



23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

Carol Ann Tomlinson

Sunday 25 May

**Bringing the Kids on Board in a
Differentiated Classroom**

Session 2

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: 11CT0302
0514

Published in Australia by

 **Hawker Brownlow**
EDUCATION

Bringing the Kids On Board in a Differentiated Classroom



**Hawker Brownlow Conference
Melbourne, Australia
May 25, 2014**

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

Talking to Kids and Parents

You and your group members will be creating a scenario that demonstrates the types of issues kids and parents have when it comes to differentiation.

Three of you need to create a student scenario and three a parent scenario. In each scenario, one person will be playing the part of the teacher and two of you will play the part of the parent or student. Your goal is to capture key concerns students or parents might have about differentiation.

Your Group (of 6)





Leadership

- 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

- Plans schedules
- Handles details
- Prepares materials
- Arranges furniture
- Directs movement
- Practices routines
- Troubleshoots
- ABOUT MECHANICS

Then be a manager

Leading to Help Kids Understand and Contribute to Differentiation as a Way of Life in the Classroom





Effective Differentiation is Rooted in a Philosophy

Kids differ as learners.
Differences are natural and desirable.
Every learner is invaluable.
Every learner deserves access to the best learning opportunities
a school has to offer.
Inclusion is preferable to exclusion whenever feasible.
Attention to students' varied learning needs is a precondition
to equity of access to excellence and to student success.
Students work better when they "own" the classroom.
A classroom in which teacher and students work together as a team
to support the success of everyone has great power.
Teachers can serve as leaders to help students understand,
contribute to, and enact classroom beliefs and practices
that support the success of each learner and of the
class as a whole.



Differentiation Works Best When Students and Teachers Build a Shared Philosophy

Who are we as learners?
Who do we want to be?
What would it take to create a classroom that supports
the success of each person in the classroom?
What would each of us need to contribute to make this
a classroom that functions effectively and
efficiently as for everyone here?
What rules will we live by?
What routines do we need?
How will we know if they are working effectively?
What will we do when they are not working well?



Learning Profile Pre-Assessment



Learning Profile Pre-Assessment

1. Favorite subjects in school

= head color and body color

- Math-purple
- Science-red
- Reading-blue
- Writing-orange



2. Least favorite subjects in school

= hair color

(you can design fun hair)

3. If you are a boy, use shorts.

If you are a girl use the pants.

Make the color pants with your favorite color.

From Mr. Wasserman's 5th grade classroom, Henrico County Schools, VA

Learning Profile Pre-Assessment

4. Strongest multiple Intelligence area

- Intrapersonal-white
- Interpersonal-red
- Musical-blue
- Kinesthetic-black
- Logical-mathematical-yellow
- Verbal-linguistic-purple
- Visual-spatial-orange
- Naturalist-green



5. Learning preference

= shoe color

- Visual-white
- Auditory-black
- Kinesthetic-brown

From Mr. Wasserman's 5th grade classroom, Henrico County Schools, VA

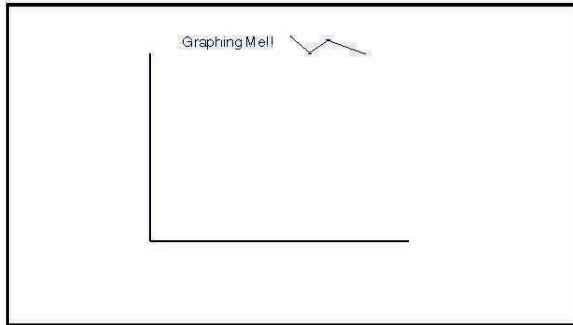
Learning Profile Pre-Assessment

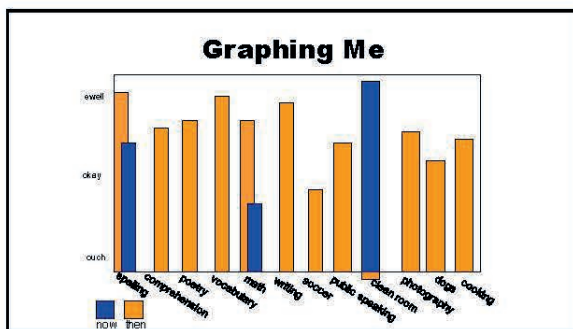
6. If you prefer to work alone on project, put on stripes. If you prefer to work in groups, draw polka dots on your shirt.

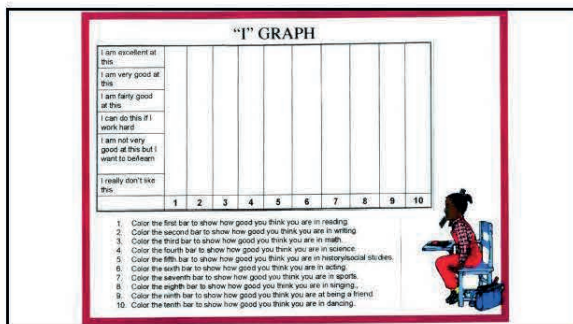
7. If you like to be challenged and learn new and difficult things, design a hat for yourself.

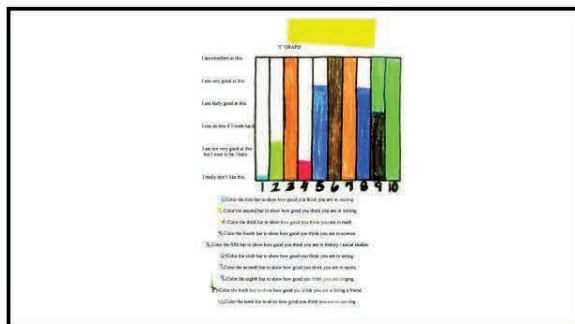


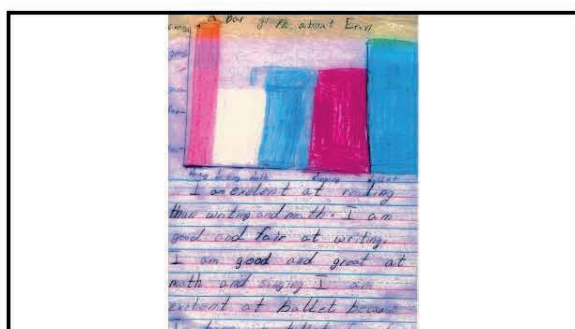
From Mr. Wasserman's 5th grade classroom, Henrico County Schools, VA

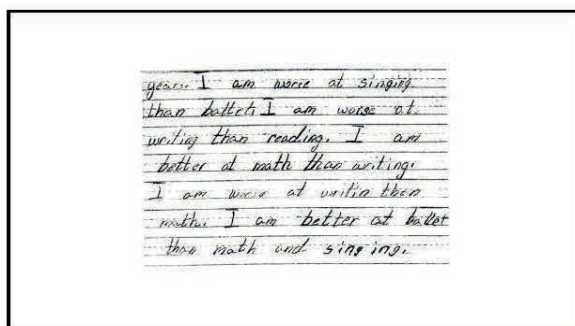


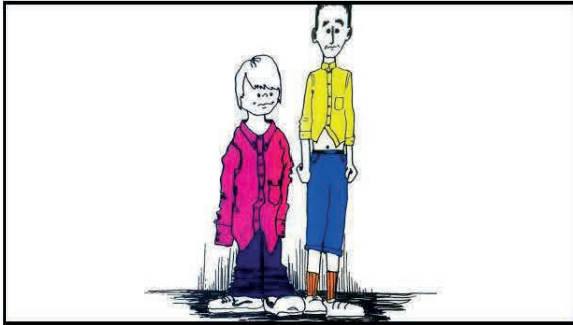














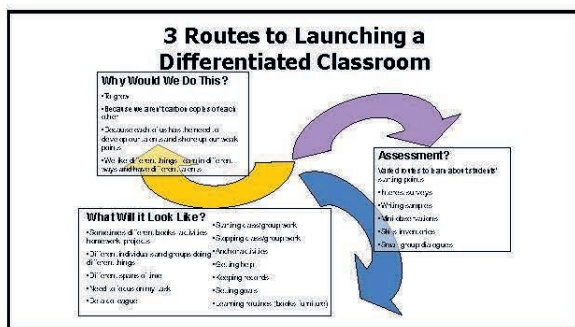
A Trip to the Doctor...

A Trip to the Doctor...

Your Roles

Parent:
Please explain to the doctor that your son must have poison ivy because he mowed the lawn yesterday and now he has a rash and big welts all over his arms.

Son:
Please don't say anything. Just look uncomfortable and scratch your arms.



How are we doing?

With starting class?
stopping class?

Materials?
Getting help when the teacher is busy?
Helping colleagues?
Anchor activities?
Sticking with your work?
Finding working conditions that work for you?
Knowing what quality work looks like?



What rules do we agree to live by?

Rules to Live By

1. _____
2. _____



Rules in Judy Rex's Grade 3-4 Classroom

- We agree to give **Respect**
 - To people, feelings, space, property and ideas
- We agree to be **Responsible**
 - For our actions, words and choices
- We agree to show **Appreciation**
 - No put downs, inclusive, friendly
- We agree to be **X-Factor Learners**
 - Positive role models, excellence, can-do attitudes, personal best!



**KIPP School Rules
(for teachers & students)**

- **Be nice.**
- **Work hard.**
- **No shortcuts.**
- **No excuses.**



Two Rules that Governed a Middle School Classroom*

- **I will be the student I need to be in order to become the person I ought to be.**
- **I will practice the "Platinum Rule."**
(The Golden Rule asks that we treat others the way we'd like to be treated.
The Platinum Rule asks that we treat others the way they'd like to be treated.)

*Students were asked to modify or add to these rules.



3 Rules for a High School Classroom

(Stephanie Pace Marshall)

- Take care of yourself.
- Take care of each other.
- Take care of this place.



Two Rules that Cover Most Needs

- Be serious about learning.
- Be respectful.



Rothstein-Fisch and Trumbull (2008)



Doing the same thing for everyone?

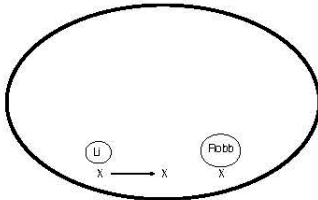
"You're fair if you like us all alike."

"It's fair if everyone gets the support he/she needs to succeed."

***What
Does
Fair
Mean in
Our
Class?***



So, How Would You Think About Grades??



The Power of Partnership

In October, I wrote you and expressed some bewilderment that my second graders were not taking advantage of the learning centers I developed for our heterogeneous classroom. You wrote back and suggested that I let the children help with this problem. At the time, we were about one week into our thematic unit on Native Americans. We had been learning about surveys in math, so I created a survey about learning for my students to complete. I incorporated the math vocabulary and concepts into my explanation of the survey. I explained that I needed to collect some data about learning centers and that we would analyze the results to create a learning center on Native Americans—a center that would be just right for everybody...

Their ideas included:
Centers should go with our theme.
Centers should be fun to look at.
Centers should include blank books.
Centers should have index cards for student questions about the topic.
Centers should have art stuff, books, and other cool stuff that go with the topic.

The Power of Partnership

In response to the survey, I asked my students the questions like the following. (Their answers are in italics.)

How do we make centers fun to look at?

Kids could make labeled illustrations or collages on poster board.

We could decorate with book jackets that go with the theme.

What would we use blank books and index cards for?

*We could write question and answer books like *If You Lived with the Powhatan Indians*.*

We could make poetry books that go with the theme.

We could write interesting things we find out on the cards.

We could make vocabulary cards and illustrate them.

What kinds of books should be at the centers?

All kinds.

There should be books for all our reading levels.

There should be grown-up books with good pictures too.

What are examples of cool stuff?

Things to touch and look at.

The Power of Partnership

Almost before I knew what was happening, children were making illustrations for the poster board that would designate the new Native American Center. Two girls went right to work covering a cigar box with masking tape (buffalo hide) and embellishing the box with beads. This box would be the container for blank books. Other children began to comb the room for books that would fit the theme.

Poems were found in the Poetry Center that related to Native Americans. Pocket chart games were taken from the Morning Meeting Shelf and put in the center. Related maps and puzzles were taken from the Geography Center. The table was covered with a Navajo blanket along with a picture file, books, and activities. I noticed that the Center was a wonderful complement to the Interactive Notebook. In the notebook, students processed the essential knowledge of the standards and in the Center, they could apply and extend that knowledge. The test scores for the unit were extremely high, even among my lowest achieving students.

When it was time to create a center on Ancient China, we were ready to go...

Centers have a very powerful way of differentiating instruction in our second grade classroom. They provide choice, are geared to interest and learning profile, are repeat in nature and are fun. I am very glad I stuck with this idea and it is a success!

Page 1: From Hilary James <james@baldwin.edu> on 2/26/13 2:49 PM

My children and I spoke at great length about what is fair? They are in second grade so I did not know how they would feel about the whole discussion.

So... to try and make a long story short - a child was placed into my classroom in November per the parent's request. I was NERVOUS! He had had major behavior problems in the other class and did not seem to have acquired many skills during the first semester of school. He transferred in and quickly became involved in any classroom full of differentiation. He really seemed to be enjoying himself. He has become more confident and his scores have steadily improved! The parents cannot believe the change they see in him inside and outside of school.

Today the guidance counselor came in and the class told her that we had been talking about what is fair. The little boy went up to her and told her what we had been talking about. He said, "Ya know, being fair is getting what you need. We all need different things because we are unique. None of us are the same."

I felt like shouting from the rooftops! He got it! I got it! I wanted to share it with you as well. At times I feel like I focus on the negative and this is something I will hang on forever.

Hilary James
2nd grade teacher
Browns Ope, WI

A pedagogical life is lived in hope. What hope gives us is the simple avowal, "I will not give up on you. I know you can make a good life for yourself." Thus hope refers to that which gives us patience and tolerance, belief and trust in the possibilities of young people.

Young people who experience our trust are thereby encouraged to have trust in themselves. Trust enables!



Adapted slightly from van Manen, M. (1991). *The tact of teaching: toward a pedagogy of thoughtfulness*. Albany, NY: State University of New York, p. 68.



An Important Concept

The most potent learning goal we can ever set for ourselves is to grow as much as we can.

A teacher who is a partner in that goal asks us continually to push ahead further today than we could yesterday.

The growth has to be measured from "my" starting point—not someone else's. I have to grow from where I am.

Vygotsky's Zone of Proximal Development teaches us that in order to grow we must engage in work that is A LITTLE to hard for us and find a support system to get us over the hump. Then the work needs to escalate again and we need to find support again.

We move along in that way to learn most of what we learn.

An Important Concept

As a teacher, I help a student grow when I provide work that is a little too hard for *that* student.

If I were to have a perfect day in school, I'd give each student work that's, say, 10% too hard for that student.

If I give a student who struggles with math work that's 10% too hard for him—and I give a very advanced math student work that's 10% too hard for her, I have NOT given one student easy work and one student hard work.

I have given each student work that's the same amount too hard for their point of readiness.

It's the only way each of those students can grow.

An Important Concept

It is not any more "unfair" or punitive to ask a bright kid to work up 10% than it is to ask a kid who has trouble with academics to work up 10%.

Further, it is not possible for me to challenge a bright learner and simultaneously ensure that the student will never struggle, never falter, never become a bit frustrated.

The assumption that challenge and comfort keep the same company is a misapprehension.

My role as a teacher is to serve as a catalyst for growth. To do that, I must do at least two things: (1) provide work that is currently a bit beyond the student's reach; and (2) provide support to help the student accomplish what at one point seemed impossible.

An Important Concept

My goal with a bright student is not to introduce challenge and watch her fail. My goal is to introduce challenge and show her she can succeed at a high level.

Success at a higher than the student thought possible is the genesis of self-efficacy for every student—including highly able ones.

I can have amnesia about goofs along the way if the student grows at the end of the day. (What matters is *that* the student learn—not so much *where* the student learns.)

To help bright kids succeed at increasingly higher levels, I also need the support of parents who can take the long look.

That is, I need adults who are willing to be adults with their children to affirm their potential, help them tolerate ambiguity, and celebrate with them as they grow into who they should be.

Great teachers of kids...



...are great teachers of parents too!

Parenting and teaching derive from the same fundamental experience of pedagogy: the human charge of protecting and teaching the young to live in this world and to take responsibility for themselves, for others, and for the continuance and welfare of the world.



van Manen, M. (1991). *In quest of teaching: Toward a pedagogy of thoughtfulness*. Albany, NY: State University of New York, pp. 6-7.

[illegible]

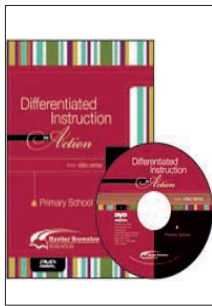


Lined area for writing, consisting of 20 horizontal lines.

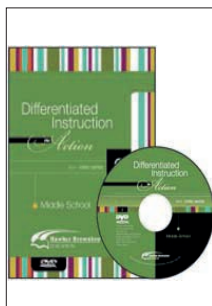


RELATED RESOURCES

Available from Hawker Brownlow Education



608081



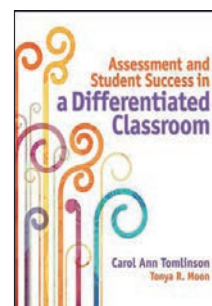
608082



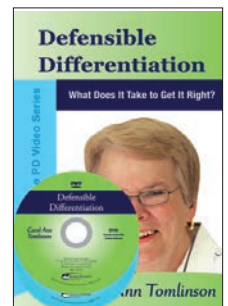
608083



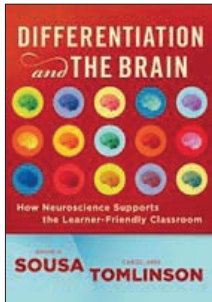
608050



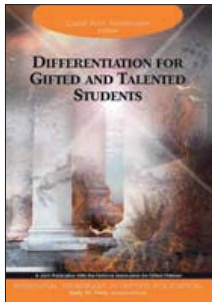
108028



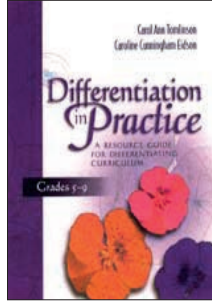
SOT2011



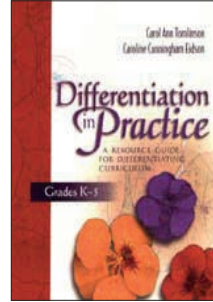
SOT8037



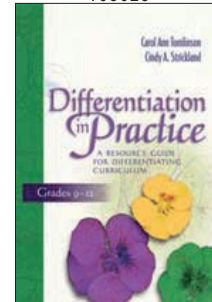
C0099X



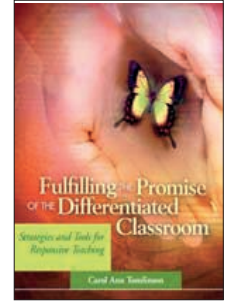
102293



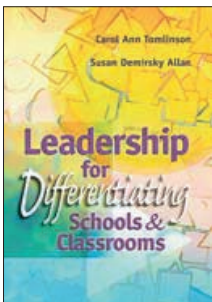
102294



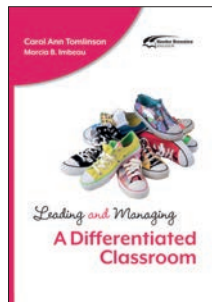
104140



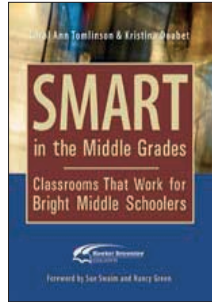
103107



100216



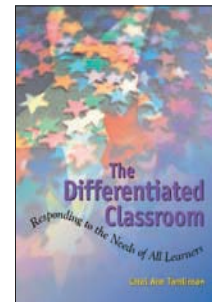
108011



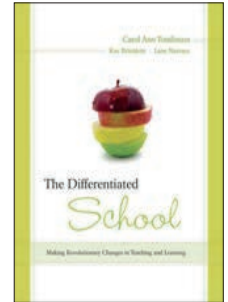
HB3301



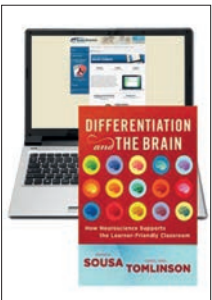
605138



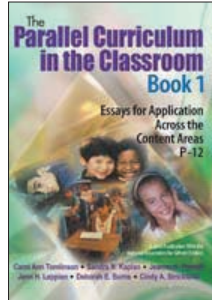
199040



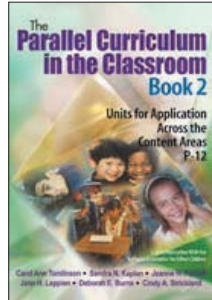
105005



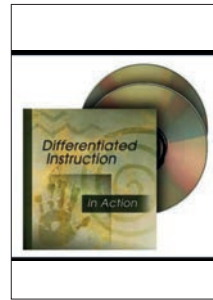
SOL1013



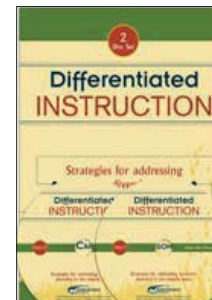
C00973



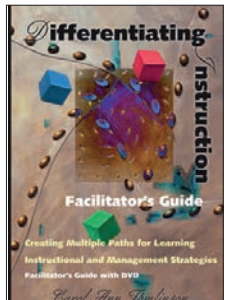
C00981



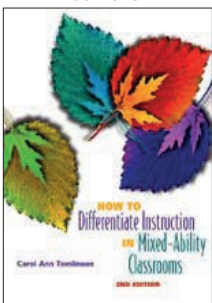
504031



NM6118



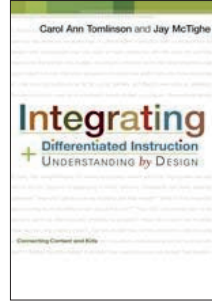
697023



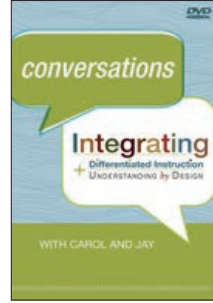
101043



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.