



23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

Carol Ann Tomlinson

Friday 23 May

**Differentiating Instruction:
Planning to Support Academic
Success for All Learners
Parts I and II**

Session 3

CAROL ANN TOMLINSON

Carol Ann Tomlinson's career as an educator includes 21 years as a public school teacher, 12 years as a program administrator of special services for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia's Curry School of Education, where she is currently William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations, and Policy. Also at UVa., she is Co-Director of the University's Institutes on Academic Diversity. She was named Outstanding Professor at Curry School of Education in 2004 and received an All University Teaching Award in 2008. Special interests throughout her career have included curriculum and instruction for struggling and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom.

Carol is a reviewer for eight journals and is author of over 200 articles, book chapters, books, and other professional development materials. She has authored several books including *How to Differentiate Instruction in Mixed-ability Classrooms* and *The Differentiated Classroom: Responding to the Needs of all Learners* and professional inquiry kit on differentiation. Recently, she co-authored a book with Jay McTighe titled *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids* and with Kay Brimijoin and Lane Narvaez co-authored *The Differentiated School: Making Revolutionary Change for Teaching and Learning*. Carol works throughout the U.S. and abroad with teachers whose goal is to develop more responsive heterogeneous classrooms.

A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 10th Annual Thinking & Learning Conference – Innovate, Educate, Inspire. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

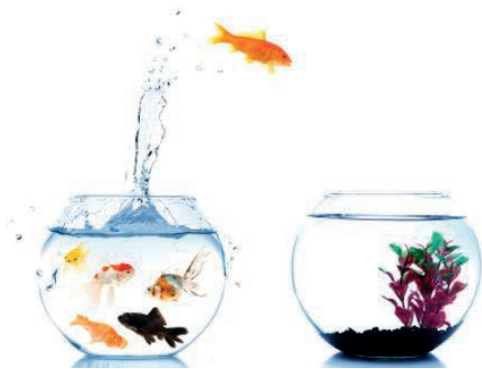
© 2014 Hawker Brownlow Education
Printed in Australia

CODE: 11CT0103
0514

Published in Australia by

 **Hawker Brownlow**
EDUCATION

**Differentiating Instruction:
Planning to Support Success for all Learners
(Parts 1 & 2)**



**Hawker Brownlow Conference
Melbourne, Australia
May 23, 2014**

Carol Tomlinson
William Clay Parrish, Jr. Professor
University of Virginia
<cat3y@Virginia.edu>



Differentiation and Curriculum Requirements: 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.

Curricular standards or goals provide a framework for developing that flow of logic or plan. Your standards or goals are 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.

We are out our best when our **curricular standards** or goals indicate that curriculum should be meaningful, high level, complex, and transfer-oriented for virtually all students (exception: some students with individual education plans).

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

So **differentiation** provides a mechanism for achieving **curricular standards** or goals for all learners.

“Teaching Up”

**Quality curriculum
requires
teaching up.**

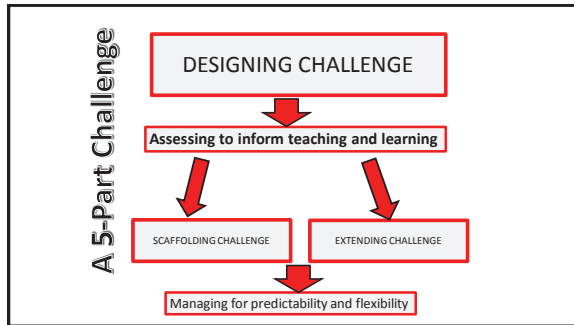
**Effective
differentiation
calls on us
to teach up.**

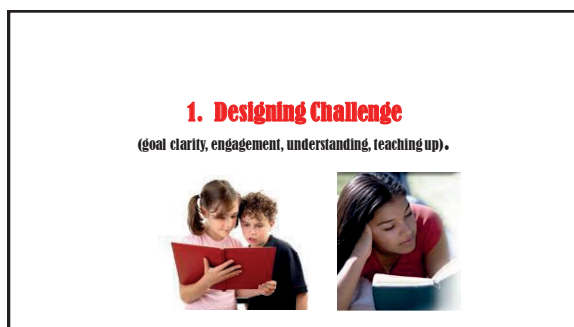
What Does it Mean to Teach Up?



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





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

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...




Hallmarks of Quality Curriculum


- Engagement
- Clear KUDs
- Emphasis on Understanding



Movie Time....



An example of challenging curriculum designed for use with a broad spectrum of learners




In this Classroom, Look For:

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


PCSL-RW

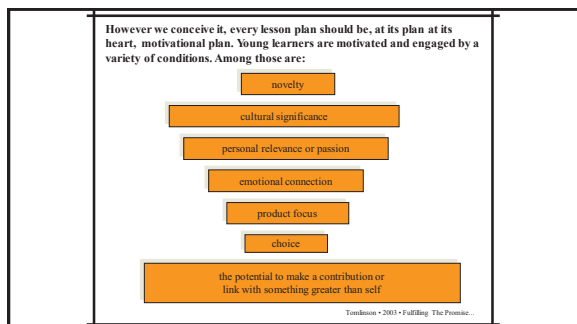
QUALITY CURRICULUM: THE SHORT VERSION

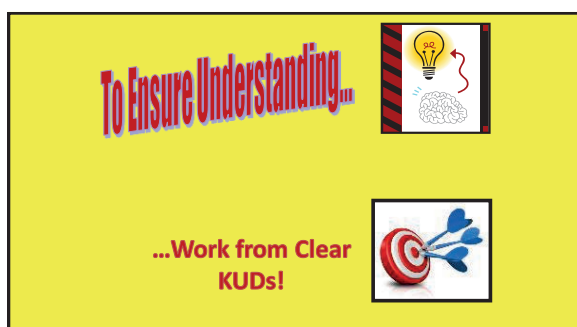
Engagement + Understanding
(sense & meaning) = Success

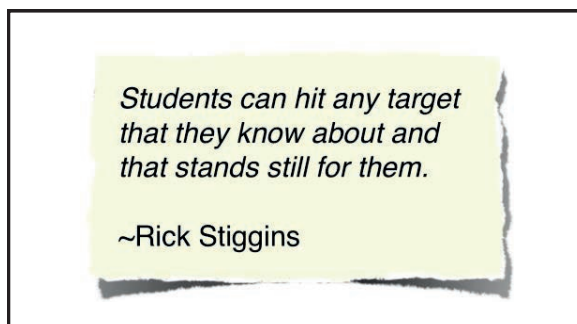


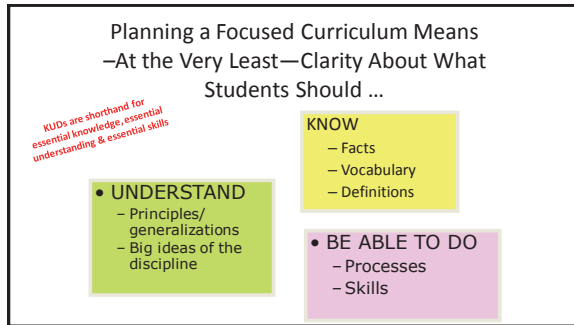
To Ensure Engagement

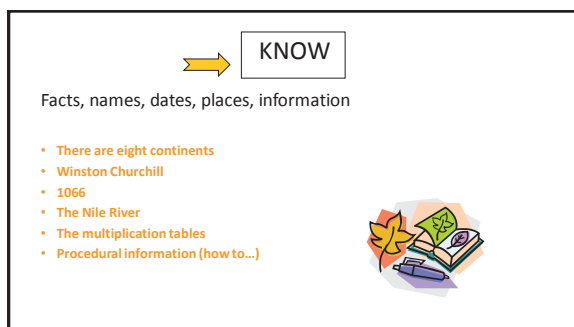


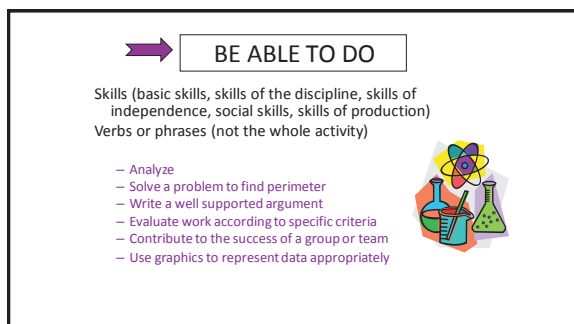














UNDERSTAND

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 your curriculum???

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.

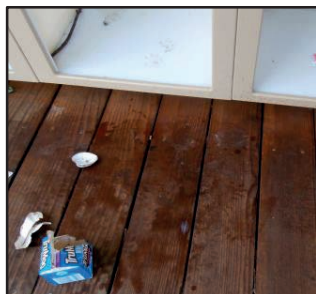
Do

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



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

"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.



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?

Will making dinner serve students better in terms of their development as learners than "covering curriculum"? Why do you respond as you do?

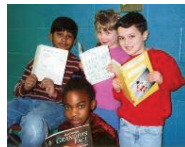
What role do KUDs play in making dinner? In engaging students? In student understanding?

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 elements work together?)

How would students experience formative assessment in a good world?

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





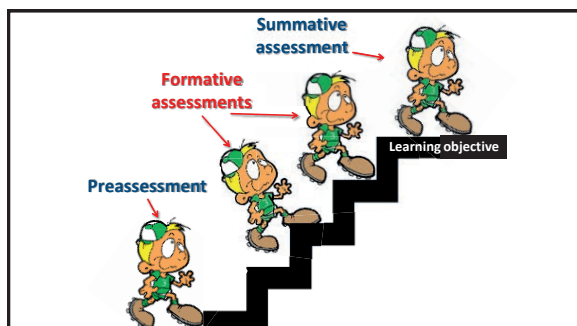
3 elements to consider...

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*.”



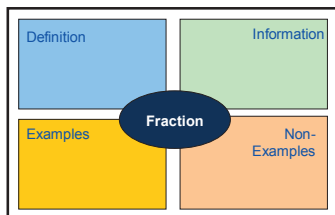




Pre-Assessment

- Before a unit begins
- Not Graded

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



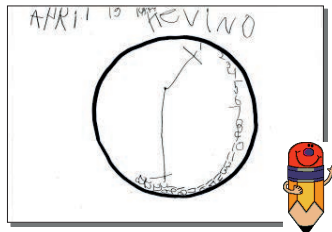
Useful for pre-assessment & formative assessment of readiness in many grades & subjects

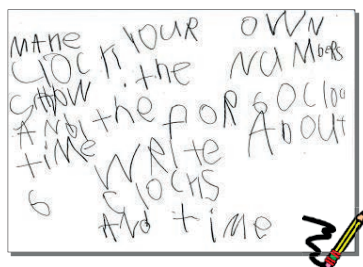
Social Studies Pre-assessment

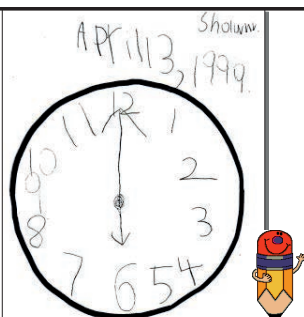
Mesopotamia	
Geography	Economy
Lifestyle	Select 2 and explain how they are connected

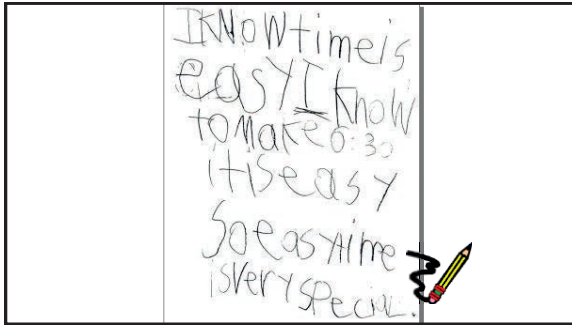
What's the understanding reflected in this example?

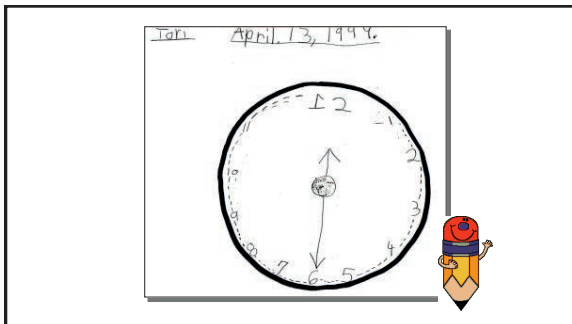
An Example of Pre-assessing Student Readiness in a Primary Classroom

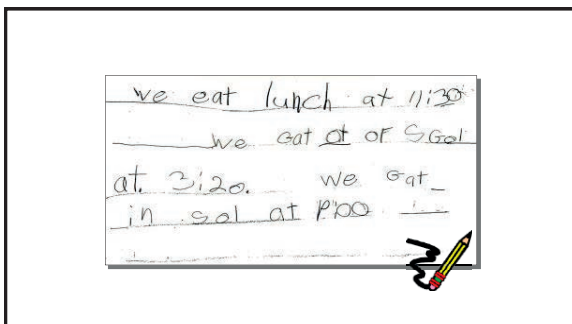


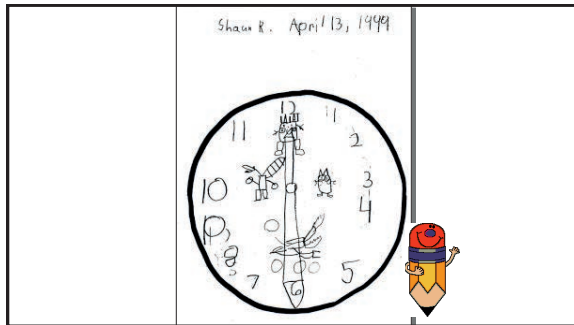


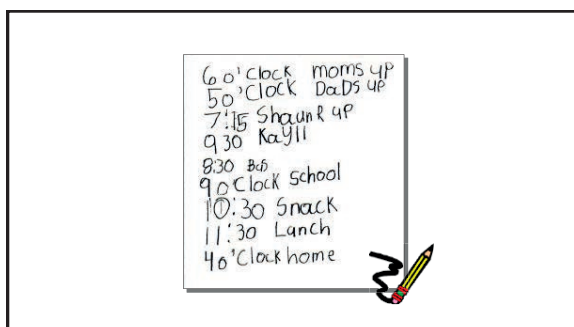


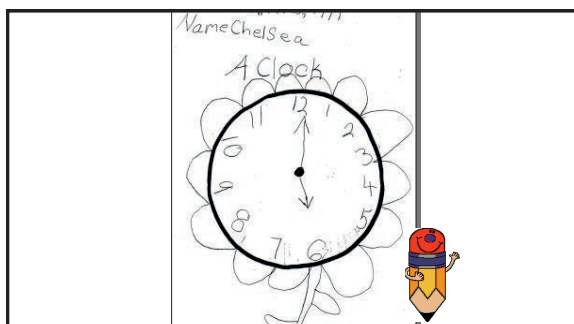


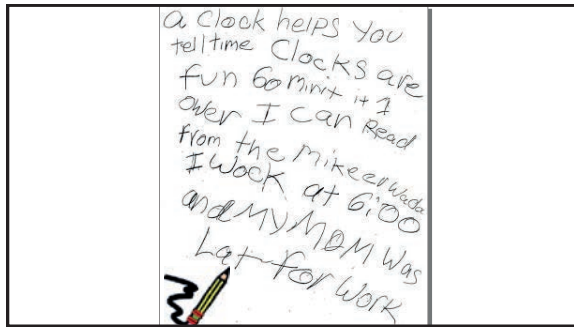
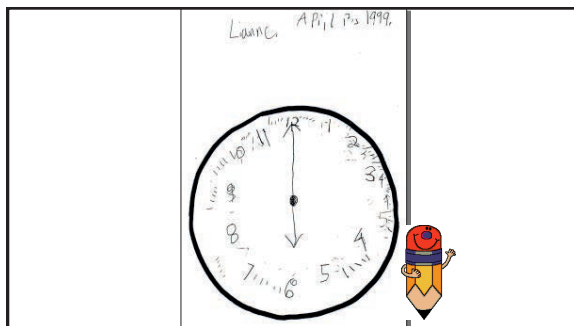
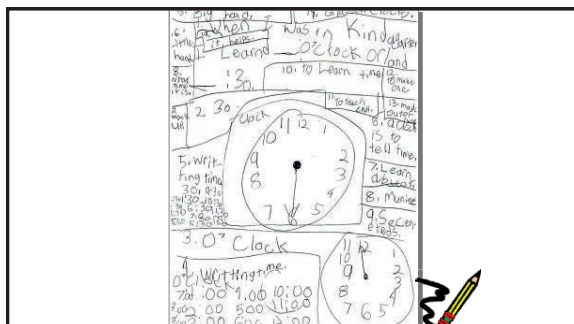










[illegible][illegible]

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.

Wiliam, 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?



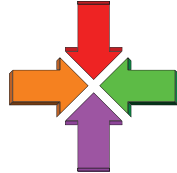
39-54-42-40



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.



"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 used 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

1. Tightly aligned with KUDs
2. Based on Formative Assessment
3. Responsive to Readiness, Interest, Learning Profile
4. Respectful Tasks
5. Flexible Grouping
6. Maximum Growth for Each Learner



Instruction

Using Formative Data To Plan Instruction



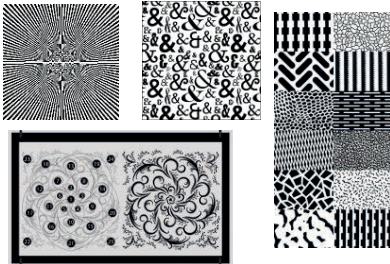
Readiness, Interest, Learning Profile, Flexible Grouping, Teaching Up



A Common Question

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

Interpreting Formative Assessment Information is a Pattern-Seeking Exercise



Goal: 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

Revising, 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).

Reading, 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.

Reading, 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

Secondary, 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.

Secondary, 2012

Graphic Organizer for Quarter Pounder Group

Topic: _____
By: _____

Topic Sentence: _____

Supporting Detail _____

1. Elaboration _____

2. Elaboration _____

Supporting Detail _____

1. Elaboration _____

2. Elaboration _____

Supporting Detail _____

1. Elaboration _____

2. Elaboration _____

Concluding Statement: _____

Secondary, 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.

Brookly, 2012

Graphic Organizer for Big Mac Group

Topic: _____
By: _____

Topic Sentence: What do I believe about this?
What is my overall opinion about this?

Supporting Detail: What is one reason that I believe what I said in my topic sentence?

1. Elaboration: What is an example of how I know the supporting detail is true?

2. Elaboration: What is another example of how I know the supporting detail is true?

Supporting Detail: What is another reason that I believe what I said in my topic sentence?

1. Elaboration: What is an example of how I know the supporting detail is true?

2. Elaboration: What is another example of how I know the supporting detail is true?

Supporting Detail: What is another reason that I believe what I said in my topic sentence?

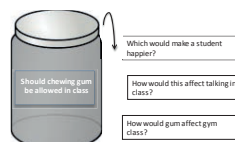
1. Elaboration: What is an example of how I know the supporting detail is true?

2. Elaboration: What is another example of how I know the supporting detail is true?

Concluding Statement: How can I let the reader know that I've finished with giving supporting details? (Hint: start with "So...", or "Therefore..." or "In summary...")

Brookly, 2012

"Extra Toppings" Example



Brookly, 2012



Some Future Steps in the Unit

- 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

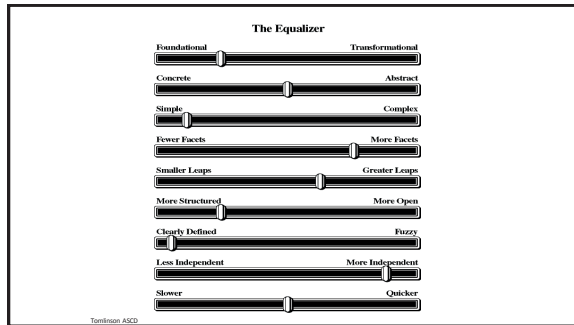


What questions does the example raise for you?

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
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.	Design a dog house suitable for Snoopy's sensibilities and talents.
Remember that guests like Woodstock visit.	Must submit plans to Snoopy at specified intervals for his feedback. Must satisfy Snoopy and his budget. He re-directed students as their work inspired new ideas or concerns in him.
Given some parameters of materials, costs, time for "construction," etc.	Required use of many kinds of math, including some not yet taught to the students. Had to deal with cost, esthetic, zoning, materials, and whim-related issues.
Largely a task for working with measurement and space in an appealing way.	Conditions and expectations changed often (but in generally light-hearted ways so students were less exasperated than intrigued by what was coming next.
Had a week to complete using some class time and some homework time.	The project lasted for months, on and off.
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.	Had to turn in specifications, goals, sketches of the design over time, a scale model of the house showing inside and out, and an assessment of the student's idea development.
Review/feedback from a panel of peers based on a common rubric.	Feedback from a panel of peers based on a rubric and in consultation with Snoopy.



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

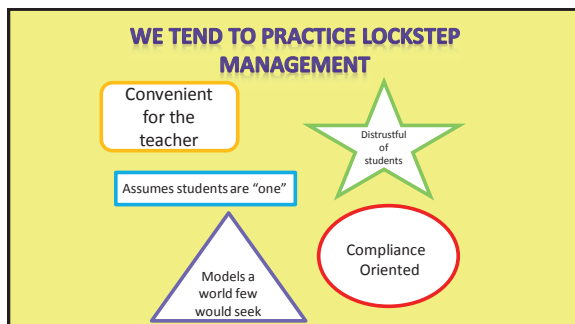
(Teacher leadership for flexibility, stability, and student partnership)

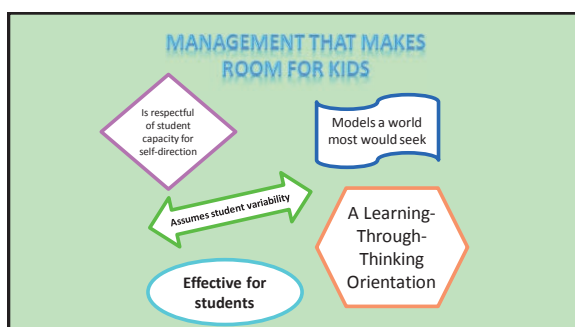


Kinds of Learning Environments

- ➡ **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 Decisions • Academic Challenge for the Children of Poverty
Educational Research Service, Arlington, VA, p. 11





Defensible Differentiation Requires Flexible Classroom Routines... & so Does Challenging Curriculum

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



 Leadership <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 First be a leader	 Management <ul style="list-style-type: none">•Plans schedules•Handles details•Prepares materials•Arranges furniture•Orchestrates movement•Practices routines•Troubleshoots•ABOUT MECHANICS Then be a manager
---	--

SAMPLE ROUTINE

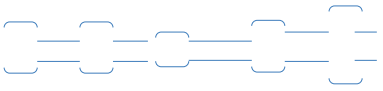
Introduce and teach concept [idea, skill] → Provide examples to illustrate → Allow for in-class practice → Assign homework

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?

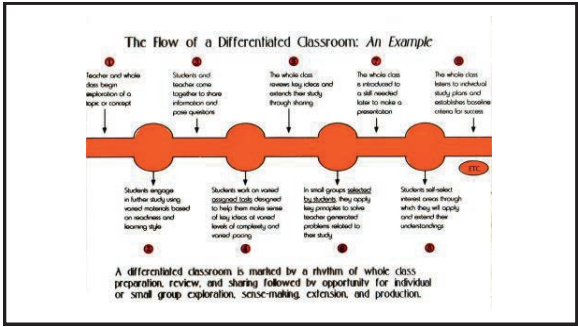
A flexible learning environment includes opportunities to focus on individual needs and opportunities for group conversation and collaboration.



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.



Build in Time for Students to Work on Prerequisite or Current Skills they Need to Have

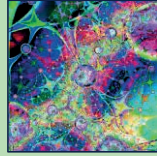
Whole Class	Differentiated
Fraction pre-assessment (readiness & interest)	Front-loading vocabulary (small group)
Introduction to Fractions—Fraction Scavenger Hunt	
Think-Aloud exploration on expressing fractions—What does this fraction mean?? A look at part and whole and equivalence, Formative check for understanding	
	Exploring fractions using circles, folded paper and counters, based on readiness using formative assessment results
Common Fractions—Ordering pizza	Small group discussions about fractions and simultaneous center-based, paired, or independent work on personal agenda tasks
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

Flow of 3rd grade lesson sequence in a unit on persuasive writing

Whole Class	Differentiated
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.	



It's nice to believe that the world is simple and we can easily get high quality answers to our questions. We often oversimplify by creating add-water-and-stir solutions. The truth is that our reality is very complex and we don't understand it well.



We need to spend more time helping people understand and deal with complexity and less time concocting dumbing-down mechanisms.

From Harvard Business Review. Cited in USAirways Magazine, Sept., 2011, p. 13.



Handwriting practice area consisting of 20 horizontal lines.

[illegible]

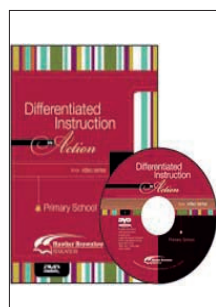


Handwriting practice lines consisting of 20 horizontal lines.

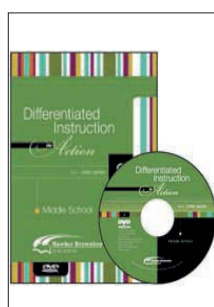


RELATED RESOURCES

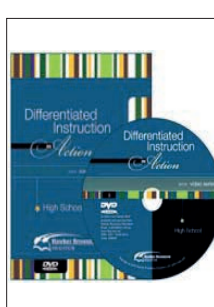
Available from Hawker Brownlow Education



608081



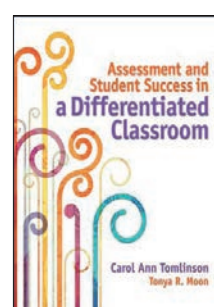
608082



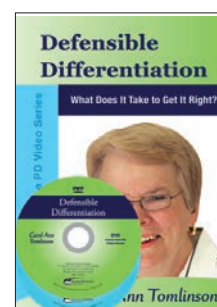
608083



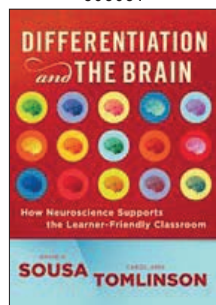
608050



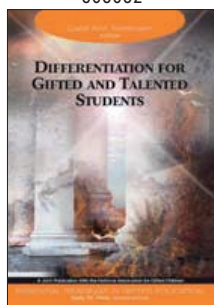
108028



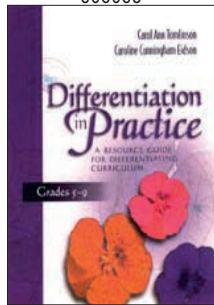
SOT2011



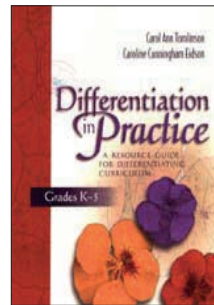
SOT8037



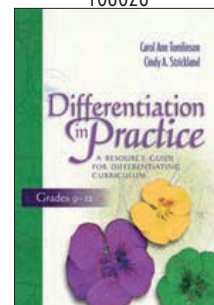
C0099X



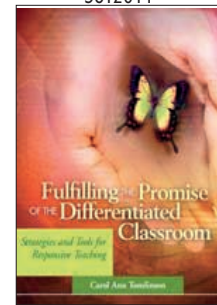
102293



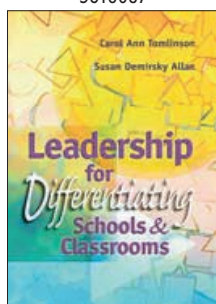
102294



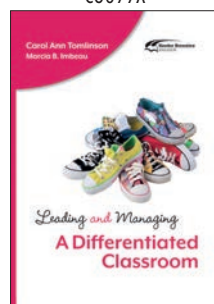
104140



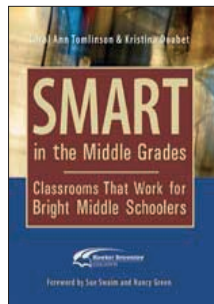
103107



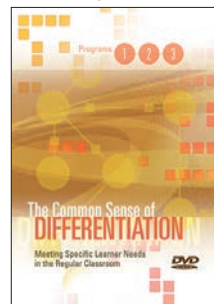
100216



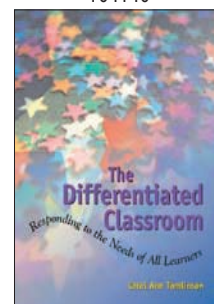
108011



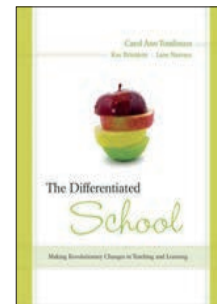
HB3301



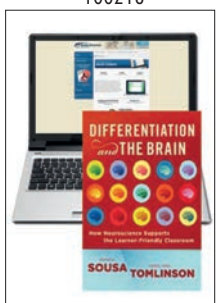
605138



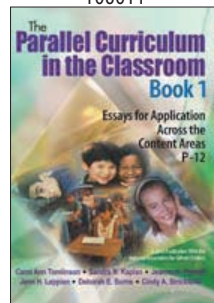
199040



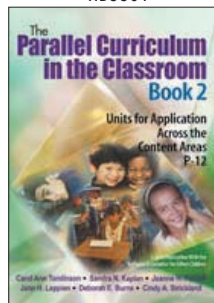
105005



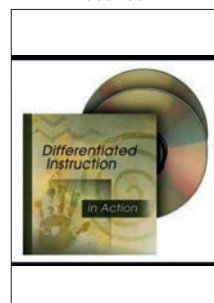
SOL1013



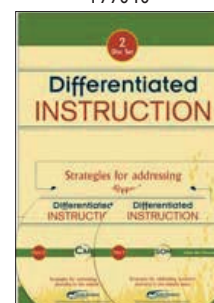
C00973



C00981



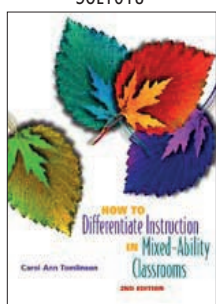
504031



NM6118



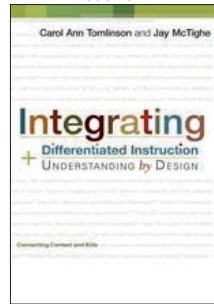
697023



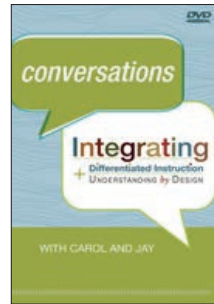
101043



611019



105004



610132

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.

RELATED RESOURCES



Available from Hawker Brownlow Education

Qty	Code	Title	Price
	108028	Assessment And Student Success In A Differentiated Classroom	\$32.95
	610132	Conversations: Integrating Differentiated Instruction and Understanding by Design	\$179.00
	SOT2011	Defensible Differentiation: What Does It Take to Get It Right	\$150.00
	611019	Differentiated Instruction and Curriculum Mapping DVD	\$119.00
	608081	Differentiated Instruction in Action 1 Primary School DVD	\$189.00
	608082	Differentiated Instruction in Action 2 Middle School DVD	\$189.00
	608083	Differentiated Instruction in Action 3 High School DVD	\$189.00
	504031	Differentiated Instruction in Action CD-ROM	\$199.00
	608050	Differentiated Instruction in Action Video Series DVD Three Disc Series	\$439.00
	NM6118	Differentiating Instruction CD	\$40.00
	697023	Differentiating Instruction DVD Set	\$495.00
	SOT8037	Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom	\$39.95
	CO099X	Differentiation For Gifted And Talented Students	\$55.95
	102293	Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9	\$32.95
	104140	Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12	\$32.95
	102294	Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5	\$25.95

Qty	Code	Title	Price
	103107	Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching	\$27.95
	101043	How to Differentiate Instruction in Mixed-Ability Classrooms	\$24.95
	105004	Integrating Differentiated Instruction and Understanding by Design	\$25.95
	100216	Leadership for Differentiating Schools and Classrooms	\$25.95
	108011	Leading and Managing a Differentiated Classroom	\$30.95
	SOL1013	Online Course: Differentiation and the Brain	\$225.00
	HB3301	Smart in the Middle Grades: Classrooms That Work for Bright Middle Schoolers	\$29.95
	605138	The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom – Facilitator's Guide with DVD	\$545.00
	199040	The Differentiated Classroom: Responding to the Needs of All Learners	\$25.95
	105005	The Differentiated School: Making Revolutionary Changes in Teaching and Learning	\$32.95
	CO0973	The Parallel Curriculum in the Classroom, Book 1 - Essays for Application Across the Content Areas, P-12	\$39.95
	CO0981	The Parallel Curriculum in the Classroom, Book 2 - Units for Application Across the Content Areas, P-12	\$59.95
Total (plus freight) \$			

Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

Attention Order Number

Name of School.....

Address.....

..... State P/Code

Country

Email:.....

- ☐ Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

To place an order, request a catalogue or find out more about our resources:

Call
1800 334 603
(03) 8558 2444

Fax
1800 150 445
(03) 8558 2400

Online
www.hbe.com.au

Mail
Hawker Brownlow Education
PO Box 580,
Moorabbin, VIC 3189

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.