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Carol Ann Tomlinson

Saturday 24 May

**The Differentiated School:
Making Revolutionary Changes in
Teaching and Learning**

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.

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The Differentiated School: Making Revolutionary Changes in Teaching & Learning



**Hawker Brownlow Conference
Melbourne, Australia
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An Exploration:

Of two schools, two leaders, two faculties
that moved to schoolwide differentiation,

And the lessons we can learn from them about
making extensive schoolwide change.

The Challenge:

Change the status quo to ensure that teaching is
proactively focused on students' varied learning needs
at every juncture in the teaching/learning process.

Q: *What would have to change in your school
or classroom to ensure a consistent focus
on the learning needs of students?*

In General

- Teachers cover content (we do not teach individuals).
- The content is highly prescribed.
- There is too much of it for the time available.
- The end game is success for everyone on the same test.
administered at the same time, under the same circumstances.
- Teachers perceive sanctions are great for failing to get students to the end game.
- Student variance is inconvenient at best and irrelevant at worst in the race to coverage.
- In some ways, the need to deliver all students as a package is comfortable to teachers.
- It allows us to retain (and intensify) familiar habits of instruction that is:
teacher-centered
low-level
text-focused
orderly & predictable



Teaching a room full
of learners
The same thing
In the same way
Over the same time
span
With the same
supports
And expecting good
results
Has never happened
And it never will.

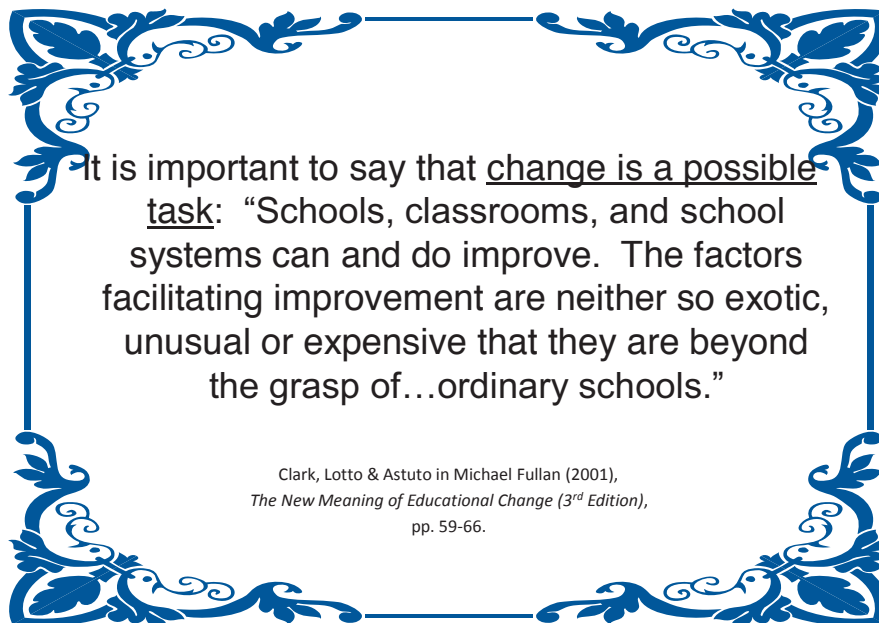




The 2 Schools & Their Leaders:

A few of the changes that occurred and a few of the traits of the leaders who guided them.

Q: *What would you assume might occur as outcomes of a schoolwide change process focused on differentiation?*





A Tale of Two Schools



Conway Elementary School

St. Louis, MO

- Principal as visionary,
- The change process was intensive, but orderly and progressed more or less according to plan,
- Same staff developer for 6 years & beyond,
- High involvement of principal in classrooms,
- Professional development focused in the classroom,
- Modeled differentiation,
- Developed a strong professional learning community,
- Distributed leadership,
- Changed beliefs and practice,
- Encouraging news from a discouraging event.



A Tale of Two Schools



Colchester High School

Colchester, VT

- Principal as visionary,
- The change process was intensive, non-linear, inductive,
- Same in-house guide for staff development for six years & beyond,
- High involvement of principal in classrooms,
- Professional development focused at department and classroom levels—inquiry based,
- Modeled differentiation,
- Built a strong professional learning community,
- Distributed leadership,
- Changed beliefs and practices,
- Encouraging news from a difficult event.



Which of the two schools sounds most like your school? Which school do you think was more difficult to change?

How is your school similar to or different from either of the two schools?

What would you hope to gain by moving to school-wide differentiation? (What would need to happen for it to be worth the effort it would require to make the change?)


Some Impacts of Change at Conway

A simple average of the percent of students who met the state standards during the three pre-differentiation years in comparison with the first three years of the differentiation initiative show:

- communication arts pass rates moving from 61% to 69%,
- science from 71% to 76%, math from 64% to 79%,
- and social studies from 59% to 83%.


The state scores were not only lower during the six years, but they also remained relatively static.



	Pre-Differentiation			Post Differentiation		
GR 5 TerraNova Scores at Conway	1998	1999	2000	2001	2002	2003
Percent of Students with Reading scores ≤ 65	34%	41%	38%	19%	18%	24%
Percent of Students with Language Scores ≤ 65	40%	56%	52%	31%	39%	34%
Percent of Students with Math scores ≤ 65	43%	58%	52%	31%	35%	34%
Percent of Students with Reading Scores > 65	66%	59%	62%	81%	82%	76%
Percent of Students with Language Scores > 65	60%	44%	48%	69%	61%	65%
Percent of Students with Math scores > 65	57%	42%	48%	69%	65%	66%

NOTE: Conway uses 65% as its point of comparison, not 50%



		← Pre-Differentiation →			← Post-Differentiation →		
		1998	1999	2000	2001	2002	2003
Levels 4 & 5 Conway	4th grade math	56%	64%	71%	83%	77%	79%
<i>Levels 4 & 5 State</i>	<i>4th grade math</i>	32%	35%	37%	37%	38%	38%
Levels 4 & 5 Conway	3rd grade science	71%	63%	80%	71%	73%	84%
<i>Levels 4 & 5 State</i>	<i>3rd grade science</i>	39%	35%	45%	45%	48%	48%

Percent of Students at Conway and in the State Achieving at the Advanced and Proficient Levels on the Missouri Assessment Program (MAP), 1998-2003



← Pre-Differentiation → ← Post Differentiation →

Level 5 Conway	4th Grade Math	17%	16%	15%	24%	34%	24%
<i>Level 5 State</i>	<i>4th Grade Math</i>	<i>5%</i>	<i>6%</i>	<i>8%</i>	<i>8%</i>	<i>8%</i>	<i>7%</i>
Level 5 Conway	3rd Grade Science	15%	7%	23%	27%	27%	41%
<i>Level 5 State</i>	<i>3rd Grade Science</i>	<i>6%</i>	<i>4%</i>	<i>10%</i>	<i>10%</i>	<i>9%</i>	<i>10%</i>

Percent of Students at Conway and in the State Achieving at the Advanced Level on the Missouri Assessment Program (MAP), 1998-2003.



In 2003, Conway Elementary was named a Gold Star School of Excellence by the Missouri Department of Elementary and Secondary Education in recognition of their high test scores, professional development initiatives, programming, and parent involvement.

Post-Study Data from Conway School



In 2000, Missouri's Department of Elementary and Secondary Education (DESE) began reporting performance of the top ten schools based on the percent of students scoring at Advanced and Proficient levels on the Missouri Assessment Program (MAP).

- In 2000 – 4 MAP tests were given in elementary – Conway placed in top ten on one.
- In 2009 – 7 MAP tests were given in elementary, Conway placed in top ten on six.

Some Impacts of the Change at Colchester

College attendance increased from 68% in 1999 to 74% in 2006.

The number of Advanced Placement Sections increased from 6 in 1999 to 13 in 2006.

(The number of students achieving "Honors" status on the NSRE exams between 1999 and 2006 have risen in every subject tested—often dramatically (for example: from 17% to 29% of students achieving honors status in writing conventions, from 19% to 46% in math skills, from 15 to 25% in math concepts, and from 8% to 15% in math problem solving).

Disciplinary interventions dropped by 42% between 2000 and 2006.

Expulsions declined from 7 in 2001 to 1 in 2006.

The dropout rate decreased from 6.9% in 1999 to 1.03 % over five years.

Named a Distinguished School by State of Vermont

Qualitative measures document significant improvement in school climate for teachers.





Evidence of Growth at Colchester High

<u>Standardized Test</u>	<u>1999</u>	<u>2006</u>
Reading Understanding	53%	63%
Reading Analysis/Interp.	51%	78%
Writing Effectiveness	58%	82%
Writing Conventions	82%	85%
Math Skills	33%	68%
Math Concepts	44%	52%
Math Problem Solving	25%	54%



How do you feel about these impacts of the change initiative in the two schools?

Do the outcomes seem worth the effort to you?

What questions do you have at this point that need an answer?

The Way Forward:



What two leaders did to change the status quo throughout their schools to benefit teaching and learning.

Q: *What do you expect would be the characteristics of the leaders and of the change process in the two schools?*

1. They deeply understood



the change they were aiming for!



In *Good to Great*, Jim Collins says, “The real path to greatness, it turns out, requires simplicity and diligence, it requires clarity, not instant illumination.”

A Continuum of Differentiated Instruction

NO DIFFERENTIATION

Class works as a whole on most materials, exercises, projects.

Group pacing

Group grading standards

Implied or stated philosophy that all of the students need same teaching/learning

Etc.

MICRO DIFFERENTIATION

Adjusting questions in discussion

Encouraging individuals to take an assignment further

Implied variations in grading experiences

Students pick own work groups

If students finish work early, they can read, do puzzles, etc.

Occasional exceptions to standard pacing. May not need to show work, do all math problems.

Occasional adjustments in grading to reflect student effort and/or ability

Etc...

MACRO DIFFERENTIATION

Articulated philosophy of student differences.

Planned assessment/compacting

Variable pacing is a given

Moving furniture

Planned variation content/input

Planned variation in process/sense-making

Planned variation in product/output

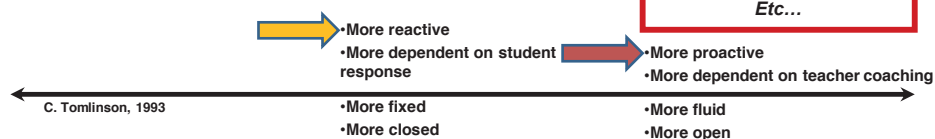
Consistent use of flexible groups

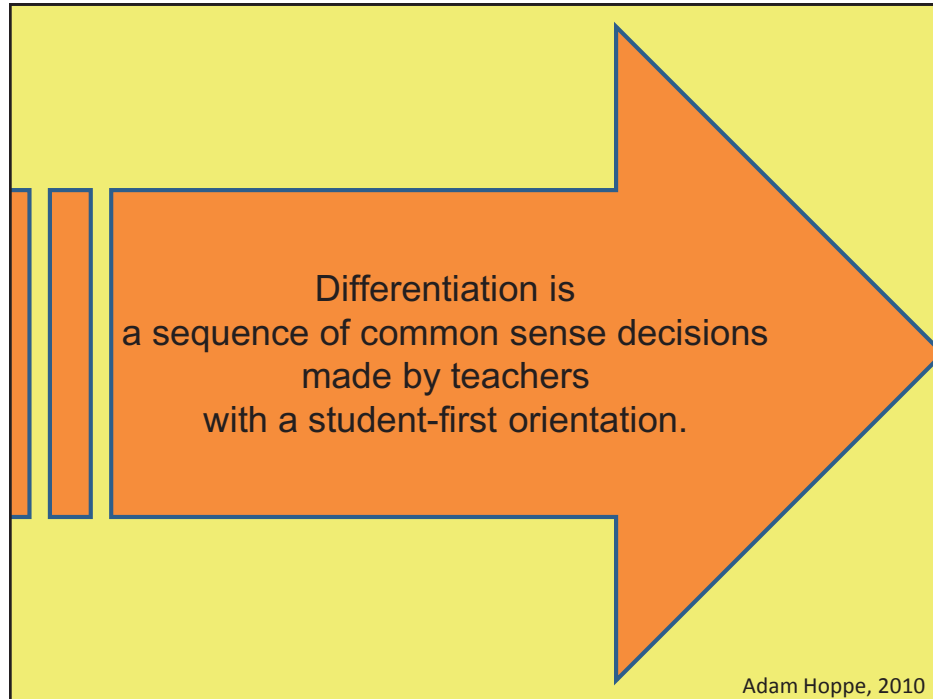
Individual goal setting, assessment (grading)

Grading to reflect individual growth/process

Mentoring


Etc...





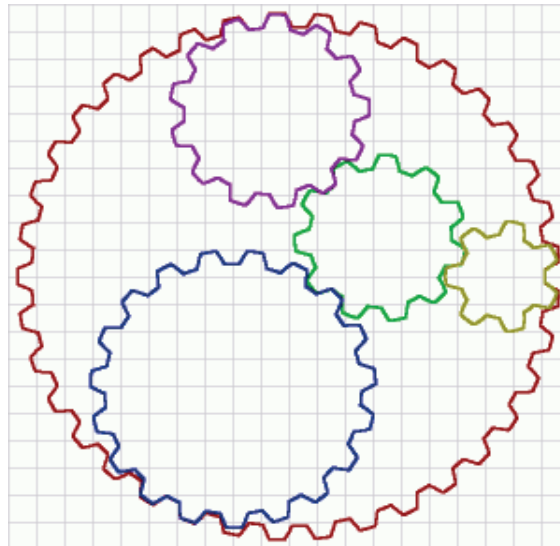
The Common Sense of Differentiation

- Ensuring an environment that actively supports students in the work of learning (mindset, connections, community)
- Absolute clarity about a powerful learning destination, (KUDs, engagement, understanding, teaching up),
- Persistently knowing where students are in relation to the destination all along the way (pre- & on-going assessment),
- Adjusting teaching to make sure each student arrives at the destination (and, when possible, moves beyond it),
- Effective leadership & management of flexible classroom routines.





THE HALLMARK OF EFFECTIVE TEACHING



Environment, Curriculum, Assessment, Instruction & Leadership/Management Working Together

Impacts of a Leader with Deep Knowledge of the Change:



Q: *What is the benefit of a leader who understands DI deeply? What are the liabilities of a leader who does not?*

Benefits of Deep Knowledge	Drawbacks of Less Knowledge

2. They didn't underestimate the complexity of the change.

"First order" change is incremental, can occur in small steps, and does not require a dramatic departure from the way things are.

Second-order change necessitates a dramatic departure from the status quo.

School leaders tend to approach all change as though it were first order change and thus to approach it in an almost casual way--and a little at a time.

It is likely that underestimating the complexity of major change leads to the downfall of many change initiatives

While second-order change predicts greater complexity and more problems than first order change, it is also generally predictive of greater gain because more is being attempted.

This is SECOND ORDER CHANGE.



What's Our Destination?

There is an *It*
 Teaching is About Covering *IT*
 Learning is About Getting *IT*
 Assessment is About Seeing Who Got *IT*
 Time is Fixed -- The Itinerary is Tight
 Some kids can't Get *It* Fast Enough (Get what you can)
 Some kids Get *It* Too Fast (You're Okay anyhow)
 Both Groups Are Dealt With As Problems
 The Train Moves On

Tomlinson '98



3. They provided dynamic leadership.

Dynamic leaders are propelled by a vision

They ask themselves and others:

- What is school about?
- What do we believe in?
- Why do we do what we do the way we do it?
- How are we unique?
- What do we want to become?
- What role might each of us play in becoming something better

They are the driving force behind the change.

They are respectful of the people whom they ask to change.

They build community.

They ensure “distributed leadership.”



They “pace” the change—not too fast, not too slow.
They provide both pressure & support
They know an absence of tension suggests an absence of progress.
They understand the initiative well—its theory, research, & practice.
They plan for the long term.
They focus—no “Christmas tree” schools.
They provide hope when it’s needed.
They are celebrants when it’s appropriate.
They are both directive and flexible.
They consistently monitor the change process & its impacts.



They clarify the vision-keep it in the forefront of all that goes on in school.
They model differentiation for the faculty.
They operate in a way that is consistent with their beliefs.
They are courageous—not content to manage a school—they envision a better way to do school.

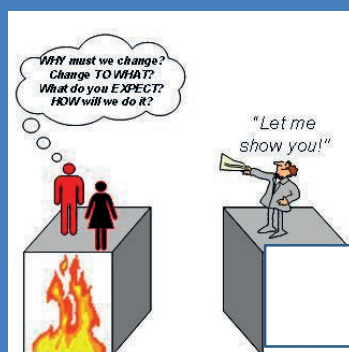


This leader must be present at the school level.



It is one of the most predictable indicators of schools in which teachers make sustained, positive change in the practice that the principal was key in bringing about the change.

Said a different way, it is very rare that a school will experience positive change unless the principal is persistently engaged with the change process.



**Make the case for change compelling,
and associate it with moral imperative
rather than compliance
with external authority.**

[Leading Change in Your School](#) by Douglas B Reeves, p. 93.

It's About the Vision

Unless [teachers] were bound together by a moral commitment to growth, empathy and shared responsibility, [they] were as likely to replicate the prevailing school culture as to change it (p. 825).

The New Meaning of Educational Change
Third Edition • Michael Fullan • p. 90

Looking at Your Place:



Q: What would be the level of challenge of moving your school or district to differentiated or responsive instruction?

Q: *What vision do you believe would speak to the needs in your place—and to the people who would have to change?*



4. They provided intelligent support.

Intelligent support helps people answer:

Why is the change needed?

What will it mean for us and for our students when the change comes about?

Is what we're being asked to do possible?

Can we see it in practice?

How will we develop the skills necessary to enact the change?

Professional development is sustained.

It requires an environment safe for change & risk-taking.

caring climate

respect for diverse viewpoints

easy to get help

varied ways to learn and grown

clear feedback

It requires a strong staff developer who knows the change initiative



It builds and nurtures a professional community of learners.

Shared knowledge

Shared inquiry

Non-defensive self-examination of practice

Deals with hard questions (including grouping/tracking)

Diminishes "private practice teaching"

Problem solving

Recognition of one another's successes

It provides clarity of focus

Needs of students

Understandings, knowledge, & skills of teachers
necessary to meet those needs

Quality of learning environment

Quality of curriculum

Quality of instruction

Quality & uses of assessment

Fidelity to the model

It models differentiation

It is rooted in the classroom—including coaching

It includes components for parents



PD Partnerships at at Conway & Colchester

Principal	Staff Developer
<ul style="list-style-type: none"> Establishes the classroom vision Has knowledge of DI for leadership Collaborates with the staff developer Consistently provides classroom feedback Learns about individual & school progress & needs via classroom visits Supports needs for formal professional development Attends & participates in professional development Evaluates processes & outcomes of professional development 	<ul style="list-style-type: none"> Reflects the principal's vision Has knowledge about DI for transfer Collaborates with the principal Actively coaches in the classroom Learns about individual & school progress & needs via classroom visits Plans formal professional development sessions Establishes trust with faculty Evaluates processes and outcomes of professional development



Review Policies and Procedures

What encouragers are in place to support change for responsive classrooms?

- Building level leaders who work in classrooms
- Multi-specialty teams whose members work in classrooms
- Shared responsibility for the change
- Regular formative assessment of progress & needs
- Time for planning
- Active and persistent encouragement of the principal
- Providing & training teachers in use of quality differentiated curriculum

What discouragers are in place to work against change for responsive teaching?

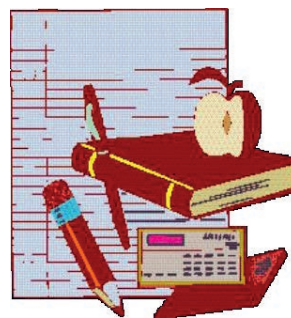
- Staff development/initiatives that pull teachers in many directions
- One-size-fits-all staff development
- Contradictory messages about differentiation and high stakes tests
- Grading/report card practices
- Lack of parent understanding of differentiation
- Absence of DI indicators on teacher planning & evaluation documents
- Highly prescribed reading and math programs



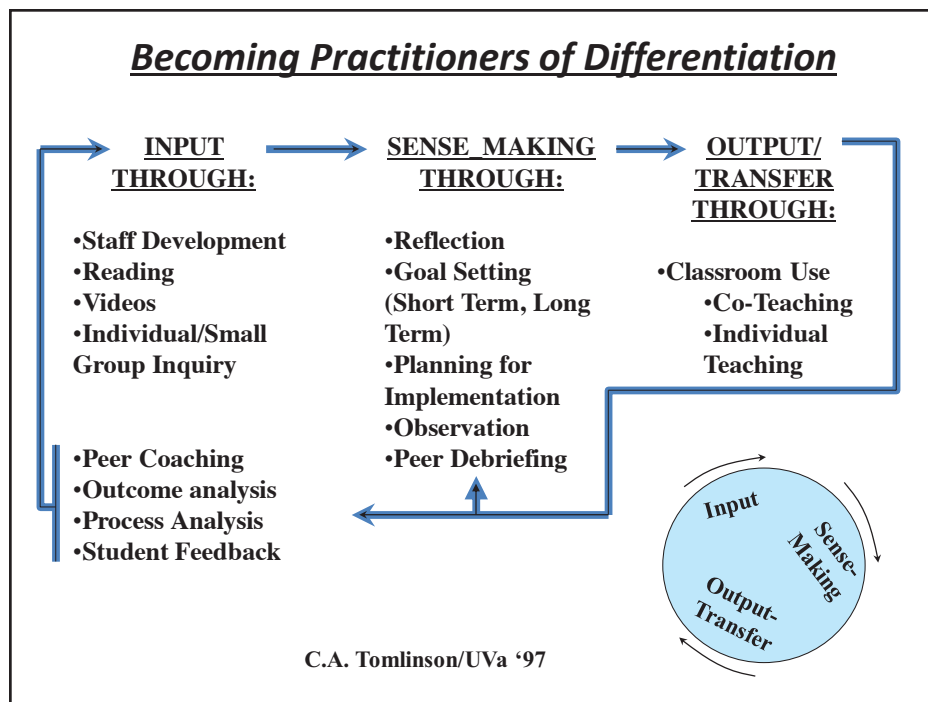
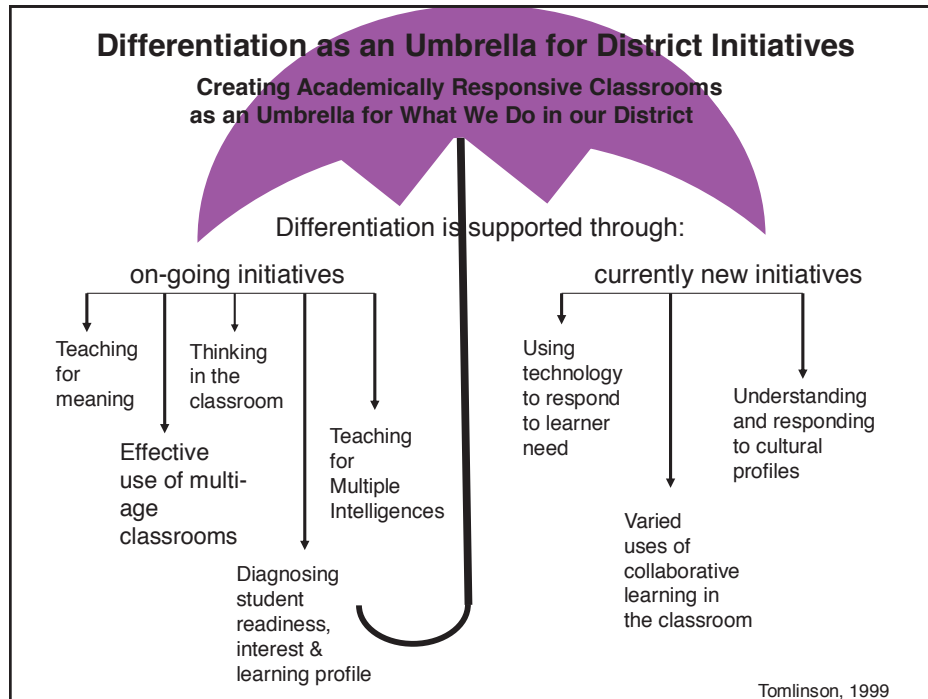
Starting everywhere all at once . . .

Starting everywhere at once is ill advised an old adage says, “One goal is a goal, two goals are half a goal, and three goals are no goal at all.” Like all such adages, this one has its limitations but it reminds us that focus is important, especially when we are trying to bring about change in complex social systems such as schools

The main problem is not the absence of innovation in schools, but rather too many disconnected, episodic, fragmented, superficially adorned projects.



The New Meaning of Educational Change - Third Edition - (p. 21) - by Michael Fullan





Looking at Your Place:



Q: What supports do you feel would be most important to help teachers in your place move with competence and confidence in differentiation—or responding to the learning needs of their students?

5. They used formative assessment for planning.

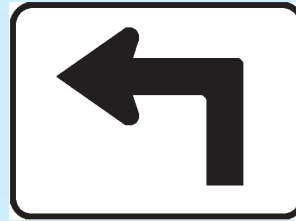
Second order change is complex, messy, uncertain, labor-intensive, and long-term.

When a leader asks colleagues to undertake such change, it is the leader's obligation to determine whether the proposed change is "working" "working" and to make subsequent plans accordingly.



EVALUATION OF THE CHANGE SHOULD:

Be diagnostic, formative, and summative
Examine process and product
Be goal-based and goal-free
Be qualitative and quantitative
Be episodic & continuous
Be internal & external
Be carefully planned
Use baseline data for comparison
On students and faculty
Collect data from multiple sources
Draw on multiple types of data
Used to grow & improve



At the end
of six years
neither school
was finished
with the
change!!





Some Tools for the Revolution—and Final Thoughts



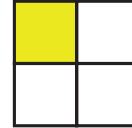
“Gatekeeper” Skills of Responsive Teaching

Reflecting on Students	Using Effective Instructional Approaches
Developing Clarity About Curriculum	Managing for Flexibility



1

Reflecting on Students

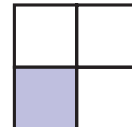


- What do I want to know about my students as individuals?
As a group?
- What do I already know?
- How well do they read? Write?
- How well do they understand when they listen?
- What's hardest for them in school?
- How do they feel about their peers?
- How do their peers feel about them?
- How does their culture affect their learning?
- How does gender affect them?
- What do they already know about what I plan to teach?
- What are their dreams? What are their interests?
- How do they work best?
- What kind of adult support do they have outside of school?
- What experiences do they have that enable them to relate to what we study?
- What attitudes do they have about learning? About school?

Tomlinson, '03

2

Clarity about Curriculum



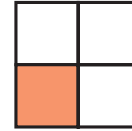
- What is this topic really about?
- Why does it matter to study?
- What makes it connects to the lives of learners?
- What would experts say is the essence of the topic?
- How does the topic help students understand the discipline better?
- How does the topic make sense to experts?
- What should students know, understand, and be able to do as a result of each lesson and the unit as a whole?
- What questions are essential to ask about the topic?
- What are the key concepts that give the topic meaning?
- What is the "genius" of the topic—(essential understandings)?
- What do experts do with these ideas? What kinds of problems do they solve?
- What is the potential of this topic to show students connections?
- What is the potential of this topic to help students understand themselves and their world?
- What will engage the minds and hearts of the students?

Tomlinson, '03



4

Using Effective Instructional Approaches



- How do I use formative assessment to guide teaching and learning?
- In what ways might I address students' varied entry points into required content?
- In what ways might I honor student interests and approaches to learning?
- What modes of expression might I offer students?
- In what modes of expression might I teach students?
- How can I support student proficiency with reading? Writing?
- How can I point the way to increasing quality in student work?
- Which instructional approaches best serve the goals of this lesson/unit?
- How do I ensure that the approaches I select serve my students well?
- What choices in learning might I offer my students?

Tomlinson, '03

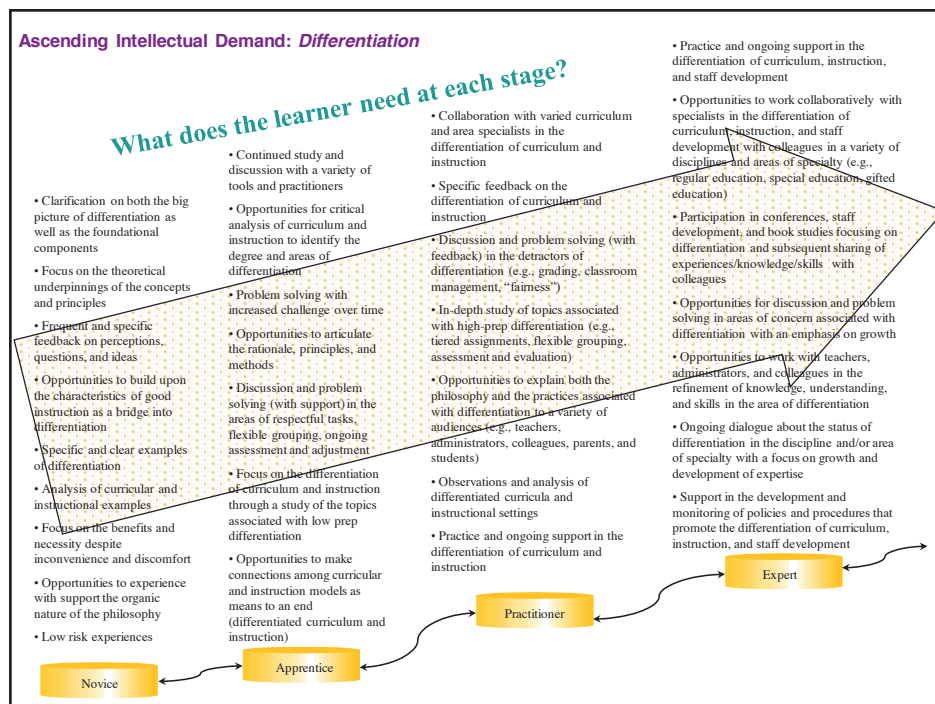
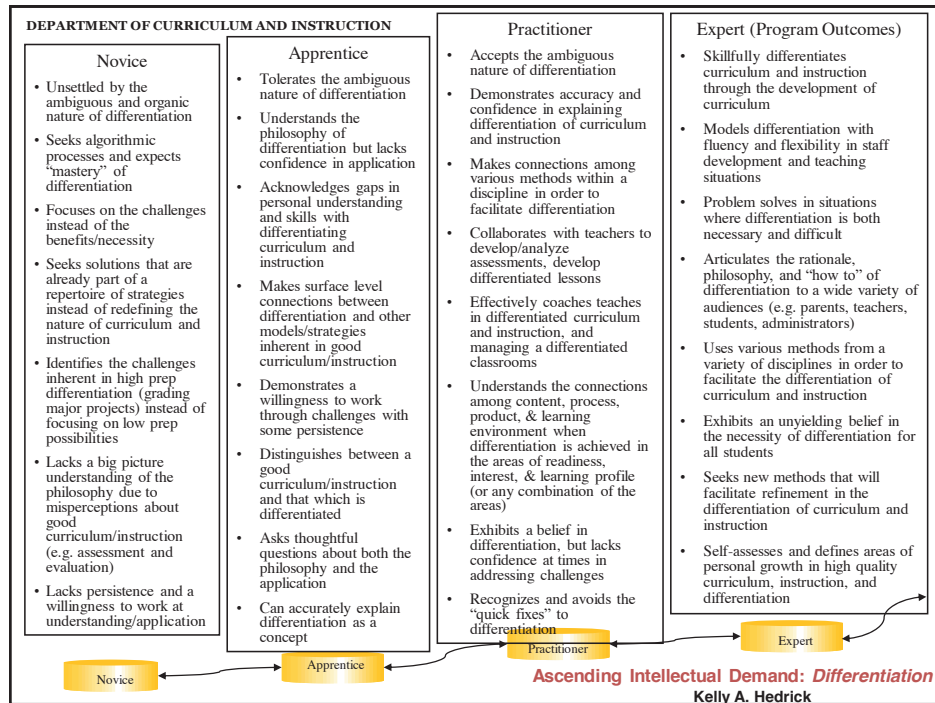
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Managing for Flexibility



- How can I use time more flexibly?
- How can I use space more flexibly?
- How can I use materials more flexibly?
- How do I help students understand and appreciate the varied needs they represent?
- Where do I find time to meet with small groups?
- How do I craft tasks that provide adequate challenge, engagement, and structure for individuals and small groups?
- How do I give multiple sets of directions?
- How do I help students move efficiently in the classroom?
- How do we practice class routines to help students become independent?
- How can I make students my partners in operating our classroom?
- How and when can I coach individuals?
- What record-keeping systems clarify goals and progress for me and my students?
- How do I establish and maintain appropriate levels of sound and movement in the classroom?

Tomlinson, '03



<i>Environment Grows Up</i>			
1 →	2 →	3 →	4
Connecting with students occurs infrequently	Opportunities for sharing and building trust	Team-building allows students to know each other and the teacher and to celebrate growth	Nurturing and awareness of students needs for emotional support
Teacher has pre-determined expectations for individuals (fixed mindset)	Students are occasionally offered opportunities for choice or to work with strengths.	Teacher demonstrates a positive attitude for success with every student	Differences are acknowledged, attended to, and celebrated.
Teacher controls most or all aspects of the class including responding to questions, materials, seating arrangements.	Some flexibility in where and how students work, and how they access materials	Students share responsibilities for jobs in class. Classroom structure is evident for all.	Interdependence of all members of class for learning and for mechanisms to work (resources, space, etc.)

Tomlinson & Page 2012

<i>Curriculum Grows Up</i>			
1	2	3	4
A loosely related set of lessons and tasks, in a subject	Learning goals are clear and coherent.	Consistently relates tasks to the learning goals	KUDs written with focused with the end in mind.
Students find low relevance for learning the material	Thoughtfully preparation to attend to student variances.	Engagement students at various entry points.	Authentic work that relates to students' lives and experiences
Fact or skill based tasks that are seen as separate, or seen as the next page in the textbook.	KUD Goal clarity leads to instruction aligned to goals	Understandings illuminate concepts and relevance to lives and to this lesson or unit.	Rigor and depth in what will be learned.

Tomlinson & Page 2012



Assessment Grows Up			
1	2	3	4
Assessments are the same formats, often just testing at end.	Uses some variety of ways to assess other than paper/pencil	Assessment helps design and drive the instruction.	Assessment helps complete a picture of each student– gives info about lrng pref, interests, readiness, strengths, growth
Not done or merely regurgitation of facts	Students are thoughtfully assessed for instruction	Assessments allow students to see their own growth	Often, assessments are differentiated in order for students to clearly communicate what they have learned/need to learn
Done only at the end, for grades, with no other response to student differences	Occasionally uses pre-assessments to create tasks and groupings.	Use formative assessments regularly and then adjusts instruction based on that info.	Everything a student does is considered a formative assessment

Tomlinson & Page 2012

Instruction Grows Up			
1	2	3	4
One-size-fits all Planning of lessons	Choices are offered based on students' learning preferences or interests.	Teacher works to ensure a fit of instruction and student as often as possible	Students are the "doers" and student voices are heard most frequently
Teacher centered/teacher controlled Front of the room	<i>Reactive</i> instruc. modifications occur when students "don't fit".	Proactively planned instruction attends to students' needs	Synergy– students and teachers work together to construct learning, tasks, and community
Teaching as coverage	Teacher attempts some low-prep DI strategies, on occasion	Instruction extends every students' practice and thinking.	Ensuring that students make meaning s and successful learning.

Tomlinson & Page 2012



Managing and Leading

1	2	3	4
Places emphasis on labels; refers to student needs primarily by label	Reflects on students' needs and attempts some adaptation, most often for specific students	Proactive vs. reactive planning to adapt instruction for some/all students. Diagnoses needs and prescribes modified instruction.	Leads students by coaching for success. Emphasizes shared responsibility and teamwork.
Rule-oriented and teacher controlled classroom.	Routines for classroom procedures established and shared with students.	Encourages students to experiment and take risks, Students understand & support classroom task	Learning –oriented. Coaches for and celebrates successes for students at all levels.
Rarely groups students; may occasionally pair students high/low or may pair by proximity (elbow partners)	Students are sometimes regrouped, and most often by their own choice of who they work with.	Students frequently group/regroup based on aspects of readiness levels, interests, learning preferences – some teacher determined, and some based on strengths or choice.	Collaborative and independent work occurs daily, with teacher and students understanding logistics & systems

Tomlinson & Page 2012

Sound Familiar?

What do teachers need to KNOW, UNDERSTAND, AND BE ABLE TO DO in order to be able to fully support the success of each learner in their classes?

Where is each teacher's practice in relation to those KUDs?

What do you need to do to move each teacher toward increasing expertise in differentiation based on his/her current practice?

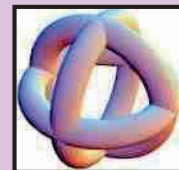
**What kind of mindset, connections, community do you need?
What kinds of support**

What will you do to ensure maximum teacher growth?

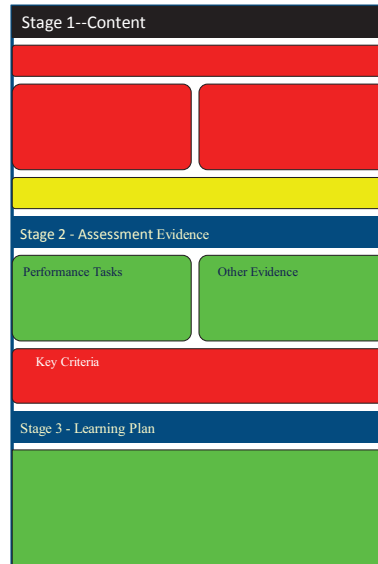
How will you address teacher variance in readiness, interest, and learning profile?

How will you know whether those plans are working?

What will you do as you see how plans are working for individual teachers and for the faculty as a whole?



Said Another Way



What is the essential knowledge, understanding, & skill educators must have to serve each student effectively?
What EQs will they need to answer?
What will transfer look like?

What will you accept as evidence of their knowledge, understanding, and skill?
What will be your criteria for assessing their success?

What is your step by step plan to ensure that every educator grows as much and as fast as possible toward and beyond the KUDs?

Leading for Differentiation

Understand it

Explain it

Model it

Support it

Require it

Stick with it



Tomlinson 08



Good to great comes by a cumulative process---
step by step,
action by action, action by action,
decision by decision,
turn upon turn of the flywheel---



that adds up to sustained spectacular results It was a quiet, deliberate process of figuring out what needed to be done to create the best future results and then taking those steps one way or the other. By pushing in a constant direction over an extended period of time, they inevitably hit a point of breaking through.

Common Ground by Dufour-Eaker-Dufour pp.10-11

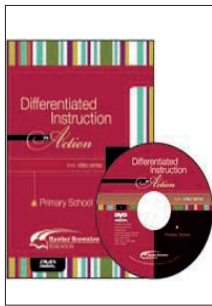
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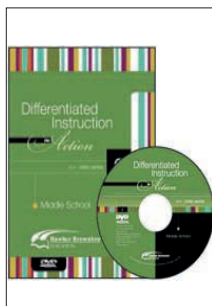


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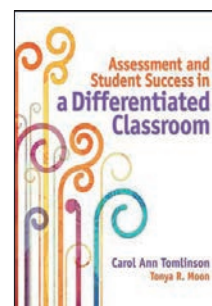
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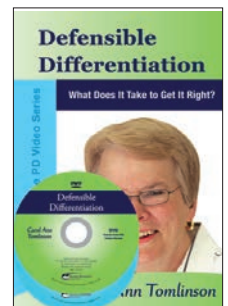
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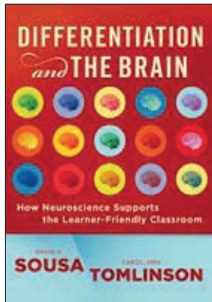
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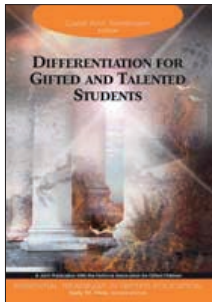
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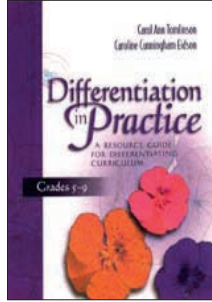
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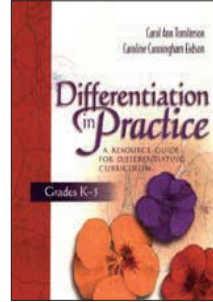
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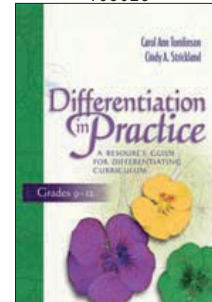
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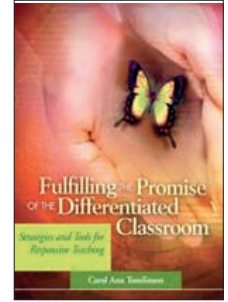
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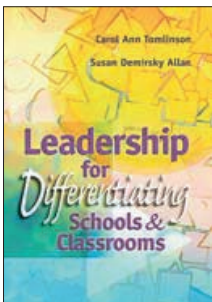
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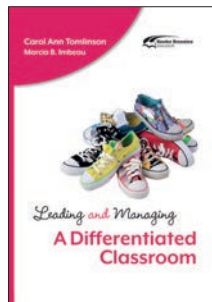
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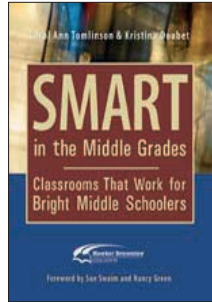
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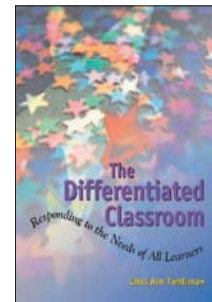
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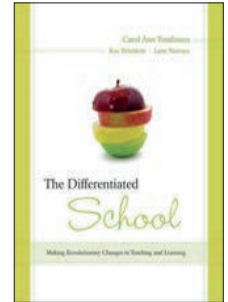
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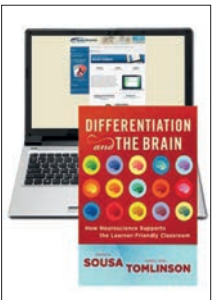
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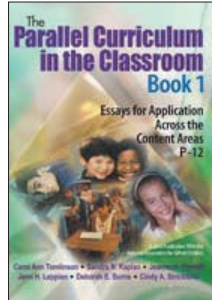
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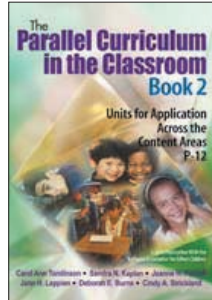
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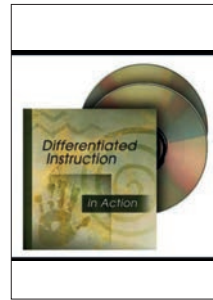
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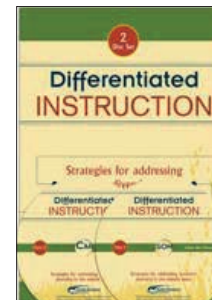
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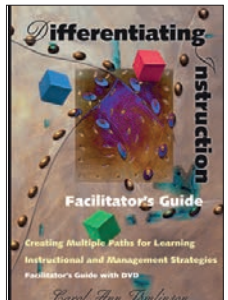
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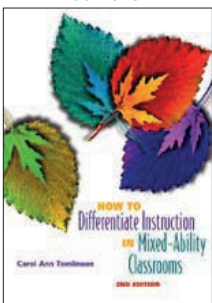
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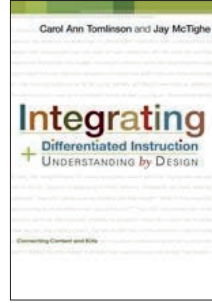
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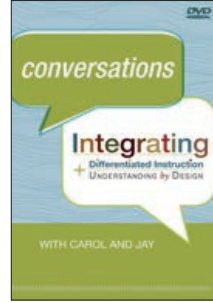
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