Have Perspective On It</p> <p>Prove or provide evidence that _____.</p> 	<p>Empathize With It</p> <p>What are some common misconceptions that _____ have about _____?</p> 	<p>Know What You Know About It</p> <p>How has your understanding of _____ changed since _____?</p> 

Community-Building Think Dots

<p>If you could have any career in the world, what would it be and why?</p> 	<p>What's your favorite place to travel? What new destinations would you like to explore?</p> 	<p>If you could invite any 3 people – living or dead – to dinner, who would they be and why?</p> 
<p>You have been banished to a desert island and can bring only 3 items. What will you bring? Why?</p> 	<p>If you could trade places with a celebrity (for a day), who would it be? Explain?</p> 	<p>You won a million dollars! Give a detailed breakdown of what you'll do with the money.</p> 

Ecosystem ThinkDots

<p>What would happen if the top of this food chain disappeared? What would happen to the rest of the organisms? Diagram and/or write about how removing the top of the food chain affects the equilibrium of the system.</p> 	<p>Compare this food chain to another system we've discussed in class (a band, our bodies, a dance team, etc.). How is the food chain like this system? How is it different? How do all the parts depend on each other in both systems?</p> 	<p>How is this food chain like our own food chain? Think about what you eat on a typical day. What would happen if all of those food sources disappeared? What kinds of food would you have to eat to survive? How would this affect your environment?</p> 
<p>What do you think is the most important part of this food chain? Why do you think so? Explain your answer using both words and pictures.</p> 	<p>What do you think is the most important part of this food chain? Take on the voice of this animal and explain to the rest of the food chain why you are the most important. You can use words and/or pictures.</p> 	<p>Find a way to explain to you're your younger brother, sister, cousin, or neighbor why your food chain is so important. Explain the parts and how they interact. Use both words and pictures in your explanation.</p> 

Propaganda Techniques

Directions:

- In home groups of six, students 1) develop an idea for persuasive purpose on which their group will focus (e.g., donating money to _____, going green, wearing pink on Wednesdays), and 2) role the die to determine the propaganda technique each group member will adopt
- Students move to expert groups where they review the definition and examples of their "rolled" technique. Students then craft arguments for their home group's purpose using that technique, checking their work with their expert group mates
- Experts return to home groups and share.
- Home group composes a persuasive piece incorporating all six techniques

Bandwagon ●	Time Crunch ●●	Glittering Generality ●●●
Snob Appeal ●●●	Card Stacking ●●●●	Red Herring ●●●●●

Portions Adapted from Carol Tomlinson

The Great Gatsby – Chapter 5

From Gatsby's perspective, how does his reunion with Daisy both live up to and disappoint his memories of his former relationship with Daisy? Cite textual evidence. ●	Nick's has learned a great deal about both Gatsby and Daisy in this chapter. Of what should he be critical or cautious? About what should he be concerned? Cite textual evidence. ●●	What has Nick "gained" in this chapter? Consider multiple facets such as material things, relationships, knowledge, insight, motivation, etc. Cite textual evidence as support. ●●●
Compile a list of characters whose lives will be affected by the actions of Daisy/Jay/Nick in this chapter and briefly explain <i>how</i> , citing textual evidence as support for your suppositions. ●●	Record at least 5 symbols from this chapter (e.g., the clock, the shirts). Explain the significance of each symbol as it 1) appears in this chapter and 2) connects to past chapters. Cite textual evidence. ●●●	If you were to end this story now and make it turn out "happily ever after," what would happen? Outline a final chapter that ends with everyone happy; provide textual evidence that proves this is a defensible hypotheses. ●●●

Based on deBono's "Six Thinking Hats"

EQUATION THINK DOTS

- The teacher can write one problem on the board for everyone to use (undifferentiated)
- The teacher can give a different problem to each small group, or write different problems on the backside of each card, differentiated for each group (should use formative assessment evidence to decide on different problems).
- Can be used as sense-making after the intro of a new concept/problem type, as a review, or as part of a homework check.

Solve this problem. What was easy about it? Not so easy? ●	Create and solve a problem similar to this problem. ●●	What's one question someone should ask themselves when they first look at this problem? ●●●
What's a mistake that someone might make in trying to solve this problem? Why might they make that mistake? ●●●	What mathematical concepts or terms/vocabulary does this problem show? Be specific! ●●●●	Write a step-by-step set of directions that tells someone who was absent today how to solve this problem. ●●●●●

Portions Adapted from Carol Tomlinson

Historical Document Analysis (Tier 1)

ORIGINS Who produced this source? When did he/she/they produce it? How do you know? ●	PURPOSE Why or how was this source produced? How do you know? ●●	TIME & PLACE Identify and explain two or more things that the source tells you about life in the time and/or place it was written. ●●●
CONNECTIONS In what ways could this source help you or someone else better understand recent or current events in our city, country, culture, or world? ●●	SOURCE APPEAL Besides a historian, who else might be interested in this source, and why? ●●●	MISSING PIECES Write two questions to the author/creator that are left unanswered by this source. Then, offer possibilities for where & how you might find the answers. ●●●

Historical Document Analysis (Tier 2)

<p>ORIGINS</p> <p>Did the author(s)/ creator(s) of this source have firsthand or secondhand information about the topic, event, etc.? How do you know?</p> <p style="text-align: right;">●</p>	<p>PURPOSE</p> <p>What evidence in this source helps you know why it was produced, and for what audience it was produced? Quote or cite evidence from the source.</p> <p style="text-align: right;">●●</p>	<p>TIME & PLACE</p> <p>What evidence in the source suggests that it <u>is and/or is not</u> representative of the ideals, thinking, controversies, or other aspects of the time and place in which it was created?</p> <p style="text-align: right;">●●●</p>
<p>CONNECTIONS</p> <p>In what ways could this source help you or someone else better understand other historical events or perspectives?</p> <p style="text-align: right;">●●●</p>	<p>SOURCE APPEAL</p> <p>Who might have been interested in this source at the time it was written, and why?</p> <p style="text-align: right;">●●●</p>	<p>MISSING PIECES</p> <p>What question(s) about the events or people described/ depicted in this source are left unanswered, but might be “answered” in another primary or secondary source? Identify the questions and the sources; defend your thinking.</p> <p style="text-align: right;">●●●●</p>

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)

So HOW would you logistically group students each day? One Approach:



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!

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

How do I get my Groups to Produce Quality Work?

- Detailed task cards/recordings/screens
- Something PRODUCED in group
- Interdependence/accountability
- Self-Check rubrics/grading criteria
- Between group peer checking
- Something to move to when we're finished (so there's not incentive to rush)
- System for asking for and receiving help

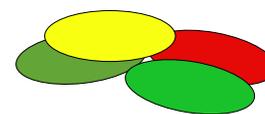


DOUBET & HOCKETT - ASCD - 2015

Getting Help During Group Work



QUESTION CHIPS

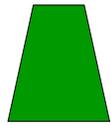


Judy Rex

Rules for Using Question Chips

1. Each student or group gets a certain number of chips (e.g., 3)
2. 1 chip = 1 opportunity to ask the teacher a question; when you're out, you're out!
3. During group or independent work, students must decide if they need the teacher to answer their question. If they can figure it out together or ask another student/group for help, they should "reserve" their chip for a situation that seems more "urgent."

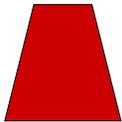
From: Doubet & Hockett (March 2015) *Strategies for Differentiation in Middle and High School*. ASCD.



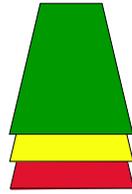
Green = We're good to go!



Yellow = We need you over here, but we can continue working!

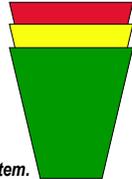


Red = S.O.S. We need you here right now, and we've stopped working!



Upside down during task

Right-side up when finished



COLORED CUPS FOR MANAGING GROUPS

You can post a sign like this in the room to teach students how to use the system.

Place cups on desks prior to the start of the period to "signal" students that they will be doing group work.

Teachers can differentiate according to student



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.

Interest Inquiry Groups – Soc St.

- Students choose from the following "systems":
 - **Writing a Song**
 - **Strength Training**
 - **Planning/taking a trip**
 - **Playing a Video Game**
- In pairs or groups of 3 with others who chose same option, students discuss how steps of this system resemble the steps of creating legislation.

Interests:
Music (writing/producing)
Working Out
Traveling
Video/Board Games

Science



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.

From Doubet, K.J. & Hockett, J.A. (October 2016). *The icing or the cake? Educational Leadership* , pp. 16-20.

Social Studies



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.

From Doubet, K.J. & Hockett, J.A. (October 2016). *The icing or the cake? Educational Leadership* , pp. 16-20.

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 Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom*. Thousand Oaks, CA: Corwin Press. 116

Some Choices take More Time to Prepare



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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



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 _____	Read the two accounts of _____	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.	Recommend to a friend the version of the account that <i>you</i> 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).	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.

Tri-Mind Example – Geometric Sequences (Heather Waller)

Analytical	Task Options (Choose One)	
	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.

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 why you are supporting or challenging them.

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.

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

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Photosynthesis/Respiration RAFT

Know: (See terms below the RAFT)

Understand:

Plants and animals have a symbiotic relationship with photosynthesis and respiration.
Photosynthesis and respiration are essential to human life.

Be Able to Do:

Explain the relationship between photosynthesis in plants and respiration in humans
Explain and connect the equations for photosynthesis and respiration
Explain the nature of human dependence on plants

Photosynthesis/Respiration RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
An animal of your choice	A plant of your choice	Song	Why I am grateful to you
Trees & shrubs in the local park	Real Estate Developer	Numbered List	Our needs, why you should care, and what you should do about them
Athlete	Coach	Letter (with sketches, if you'd like)	For better or worse: What plants have to do with my performance this year
High school biology student	3 rd Grader	Annotated diagram	You should care about plants – they matter to you!!
Scientist preparing for a Mars mission	Financial backers for the trip	Presentation	Plants—and plant substitutes: The unsung heroes of the mission

Important Terms: photosynthesis, respiration, carbon dioxide, sunlight, blue light or green light (or other colors), sugar, water, mitochondria, chloroplast, stoma (stomata), lactic acid, aerobic respiration, anaerobic respiration, autotroph, heterotroph, sunny, cloudy, cool, warm, long sunny days, short days, lungs, light energy, food energy

Annette Hanson, Timberline High School, Boise, Idaho

Tom Sawyer's RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
Sid	Aunt Polly	Affidavit	Why Tom should get a lickin'
Huck	Self	Poem or Song	Who am I without my friend, Tom?
Aunt Polly	Widow Douglas	Dialogue	Nobody knows the troubles I've seen (because of Tom)!
Becky	Tom	Letter	How I really feel about you...
Injun Joe	Self	Drawing of Dream	Why I'm going to get even with Tom Sawyer... and HOW I'll do it!
Muff Potter	Townspeople	Speech	Why I thank goodness for Tom Sawyer....

•This Raft is also differentiated according to readiness; top 3 formats are more difficult.

•Post RAFT Assignment –

•Meet in "Mixed Character" Groups and share RAFT responses

•Compose an essay on the following topic: "Taking multiple perspectives into account, is Tom a hero? Why or why not?"

Tom Sawyer Jigsaw Graphic Organizer

Directions: As your classmates present their RAFTS, take notes on what you learn about lab safety from their projects.

Character Discussed	Classmate Presenting	Notes

FLEXIBLE GROUPING

Grants access to learning opportunities

Strengthens classroom camaraderie

Exposes students to varied perspectives

Combats status differences

Builds empathy

Jessica Hockett & Kristina Doubet

What's Your Plan?

- **4 Interactive Strategies** I'll attempt:
- **3 Formative Assessments** I'll use:
- **2 Responses to FA** I'll incorporate
- **1 Interest or LP Strategy** I'll try:





At its core, Differentiation is about a movement from a *Teacher-centered* classroom to a *Student-centered* classroom.

“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

EVALUATE THE EXPERIENCE

Below is a link to ASCD’s Professional Learning Evaluation. We encourage all participants to complete the online evaluation at the conclusion of the workshop. All responses will be anonymously reported to ASCD.

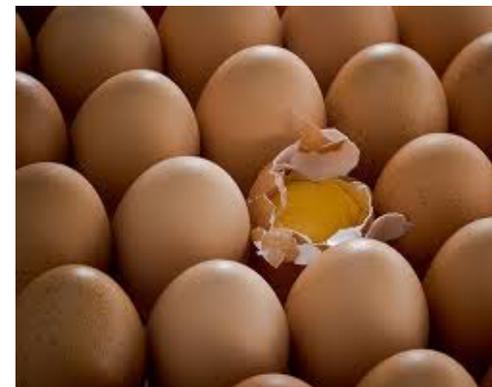
www.ascd.org/ascdpleval

Session PIN = **KJD5**

Thank you for taking the time to honestly evaluate the program. The results we receive help us to improve the quality of services we provide.

ASCD
PROFESSIONAL
LEARNING SERVICES

Break Time!! Take 10!



We will begin in ...

