

Differentiation and Common Core: What's the Connection??

Curriculum maps out a flow of logic or plan for what we need to teach about a particular topic or content area at a given time.

Common Core standards provide a framework for developing that flow of logic or plan.
Common Core is a **curricular** framework.

Instruction maps out and executes a line of logic or plan for how we need to *teach* the curriculum in order to support student success with the content.

Differentiation provides a framework for developing that flow of logic or plan.
Differentiation is an **instructional** framework.

Common Core also indicates that curriculum should be meaningful, high level, complex, and transfer-oriented for virtually all students (exception: some students on IEPs).

Differentiation has as its primary goal maximum success for the broadest possible range or learners in the context of rich, rigorous, meaningful curriculum.

So **Differentiation** provides a mechanism for achieving **Common Core** goals for all learners.

“Teaching Up”

Common Core
requires
teaching up.

Effective
differentiation
calls on us
to teach up.

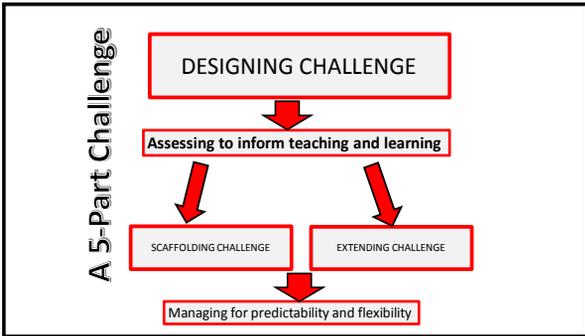
What Does it Mean to Teach Up?



TASKS:

- Clear KUDs
- Require careful thought
- Focus on understanding
- Problems to solve/Issues to address
- Use key knowledge & skills to explore, or extend understandings
- Authentic
- Require support, explanation, application, evaluation, transfer
- Criteria at or above “meets expectations”
- Require metacognition, reflection, planning, evaluation

A key premise of DI



1. Designing Challenge
 (goal clarity, engagement, understanding, teaching up).

DESIGNING CHALLENGE

- A focus on meaning (why the content matters),
- A focus on understanding (how the content makes sense),
- A focus on relevance (why a student will care),
- Designed for deep (vs. surface) learning,
- Requires application and transfer,
- Clear KUDs—with understanding in the foreground of student work,
- Necessity for critical and/or creative thinking (solving problems, grappling with issues),
- Real-world applications,
- A product focus,
- Opportunity for dialogue, discussion, examination of perspectives, confronting confusion,
- Task assignment based on persistent formative assessment,
- Requires student reflection (on goals, progress, formative assessment results, responsibility for own growth, etc.).

The Game Plan For Curriculum



1. Plan for Engagement
2. Clear KUDs
3. Focus on Understanding & Transfer
4. Teaching Up (A Common Core Imperative)

**AN
IMPORTANT
IDEA**

**It's essential to be clear about
what a curriculum is—and isn't.**

(A curriculum includes, but should not be limited to a set of standards in other words, a curriculum should not be seen as a "fixed" or "immutable" entity.)

Important Distinction

Standards are not a curriculum.

A textbook is not a curriculum.

A pacing guide is not a curriculum.

Those things are part of ingredients
for creating a curriculum.

This is NOT a meal...



It's ingredients for a meal!
You would not take people you care about into the kitchen, point to the ingredients on the counter, and say, "Here's dinner. Eat it."

To make dinner,
you mix the ingredients in an
appetizing and healthful way...



...ensuring the right balance
of ingredients

In fact - with the same ingredients, you can
make a base



that you can then use to make
many different dishes



Depending on the tastes and diet needs of your
diners.

In other words...

Standards are mandated ingredients...

Important...

But not a meal.

Planning, preparing and serving the meal requires teachers who are thoughtful and creative.

Curriculum based on standards also makes room for the students who must learn it!

What do you Think...

About the idea of making dinner vs. serving ingredients?

What do you see as the differences in the two approaches?

Where are you and most of your colleagues now?
Why do you say so?

What are your most important next steps in making dinner vs. dishing out ingredients?



Please talk with a couple of elbow partners about this idea...

Movie Time...



An example of challenging curriculum that addresses the intent of Common Core



In this Classroom, Look For:

- 1) The nature of the learning environment
 - mindset
 - connections
 - community
- 2) Quality of curriculum
 - engagement
 - understanding
- 3) Examples of how the teacher addresses student variance
- 4) Your own questions

PCM-RW

QUALITY CURRICULUM:
THE SHORT VERSION

Do I get
how this
works?
(Understanding)

Does this
connect to
my life?
(Engagement)

Understanding + Engagement = Understanding
(sense & meaning) = Success



To Ensure Engagement



However we conceive it, every lesson plan should be, at its plan at its heart, motivational plan. Young learners are motivated and engaged by a variety of conditions. Among those are:

- novelty
- cultural significance
- personal relevance or passion
- emotional connection
- product focus
- choice
- the potential to make a contribution or link with something greater than self

Tomlinson • 2003 • Fulfilling The Promise...

To Ensure Understanding...



...Work from Clear KUDs!



Students can hit any target that they know about and that stands still for them.

~Rick Stiggins

Planning a Focused Curriculum Means
—At the Very Least—Clarity About What
Students Should ...

KUDs are shorthand for essential knowledge, essential understanding & essential skills

• **UNDERSTAND**
– Principles/generalizations
– Big ideas of the discipline

KNOW
– Facts
– Vocabulary
– Definitions

• **BE ABLE TO DO**
– Processes
– Skills

→ **KNOW**

Facts, names, dates, places, information

- There are eight continents
- Winston Churchill
- 1066
- The Nile River
- The multiplication tables
- Procedural information (how to...)



→ **BE ABLE TO DO**

Skills (basic skills, skills of the discipline, skills of independence, social skills, skills of production)
Verbs or phrases (not the whole activity)

- Analyze
- Solve a problem to find perimeter
- Write a well supported argument
- Evaluate work according to specific criteria
- Contribute to the success of a group or team
- Use graphics to represent data appropriately



→ **UNDERSTAND**

Essential truths that give meaning to the topic.
Stated as a full sentence.
Begins with, "I want students to understand THAT..."
(not HOW... or WHY... or WHAT)

- Multiplication is an efficient way to do addition.
- Geography is destiny.
- People migrate to meet basic needs.
- All cultures contain the same elements.
- Entropy and enthalpy are persistently competing forces in the natural world.
- Poetry connects people with ideas, beliefs, & feelings.
- Angles are measures of turning.
- Rhythm organizes time and energy of sound & silence.
- Art is deception.
- All history is past, present, and future.
- Storytelling is a vehicle for sharing one's perspective on reality.
- There are an infinite number of ways to arrive at the same answer in math.

FOCUS HERE!!!



**It is the teacher's
job to make explicit
that which we
hoped was implicit.**

**Likely KUDs for
the Science Lesson**

KNOW
ecosystem, perspective, personal
lens, stakeholder lens, system
culture, persuasive writing....

UNDERSTAND
People's contexts shape their perspectives on events and information.
Science is part of a social system and is dependent on that system for its impact.

DO
Use scientific data to make decisions
Construct a logical argument using persuasive writing
Work collaboratively to solve problems



If we don't know with good precision where
we're trying to go with our students and how
we'll get them all there,

The odds are, we'll miss the target!!



Where's Your Thinking...

About KUDs?

What do you understand about them in terms of both concept and application?

Not understand?

How do you see KUDs relating to Common Core???

Where are your colleagues in terms of clarity about and use of KUDs in their work?

Please talk with a couple of fence partners about these questions.



Designing Challenge with Common Core (making dinner vs. teaching ingredients)

Identifying KUDs—Beginning with a Standard

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 7 Reading Standards for Literature

Unpack this Standard: What Might its KUDs Be?

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 7 Reading Standards for Literature

Know

Elements of fiction (plot, setting, character, theme)
Analysis, evidence, interaction, supporting a position

Understand

Elements in our lives affect us and affect one another.
The people we associate with help shape us—and we help shape them.
Time of day, weather, where we are, the music we hear all impact our mood, thoughts, and actions.
The “themes” of our lives that most strongly represent who we are and what we stand for shape our thoughts, lives, and actions.
Authors use the elements of fiction in purposeful ways to guide readers’ thinking. Stories are representations of life and in that way, act like our lives do.
Each element in a story shapes every other element in the story.

Do

Recognize the elements in a story.
Analyze how the elements interact—and why.
Provide evidence from the story to support their explanation.

Making dinner vs. serving ingredients.



It's a Mystery!!!
A kindergarten example of quality curriculum: Engagement + Understanding with Standards

When the kindergartners came to school, they saw something unusual.

Something or someone had been in their cubbies on the porch outside their classroom.

A cookie had been taken out of its wrapper and a juice box was almost eaten!

Cris Lozon & colleagues



"Look! The tracks go down to there!"

"Maybe it's dog prints."

"It can't be a big person

It can't be baby prints because there is some fur sticking out of it."

It can't be squirrel prints because they are too small."

"It looks like it has only four fingers and three toes."

And that's how the scientific thinking of the kindergarten students started.

They saw tracks from an animal, but no one knew what made those tracks.



The kids asked the secretary if she knew about different animals on campus that might go into their cubbies at night. They showed her what they found. She knows the campus better than anyone. They looked for more tracks on campus.



They constructed a hypothesis about which animals on campus might have made the prints. They called Miss Amy in the library to see if she could help them find books about raccoons and possums and any other animals that might have four fingers and three toes. She could!



At exploration time, they played with wooden animals and wondered whether any of those animals might make prints like the ones on the porch. They tested their hypothesis about what animal might have made the prints by looking at patterns in the books Miss Amy gave them. They analyzed their data in groups and concluded that a raccoon came and ate the snack in their cubbies.



At the end of the day, Cris taught the students the elements of scientific inquiry that they'd been using.

We talked about how when they were outside, they exhibited behaviors of a group of scientists who asked questions, formed hypothesis, experimented with clues in around the premises, compared and contrasted the tracks, and used tools (some ran back in the classroom and got the magnifying glasses) to help them find the answers

The kindergartners asked for a list of the words so they could tell their parents about their work as scientists.

Kindergarten KUDs for "It's a Mystery"

Know:
 scientist, observe, scientific method, inquiry, experiment, hypothesis, tools, clues, compare/contrast

Understand:
 Scientists try to answer questions about the world around them.
 Scientists observe so they can ask and answer important questions.
 Scientists use information to get clues about how things work so they can answer important questions.
 Scientists test their ideas to see which ones are correct.
 Scientists can explain how they work and why they get the answers they get to their questions.

Be able to Do:
 Compare and contrast
 Develop a question to answer through inquiry
 Hypothesize
 Use information to establish clues
 Draw an informed conclusion and explain the conclusion

What's Your Response...



To these examples of making dinner vs. serving ingredients?

Are they closer to the spirit of Common Core than serving ingredients?
 Why do you respond as you do?

Will making dinner serve students better in terms of their own development as learners?
 Why do you respond as you do?

What role do KUDs play here?

Please talk with a couple of elbow partners about these questions.

Assessing to Inform Teaching & Learning

(On-going assessment for planning and feedback—not for judgment and grades.)



What do you Think...

Are the attributes of effective formative assessment?

How would it look if it were used to maximum benefit?

What would its connections with curriculum be? (How would the two cogs turn together?)

How would students experience formative assessment in a good world?

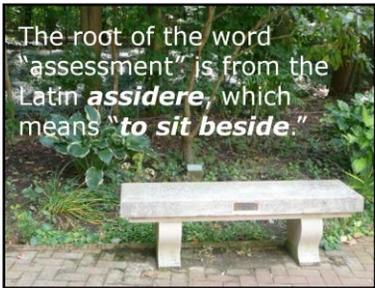


Please talk with a couple of elbow partners about this idea...

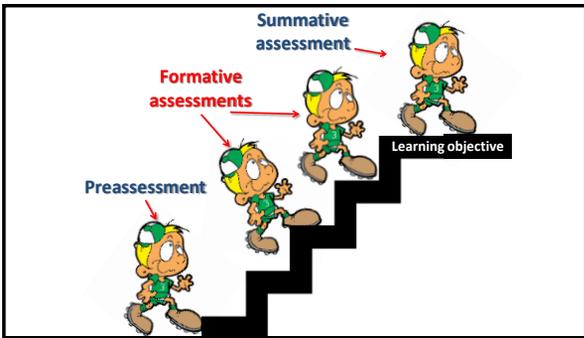
3 elements to consider...

1. Make sure the formative assessment is tightly aligned with KUDs
2. Make the assessment a thoughtful dipstick—not an exhaustive “test”
3. Ensure that the assessment encourages thinking/understanding, as the lessons that follow will.





The root of the word "assessment" is from the Latin **assidere**, which means "to sit beside."



Summative assessment

Formative assessments

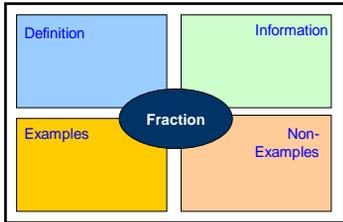
Preassessment

Learning objective

Pre-Assessment

- Before a unit begins
- Not Graded

Directions: Complete the chart to show what you know about fractions.
Write as much as you can.



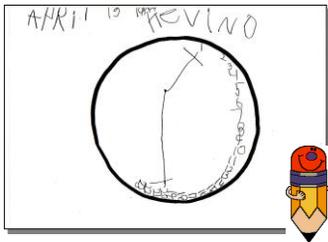
Useful for pre-assessment & formative assessment of readiness in many grades & subjects

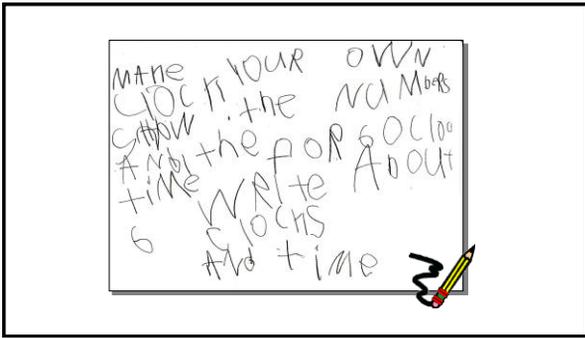
Social Studies Pre-assessment

Mesopotamia	
Geography	Economy
Lifestyle	Select 2 and explain how they are connected

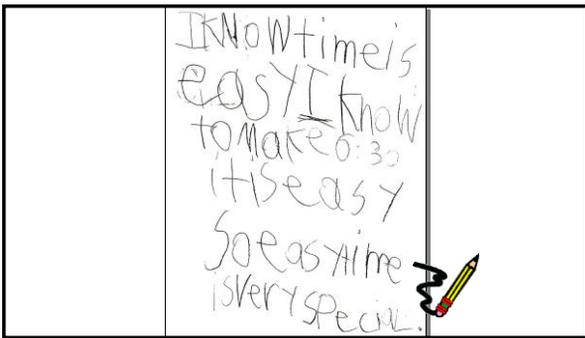
What's the understanding reflected in this example?

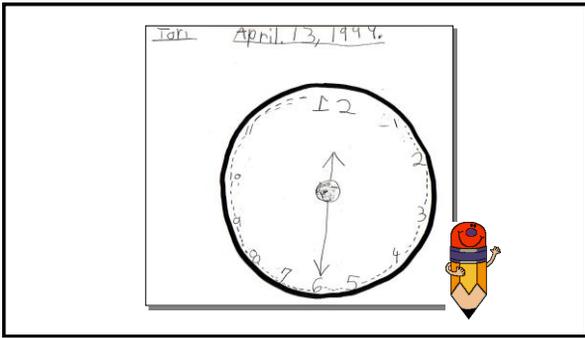
An Example of Pre-assessing Student Readiness in a Primary Classroom

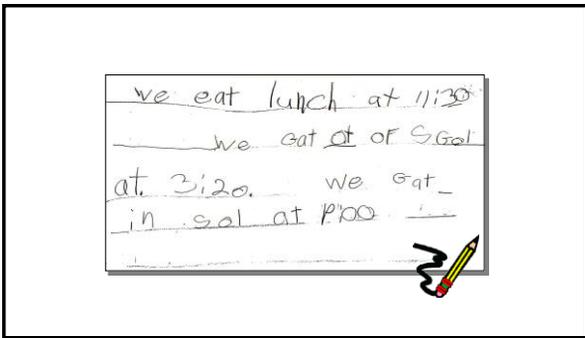


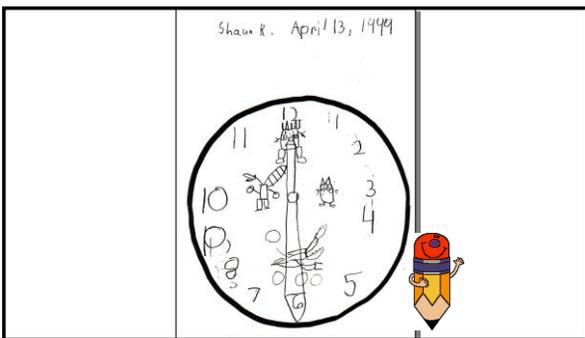












6:00 clock moms up
 5:00 clock Dads up
 7:15 Shaun R up
 9:30 Kayli
 8:30 Bob
 9:00 clock school
 10:30 snack
 11:30 Lunch
 4:00 clock home



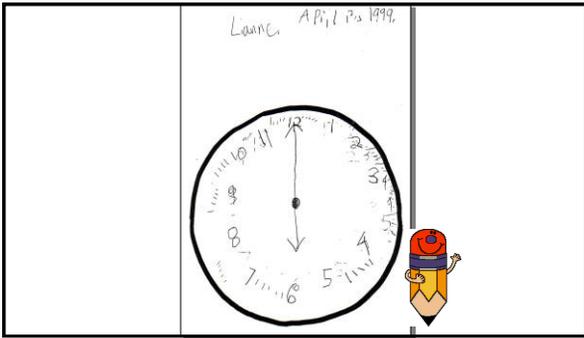
Name Chelsea

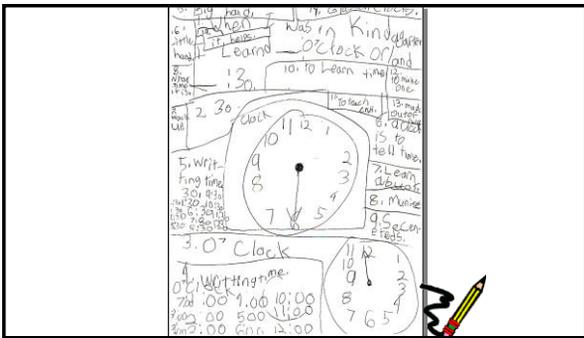
4 Clock




a clock helps you
 tell time Clocks are
 fun to write + I
 over I can read
 from the Mikeer webs
 I work at 6:00
 and my MOM was
 late for work







Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 7 Reading Standards for Literature

Know
 Elements of fiction (plot, setting, character, theme)
 Analysis, evidence, interaction, supporting a position

Understand
 Elements in our lives affect us and affect one another.
 The people we associate with help shape us—and we help shape them.
 Time of day, weather, where we are, the music we hear all impact our mood, thoughts, and actions.
 The “themes” of our lives that most strongly represent who we are and what we stand for shape our thoughts, lives, and actions.
 Authors use the elements of fiction in purposeful ways to guide readers’ thinking.
 Stories are representations of life and in that way, act like our lives do.
 Each element in a story shapes every other element in the story.

Do
 Recognize the elements in a story.
 Analyze how the elements interact—and why.
 Provide evidence from the story to support their explanation.

KIDS to pre-assessment
 How would YOU determine
 students' entry points for
 this lesson sequence?

Name _____ Class Period _____

1. Explain in words or words and images how you think our lives are like the lives of characters in a story or a movie or a play.
2. What are the elements of fiction? Please define or describe the elements you list.
3. How would you explain to a fourth grader what you do when you analyze something?
4. What do you think the most important theme in your life is? In other words, what theme does the best job of capturing who you are and what you stand for?

A pre-assessment to determine students' entry points with critical knowledge, understanding and skill related to interaction among elements of fiction

Formative (On-Going) Assessment

- Throughout a unit
- Rarely Graded

Feedback That Moves Learning Forward

The word *feedback* was first used in engineering to describe a situation in which information about the current state of a system was used to change the future state of the system, but this has been forgotten, and any information about how students performed in the past is routinely regarded as useful. It is not.If we are to harness the power of feedback to increase student learning, then we need to ensure that feedback causes a *cognitive* rather than an emotional reaction--*in other words feedback should cause thinking*. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor.

Wilam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree, 131-132.

Movie Time....



In this Example:

- 1) In what ways are the two approaches this teacher uses here for formative/ on-going assessment alike?
- 2) In what ways are the two approaches different?
- 3) What might the teacher lose if she used only one of the two approaches?

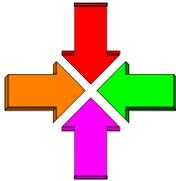


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EXIT CARDS

On your exit card---

Explain the difference between a folk tale and a fairy tale. Give some examples of each as part of your explanation.



Predict-Observe-Explain

What do you think will happen to the plants we "water" with milk for the next two weeks compared to those that get water? Why do you say so?

Day 3 observation _____

Day 6 observation _____

Day 10 observation _____

Does the outcome match your prediction? Why do you think that's the case?

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 7 Reading Standards for Literature

Know

Elements of fiction (plot, setting, character, theme)
Analysis, evidence, interaction, supporting a position

Understand

Elements in our lives affect us and affect one another.
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Authors use the elements of fiction in purposeful ways to guide readers’ thinking. Stories are representations of life and in that way, act like our lives do. Each element in a story shapes every other element in the story.

Do

Recognize the elements in a story.
Analyze how the elements interact—and why.
Provide evidence from the story to support their explanation.

KUDs to Formative Assessment

Name _____ Class Period _____

Please select **one** of the following prompts to demonstrate your understanding of the ideas we’ve worked with over the last two class periods.

1. Tell what you think the theme is of the video clip we just watched. Then, explain how the author used characterization, setting, theme, and plot to help viewers think about that theme as they watched the video.
2. Draw a diagram that shows how the various elements of a short story influence one another—and how they work together to create a unified theme or main idea. Be sure you label your diagram so its meaning is clear to someone who looks at it carefully.

A formative assessment to determine students’ developing knowledge, understanding and skill related to interaction among elements of fiction

Video Review: Assessment

Video Clip	Plus	Delta	Insight(s)
Kindergarten/Money			
Reading, Vocab.			
Voice, Literature			
Clickers, Thumbs			
1:1, Exit Cards			

"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 - pp. 86-87



Think of at least three ways it would change how we think about teaching and learning if we use pre- and formative assessment regularly in all of our classrooms to inform teaching & learning.

Please talk with an elbow partner to consider this question

3 Responsive instruction to ensure challenge (addressing readiness, interest, learning profile—scaffolding & extending challenge based on on-going assessment information)



The Game Plan For Instruction

1. Tightly aligned with KUDs
2. Based on Formative Assessment
3. Responsive to Readiness, Interest, Learning Profile
4. Effective use of Instructional Sequences
5. Thoughtful Selection of Instructional Strategies
6. Respectful Tasks
7. Flexible Grouping
8. Maximum Growth for Each Learner



Instruction

Using Formative Data To Plan Instruction



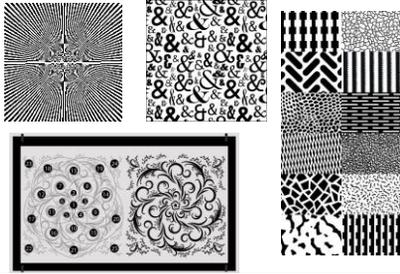
Readiness, Interest, Learning Profile, Flexible Grouping, Teaching Up



A Common Question

"What do I do with the assessments once I've given them??"

Interpreting Formative Assessment Information is a Pattern-Seeking Exercise



Thinking about Patterns in Formative Assessment (Pre- & On-Going)

What are you looking for in terms of KUDs in the assessment?

All 3? Just Ks? Just Ds? Just Us?
Acquisition? Understanding? Transfer?

What patterns do you see in student responses?

- These students can provide definitions but cannot explain
- These students can explain but are lacking in academic vocabulary
- These students have both academic vocabulary and explanation
- These students are missing key prerequisite knowledge, understanding, and/or skill
- These students can provide a cause and defend their reasoning
- These students can provide a cause but are weak in defending reasoning
- These students can neither provide a cause nor defend their reasoning
- These students can give correct answers but cannot transfer
- These students can give correct answers and transfer
- These students show acquisition, understanding, & transfer.
- These students show acquisition & early understanding, but can't transfer.

Building a Persuasive Paragraph

3rd Grade

KNOW: Purpose of a persuasive paragraph

Parts that come together to create a persuasive paragraph

Topic sentence, elaboration, concluding statement, persuasive paragraph, analyze

UNDERSTAND: How we construct what we write affects how readers understand it.

DO: Students will...

1. Analyze a paragraph to identify key components of a persuasive paragraph
2. Organize an individual paragraph with topic sentence, relevant elaboration, and a concluding sentence



Benitez, 2012

Pre-Assessment

- Administered during previous week
- Writing prompt
- What do you think?
 - Read the following prompt and let us know what you think about this issue. Write a paragraph that would help someone know what your point of view is about the decision.
 - The school board met and decided that recess would no longer be needed in school. They felt that it would help students spend more time learning without being interrupted each day for recess. What do YOU think?
- The teacher used a question about something that interests students in order to elicit their best responses
- Results from the pre-assessment:
 - **Group A** – Writing indicated that they were comfortable with the organization of their argument
 - **Group B** – Writing indicated that they struggled with organizing their argument

Steps in Lesson

- Reintroduce the pre-assessment topic and have the students Think-Pair-Share about their own opinion of the topic. Ask pairs to read the two sample paragraphs (both with the same opinion, but one is organized well, and another is not) and talk about which one they felt was more persuasive.
- Introduce to the whole group the vocabulary of organizing a paragraph (topic sentence, supporting details, elaboration, concluding sentence). As a class, go through each definition while all students highlight the example in the example paragraph with markers (Green – topic sentence, Blue- supporting details, Orange-elaborations, Red- concluding sentence).

Bowley, 2012

Sample Paragraph

- There are many reasons why we shouldn't have recess during the school day. **First of all, if we didn't have recess, we would have more time to work on projects in school without being interrupted.** Sometimes I am in the middle of something really, really important and then all of a sudden, we have to stop and I have to leave it behind. **By not having recess, fewer students would get hurt.** It seems that every time we are out on the playground, someone trips or falls and needs to go to the nurse. **Finally, by not having recess, we might do better on tests.** Everyone would have longer to study and we could all get A's. **So you see, if we didn't have recess, it would be good for our school.**

Bowley, 2012

Groups based on Assessment Info.



• **Quarter Pounder Group** – Grab your boxes and meet at the left side table



• **Big Mac Group** – Grab your boxes and meet at the right side table

Bowdley, 2012

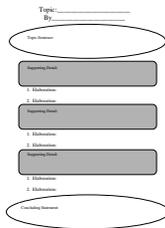
Quarter Pounder Group

- Pick up the Quarter Pounder boxes. With a partner, work on the jumbled paragraph inside your box. When you feel that it is organized, retrieve the answer key and check your work. Glue your corrected paragraph to your paper and turn in.
- Meet with teacher to talk about a model for persuasive paragraphs. Your teacher will give you a graphic organizer that will be used to organize your paragraph.
- Complete the following assignment
Using the graphic organizer, choose one of the following topics and tell us what you think about...
 - Whether chewing gum should be allowed in class, whether students should be allowed to bring toys to school, whether dogs make better pets than cats.

Your work will be reviewed to see to how well you show an understanding of how to organize a persuasive paragraph.

Bowdley, 2012

Graphic Organizer for Quarter Pounder Group



Bowdley, 2012

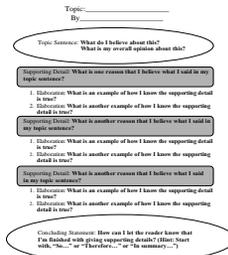
Big Mac Group

- Pick up the Big Mac boxes. With a partner, work on the jumbled paragraph inside your box. When you feel that it is organized, raise your hands to have your teacher check your answer. Glue your corrected paragraph to your paper and turn in.
- Meet with teacher to talk about a model for persuasive paragraphs. Your teacher will give you a graphic organizer that will be used to organize your paragraph.
- Complete the following assignment:
Using the graphic organizer, choose one of the following topics and tell us what you think about...
 - Whether chewing gum should be allowed in class, whether students should be allowed to bring toys to school, whether dogs make better pets than cats.
 - If you need a hint, go to retrieve an “extra topping” from our jars!

Your work will be reviewed to see how well you show an understanding of how to organize a persuasive paragraph.

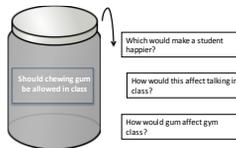
Bowley, 2012

Graphic Organizer for Big Mac Group



Bowley, 2012

“Extra Toppings” Example



Bowley, 2012

Future Steps in Lesson (cont'd)

- Students present their writing; teacher assesses products for student understanding of the organization of persuasive paragraphs.
- Re-teach & practice as necessary.
- Formative assessment of and instruction on making a link between supportive details and opinion.
- **Eventual summative assessment:** Writing a persuasive paragraph
 - Students will choose a side of an argument and build a logical case for their opinion.
 - The paragraph will need to be:
 - Clear, and logical,
 - Have a strong, clear topic sentence stating the writer's opinion,
 - Have supporting details with elaborations,
 - Include a concluding sentence that restates the author's point of view.

How Do you See...

The example we just looked at?

In terms of:

clear KUDs

engagement

understanding

alignment between KUDs and the assessment

assessment that promotes understanding/thinking

dipstick assessment vs. intent to measure everything

use of formative assessment info. to address students' varied learning needs

alignment between KUDs and instruction



What questions does the example raise for you?

SCAFFOLDING CHALLENGE

- INITIAL CHALLENGE TRAITS AND KUDS REMAIN THE TARGET
- EMPHASIS ON **ESSENTIAL** KUDs—WHAT'S REALLY NON-NEGOTIABLE
- TEXT (INCLUDING DIRECTIONS) AT APPROPRIATE LEVEL OF DIFFICULTY
- PEER-PAIRS
- TEXT (INCLUDING DIRECTIONS) IN STUDENT'S FIRST LANGUAGE
- SOME PHASES OF WRITING IN THE STUDENT'S FIRST LANGUAGE
- FRONT-LOADING ACADEMIC VOCABULARY
- SMALL GROUP INSTRUCTION AND DISCUSSION (ADDITIONAL OPPORTUNITY FOR MEANING-MAKING)
- PLANNED & CONSISTENT OPPORTUNITY FOR SKILLS PRACTICE
- EQUALIZER ADJUSTMENTS
- MODELING/MODELS AT STUDENT'S CHALLENGE LEVEL
- TARGETED HOMEWORK, CENTER-BASED PRACTICE, ETC.
- ASSIGNMENTS IN PARTS (A STEP AT A TIME)
- CLEAR FEEDBACK FROM TEACHER AND PEERS
- GRAPHIC ORGANIZERS, TEMPLATES
- MULTIPLE MODES OF INPUT AND SENSE-MAKING
- TASKS BASED ON STUDENT INTEREST AND/OR APPROACH TO LEARNING



An Example of Planned Time for Addressing Skill Development

WHOLE CLASS	DIFFERENTIATED
Introduction to Middle Ages & feudal system	
	Background jigsaw on castles or life in the various positions in the feudal system—readings assigned by reading level, roles by interest/accessibility and using pictures, maps, videos, recordings, articles, websites, and books
	Complex instruction task on castles and castle defense using jigsaw knowledge. Roles reflect multiple backgrounds/strengths
Additional whole class investigation of life in the middle ages using music, stories, images, dance	
	Skills work by station and small group on Writing skills for current unit as well as writing needs from past in preparation for upcoming performance task. Teacher meets with small groups for targeted work throughout the work time.

New World Explorers

KNOW

- Names of New World Explorers
- Key events of contribution

UNDERSTAND

- Exploration involves
 - risk
 - costs and benefits
 - success and failure

Do

- Use resource materials to illustrate & support ideas



New World Explorers



Using a teacher-provided list of resources and list of product options, show how 2 key explorers took chances, experienced success and failure, and brought about both positive and negative change. Provide proof/evidence.

Using reliable and defensible research, develop a way to show how New World Explorers were paradoxes. Include and go beyond the unit principles

If Version 1 of the task is too demanding for students with more complex learning challenges, consider:

- Providing resource boxes with appropriate materials,
- Having students meet in start-up groups with the teacher to plan,
- Enabling the student to use his/her first language,
- Using brainstorming or think-tank groups prior to beginning work,
- Providing graphic organizers with prompts to guide gathering and synthesizing information,
- Giving directions one step at a time,
- Having students check in with the teacher after each step,
- Having students who need planning assistance create a timeline/checklist for completing their work,
- Writing the directions with more basic vocabulary,
- Writing the directions in bulleted form,
- Providing a model of straightforward, competent student work,
- Providing a summary of ideas in the student's first language to support comprehension,
- Providing a list of key vocabulary with clear explanations,
- Using "experts of the day" to answer questions,
- Etc.



1. How well does the lesson align with its KUDs—for both groups? Why do you say so?
2. How does beginning planning with the more advanced task impact the teacher's thinking, student thinking, and the lesson as a whole?
3. What might you modify in the lesson to make it more successful?

Let's use fence partners this time around...



EXTENDING CHALLENGE

- Advanced resources
- Small group instruction
- Equalizer adjustments
- Tasks requiring depth and breadth
- Clear feedback focusing students on depth, breadth, insight, quality
- Advanced criteria for success
- Models at high level of excellence
- Making connections that require a mental stretch
- Use multiple concepts, multiple skills, unknown skills
- Rapid movement from information to meanings
- Probe multiple meanings
- Establishing and supporting multiple (and contradictory) perspectives
- Extended emphasis on student choices related to content, process, and product—other than those necessary for initial rigor
- Working as much as possible like a professional



Snoopy's Dog House



A Math Task at 2 levels of Challenge

Most Students in the Class	Students with High Math Proficiency
<p>Design a dog house for Snoopy that would be a suitable size and shape for his body, bearing in mind that he also needs space for his music studio and his desk and writing materials.</p> <p>Remember that guests like Woodstock visit.</p> <p>Given some parameters of materials, costs, time for "construction," etc.</p> <p>Largely a task for working with measurement and space in an appealing way.</p> <p>Had a week to complete using some class time and some homework time.</p> <p>Had to turn in goals, plans, specifications, interior and exterior sketches of the house, and an assessment of the quality of the final doghouse. Organizers and guidelines provided for the various elements.</p> <p>Review/feedback from a panel of peers based on a common rubric.</p>	



- What's your response to this example?
- How is it like and different from the way you provide challenge for advanced learners?
- What questions does it raise for you?

Managing for Challenge

(Teacher leadership for flexibility, stability, and student partnership)



Kinds of Learning Environments

- ➔ **Dysfunctional learning environments**--characterized by constant struggle to maintain order that overshadows attention to academic work. In such environments, relatively little sustained academic work takes place.
- ➔ **Adequate learning environments**--characterized by a basic level of control by the teacher, but with a continuing struggle over order. Some academic work takes place, but distractions are frequent.
- ➔ **Orderly learning environments** -characterized by effective management of academic work.
- ➔ **Orderly, restrictive learning environment** --found in smoothly run, highly structured classrooms, with tightly managed routines and a relatively narrow range of instructional strategies.
- ➔ **Orderly, enabling environments** --found smoothly run classrooms, with an often looser (though not loose) structure, and a wider range of routines and instructional strategies in evidence. These classrooms were most likely to focus on meaning and understanding.

Relevant Research for School Improvement • Academic Challenge for the Millions of Poor
Educational Research Service, Arlington, VA, p. 11

WE TEND TO PRACTICE LOCKSTEP MANAGEMENT

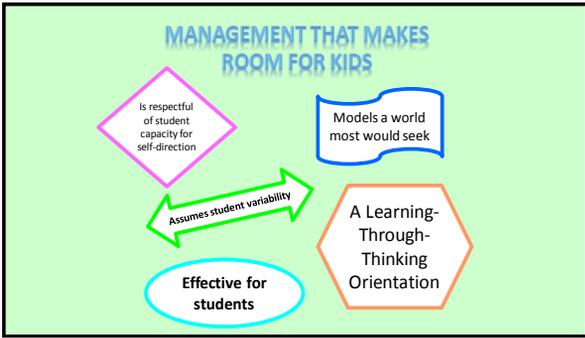
Convenient for the teacher

Assumes students are "one"

Models a world few would seek

Distrustful of students

Compliance Oriented



Defensible Differentiation Requires Flexible Classroom Routines

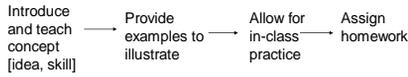
It requires an “orderly, enabling environment.”

These are found in smoothly run classrooms, with an often looser (though not loose) structure, and a wider range of routines and instructional strategies in evidence. These classrooms were most likely to focus on meaning and understanding.

Relevant Research for School Decisions • Academic Challenge for the children of Poverty. Educational Research Service, Arlington, VA, p. 11

 <p style="font-size: 1.2em; font-weight: bold; color: red;">Leadership</p> <ul style="list-style-type: none"> •Has a vision for something good •Has the capacity to share the vision & enlist others in it •Builds a team for achieving the vision •Renews commitment to the vision •Celebrates successes •ABOUT PEOPLE <p style="font-size: 0.8em; font-weight: bold; color: blue;">First be a leader</p>	 <p style="font-size: 1.2em; font-weight: bold;">Management</p> <ul style="list-style-type: none"> •Plans schedules •Handles details •Prepares materials •Arranges furniture •Orchestrates movement •Practices routines •Troubleshoots •ABOUT MECHANICS <p style="font-size: 0.8em; font-weight: bold; color: red;">Then be a manager</p>
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SAMPLE ROUTINE

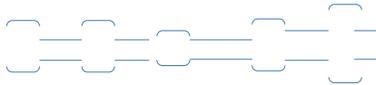


What subject does this look like?

What students might experience the most success within the structure of this routine?

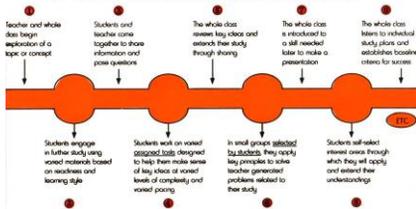
What students might experience the least success within the structure of this routine?

A flexible learning environment includes opportunities to focus on individual needs and opportunities for group conversation and collaboration.



Teaching and learning in a differentiated classroom form a rhythm of "breaking apart" and "coming together."
 Goals that are specific to individuals or small groups are best achieved in times of breaking apart.
 Goals that are shared by the class as a whole are best achieved in times of coming together.

The flow of a Differentiated Classroom: An Example



A differentiated classroom is marked by a rhythm of whole class preparation, review, and sharing followed by opportunity for individual or small group exploration, sense-making, extension, and production.

	Whole Class	Differentiated
Flow of 3 rd grade lesson sequence in a unit on persuasive writing	Administer pre-assessment	
	Review prompt, introduce elements of persuasive writing, analyze a persuasive paragraph	
		Tiered lesson on writing a persuasive paragraph (Big Mac & Quarter Pounder lesson)
		Re-teaching for students who need additional support, small group instruction for students whose paragraphs are solid and need to stretch
	Instruction on using supporting details to make an argument	
	Practice based on interest (topic choice), & readiness (skills of persuasive writing) in centers	
	Peer review of writing based on whole-class and individual criteria—purposeful grouping	
	ETC.	

	Whole Class	Differentiated
Build in Time for Students to Work on Prerequisite or Current Skills they Need to Home	Fraction pre-assessment (readiness & interest)	Front-loading vocabulary (small group)
	Introduction to Fractions—Fraction Scavenger Hunt	
	Think-Aloud exploration on expressing fractions—What does this fraction mean? A look at part and whole and equivalence. Formative check for understanding	
		Exploring fractions using circles, folded paper and counters, based on readiness using formative assessment results
		Small group discussions about fractions and simultaneous center-based, paired, or independent work on personal agenda tasks
	Common Fractions— Ordering pizza Present a "problem," discuss the problem to ensure understanding, work in complex instruction teams to propose useful ways to solve the problem Teacher monitors the groups for student contributions and understanding of key concepts.	Differentiated homework on fractions and other math needs