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Thinking & Learning
Conference

2014

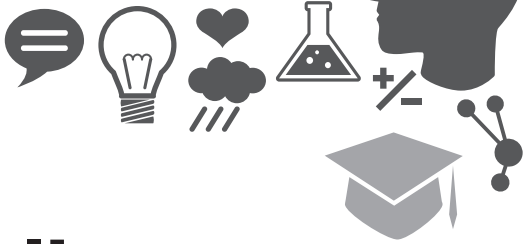
23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

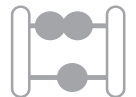


Carol Ann Tomlinson

Sunday 25 May

**Fulfilling the Promise of the
Differentiated Classroom**

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

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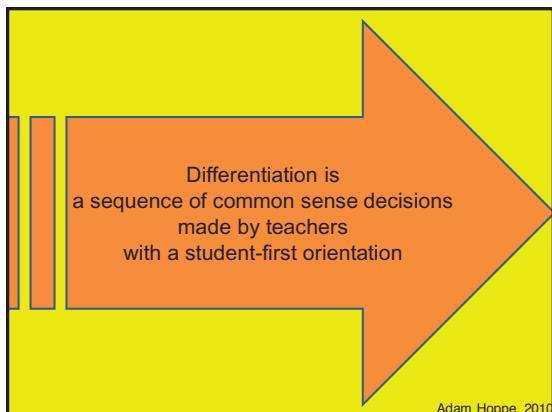
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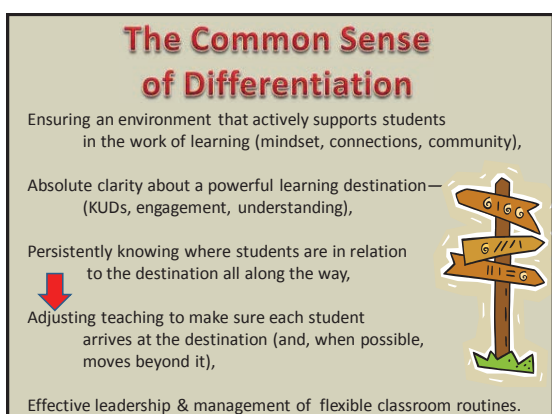


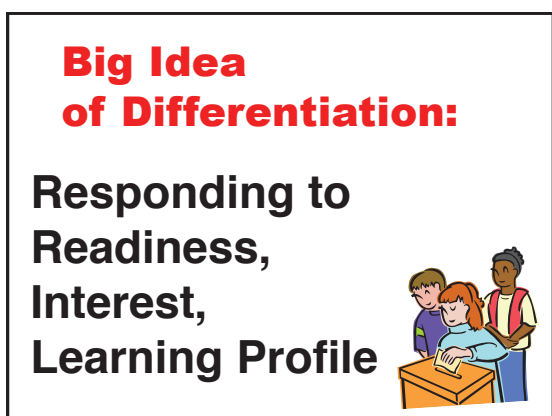
Fulfilling the Promise of
the Differentiated Classroom:
Instructional Strategies
that Invite
Differentiation

Hawker Brownlow Annual Conference
Melbourne, Australia
May 25, 2014

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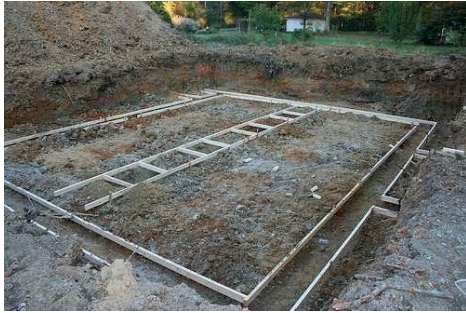








The Foundation of Differentiation is Solid Curriculum, Assessment, & Instructional Practice




Instructional Strategies Come Later in the Design Process



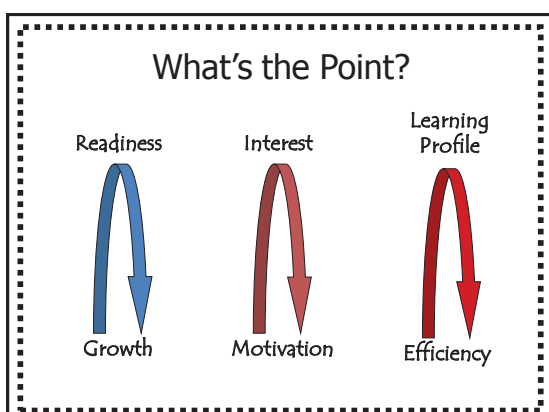
And Need to Rest on a Firm Foundation and Framework of Understanding Content & Learners






Instructional strategies are tools for attending to the learning needs of students.

When a teacher is clear about learning targets and has good assessment information to indicate students' varied positions relative to those targets, THEN it's time to decide which instructional tool is the best fit for the students' needs, the particular learning goals, and the classroom context.



Teachers at Work:

Responding to Student Readiness Needs





Readiness

IS:

- a student's proximity to specified learning goals.
- A student's position relative to the task at hand.
- Fluid.

IS NOT:

- A synonym for ability or IQ or potential
- Fixed



Front-Loading Vocabulary

WHAT?

- Teach the few vocab words on which the topic pivots (6-8)
- Teach them before the unit begins (to students who need them)
- Keep them in plain sight throughout the unit
- Refer to them often during the unit and afterwards as relevant
- Teach root words and derivatives as possible

WHO?

- English language learners
- Students with learning disabilities
- Students who have trouble with words
- Students who benefit from direct instructional contact with the teacher
- Students with generally weak academic vocabulary
- Students who don't know the words on the pre-assessment



Electricity

Description

Electricity is one kind of energy.

Kinds of Electricity

There are two kinds of electricity, static and current. Static electricity is on electric charge that does not move. Current electricity is the movement of electrons.

Electric Circuits

There are two kinds of electric circuits. A series circuit is one in which current can follow only one path. A parallel circuit is one in which current can follow more than one path.

Producing Electricity

A generator is a machine that changes mechanical energy into electrical energy. A dry cell uses a chemical paste, carbon rod, and zinc to produce a flow of electrons. A wet cell uses acid and water, which reacts with metal plates, to produce a flow of electrons.

Using Electricity

Electricity is an important source of light and heat. Electrical energy can be changed to mechanical energy. Fuses and circuit breakers are safety devices designed to help use electricity safely.

Measuring Electricity

The amount of electricity used is measured in kilowatt-hours.

Note: Basic format: Perceptions and Strategies, by M. W. Olson and T. C. Gee, 1991. The Reading Teacher, 45(4), 295-307 Copyright 1991 by the International Reading Association. Teaching Reading in Science by Barton and Jordan



Sedimentary	Igneous	Metamorphic

Rock Log

Sort your samples. Draw each sample in the correct column. Write a description that tells color, texture and other characteristics about the rock.

Sedimentary	Igneous	Metamorphic
Look at Sample #1 You may see small particles of rock and other materials. The particles may be rounded. You may see layers in some rocks.	Look at Sample #2 You may see large crystals in some of these rocks. Crystals do not have crystals, but you will see air holes. Some may look like glass. There are no layers.	Look at Sample #3 These rocks may have crystals or layers. They are formed from other rocks that have been changed by heat and pressure.

The class does the same activity, but more guidance is given for those who may need it.

Created by Meri-Lyn Stark
Elementary Science Coordinator
Park City School District

Super Sentences

The precipitous incline of the tortuous cliff rendered dubious their unhampered descent.

Translate/verify
Practice (choral read, eyes closed, volunteers)
Define individual words
Test—your sentence plus...
today's sentences plus...

The prodigious prestidigitator purloined the prestige of the pulchritudinous psychic by prognosticating through a presentiment the popular proclivities for the preeminent political pursuant.

Highlighted Texts

About 15% of a chapter—e.g.

- Introduction
- Conclusion
- Critical passages
- Key graphics

Intended for English language learners

Also helpful for students:

- with ADHD
- with learning disabilities
- who have difficulty making meaning
- who are weak readers

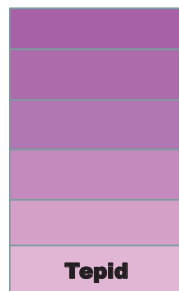
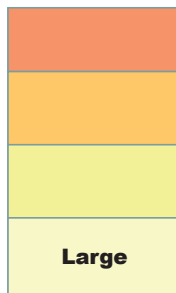


Mini Workshop

1. As students work on an assignment, systematically go around the room and spot-check their work—looking for patterns in misunderstanding or gaps in knowledge or skill.
2. Make a quick note of issues you see and students who are having those issues.
3. If you see a problem that's recurring as many as four or five times, call for a mini-workshop.
4. Ask students to stop working and give you their attention.
5. Tell them that as you've been observing their work, you see one problem that a number of students are having—and describe the problem/issue.
6. Tell students they'll be able to succeed with their work more readily if you can help them with the problem.
7. Ask them to come to a place in the room that you designate and to sit with you on the floor for a minute to clear up the problem.
8. Feel free to issue invitations to some students if needed.
9. Hold the discussion—generally for about 3 minutes.
10. Remind students going and coming to shift their positions so that others are not interrupted in their work.



SHADES OF MEANING



Linda Eller

Reading Homework Coupon

Name:

Date:

- ☐ Please ask your child to tell you the story in the book he or she brought home today by looking at the pictures.

Reading Homework Coupon

Name:

Date:

- ☐ Ask your child to read with expression as if he or she were reading to entertain someone.
- ☐ Ask your child to give you several reasons why he or she likes (or dislikes) the book.
- ☐ Have your child tell you what feelings the character in the book has. Ask for evidence from the book.

Reading Homework Coupon

Name:

Date:

- ☐ Please echo read the book your child brought home. (Echo reading means you read a line, then your child reads or echoes the same line.)
- ☐ Ask your child to show you some words in the story he or she recognizes.

Reading Homework Coupon

Name:

Date:

- ☐ Ask your child to read with a different voice for each character
- ☐ After the reading, ask how your child decided on how his/her voice could help you know the various characters better.
- ☐ Ask your child to tell you which character would be most fun to spend time with. Ask for reasons for his/her choice.

Adapted from Managing A Diverse Classroom by Carol Cummings - by Tomlinson '02




A Simple & Important Example

Varied Homework


Why'd we ever think the same homework for everyone made sense anyhow??

Homework Checkers

Sure you can check homework when kids do varied tasks!!



Homework Checkers




Background:

This is a process for checking multiple homework assignments simultaneously in a classroom so that the teacher feels free to differentiate homework as necessary to address particular student learning needs.

Steps:


1. The teacher checks to make sure each student has completed assigned homework
2. Students who have not completed the assignment work in a designated area of the room to complete the assignment (teacher floats to provide guidance/feedback)
3. Students who completed the HW work in groups of 4 to check all 4 sets for agreement/disagreement
4. All students mark each answer for agreement/disagreement as well as explanations of why an answer is wrong and how to make it right
5. Students sign indicating agreement, staple set of 4 together, turn in
6. Teacher spot checks, "grades" one per set

Movie Time....



In this Lesson, Look For:

- 1) How the teacher deals with different levels of knowledge and skill while still ensuring that all students deal with key understandings.
- 2) The nature of the curriculum itself.
- 3) The degree to which the task is likely to seem "respectful" to students.



27-10-29-30



Talk about it...



Which of these strategies could you use to help students of varied readiness levels succeed in your class or school?

What kinds of learners would benefit from the strategies?

What questions do you have about using the strategy?

Teachers at Work:

Responding to Student Interests



Interest

Personal Interests/Passions (Strengths)



Culturally/Experientially Relevant

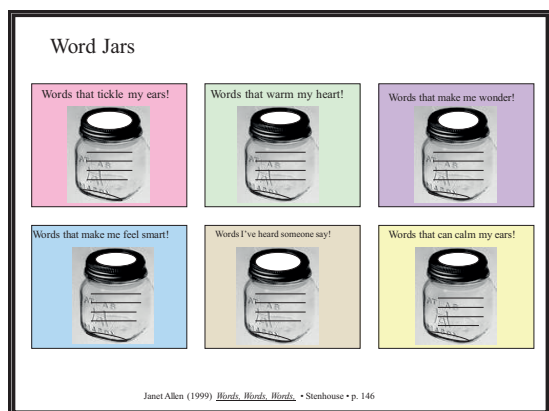
Generically Interesting

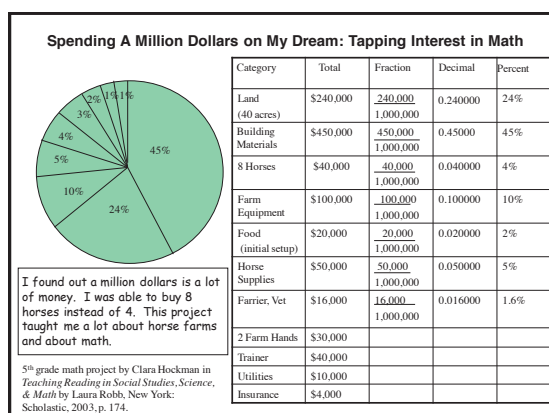
Teacher Interests/Passions

Opens the way to emerging interests









**Student Interest Impacts Algebra Performance**

Using personalized math problems not only made it easier for students to understand what was being asked, but also helped boost the confidence of students who may have been intimidated by the subject.

A researcher at SMU surveyed 145 9th graders about their interests in areas such as sports, music, and movies. Then she randomly assigned them to take the linear-equation unit either receiving standard word problems or one of four variations tailored to their interests.

Students who received personalized word problems solved them faster, more accurately, and with more confidence than students who received the standard questions, particularly when it came to translating the story scenarios into symbolic equations. Strongest gains were found for students who were struggling most before the personalization.



Sparks, S. (2012, Sept. 25). Studies find payoff in "personalizing" algebra. *Education Week*, 32(5), pp. 1, 14-15.

Interest-Based Differentiation Results in Math Achievement Gains**Original Problem**

One method for estimating the cost of new home construction is based on the proposed square footage of the home. Locally, the average cost per square foot is estimated to be \$46.50.

Sports

You are working at the ticket office for a college football team. Each ticket to the first home football game costs **\$46.50**.

Music

You are helping to organize a concert where some local R&B artists will be performing. Each ticket to the concert costs **\$46.50**.

Art

You have been working for the school yearbook, taking pictures and designing pages, and now it's time for the school to sell the yearbooks for **\$46.50** each.

Games

You work for a Best Buy store that is selling the newest Rock Band game for **\$46.50**.



SOURCE: Candace A. Walkington, Southern Methodist University

Name: _____

I WANT TO KNOW

My Question or Topic is: _____

To find out about it, I will:

I will draw:

I will read:


I will write:

I will need:

I will look at/ listen to:

How I will share what I learned is:

I will finish by: _____



Using a Strength to Support a Weakness One Example

100% Me poems

I'm 9% math
10% soccer
4% science
2% clean locker
I'm 21% wilderness
6% blue
I'm 6% braces
And 2% shoe
I'm 33% smiles 3% brown hair
4% pineapple
I'm very rare!

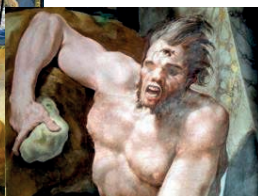


Kelsey—Grade 6

In Practical Poetry: A Non-Standard Approach to Meeting Content-Area Standards
By Sara Holbrook (2005), Portsmouth, NH: Heinemann, p. 79



Nancy Brittle's
English students
& their
"parallel" odysseys



Differentiation By Interest

Social Studies

Mrs. Schlim and her students were studying the Civil War. During the unit, they did many things -- read and discussed the text, looked at many primary documents (including letters from soldiers, diaries of slaves), had guest speakers, visited a battlefield, etc.

As the unit began, Mrs. Schlim reminded her students that they would be looking for examples and principles related to culture, conflict change and interdependence.



**Differentiation By Interest**

Social Studies (cont'd)

She asked her students to list topics they liked thinking and learning about in their own world. Among those listed were:

music reading food books
sports/recreation transportation travel
mysteries people heroes/villains
cartoons families medicine
teenagers humor clothing



Differentiation By Interest

Social Studies (cont'd)

Students had as supports for their work:

- a planning calendar
- criteria for quality
- check-in dates
- options for expressing what they learned
- data gathering matrix (optional)
- class discussions on findings, progress, snags
- mini-lessons on research (optional)



Talk about it...

Which of these strategies could be helpful to address the range of student interests in your class or school?

What kinds of learners would benefit from the strategies?

What other strategies do you already use to address student interests?

What questions do you have about using the strategies?

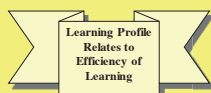
Teachers at Work:

Responding to Student Learning Profile



What Shapes Learning Profile?

- Gender
 - Culture
 - Learning Style
 - Intelligence Preference
- (& the interaction of the four elements)



Learning Profile

IS:

- Related to how we take in & process information
- An umbrella term
 - learning style
 - intelligence preference
 - culture
 - gender
- Fluid

ISN'T:

- Fixed
- "Singular"
- A synonym for learning style





The concept of learning style is the subject of much debate...

- Questioned by psychologists, neuroscientists, & sociologists.
- Does it exist at all?
- Is there any basis for it in research?
- Is there any basis for it in our knowledge of the brain?
- What are we best advised to do in terms of learning style in the classroom?



Don't Pigeon Hole Kids

Be wary of the reliability
& validity of survey instruments that claim to identify learning styles.

Know that the same person will
learn differently in different
contexts.

Concentrate on:

- (1) Options/choices for processing & demonstrating essential content,
- (2) Helping students know themselves as learners so they make wise decisions about how to approach learning tasks—as well as when & how to approach their work.



Synthesis Groups Task Card

(Groups of 5 comprised of students with different expressive strengths.)

Please work with your synthesis group during today's class to:

- 1) Review and agree on what you believe is the key understanding or principle that best reveals the meaning of (makes sense of, is the punch line for) the unit on the circulatory system.
- 2) Find at least four ways/modes to express that key understanding or principle in relation to the contents of the unit.
- 3) Be sure each mode of expression:
 - makes clear what the key understanding or principle is,
 - illustrates how to make sense of what we have been studying,
 - accurately shows how key knowledge and skills come together to form an understanding.
- 4) Be ready to present your own work in two minutes or under.
- 5) Be sure everyone in your group can interpret everyone else's work effectively.





BOOK REPORT/ BOOK REVIEW VS

BOOK TRAILER

Words

Visual images, printed text, soundtrack

To analyze or critique a book

To introduce or "sell" the book to a real audience

Teacher is typically the audience

Or to develop a scene that wasn't in the book but might have been

Uses pen/paper or word processing

Begin with storyboards (need teacher approval to proceed)

Seldom includes intermediate input from teacher

Generally work alone



Uses i-Movies, digital video cameras, or video cameras

Can work alone or with a team

Fortune Lines

Novels, plays, epic poems, music, history & other subjects all present a story that unfolds as a sequence of scenes or events.

Fortune lines probe learners' understanding of the story by requiring them to graph a pattern of events.

For example, the story of Little Red Riding Hood can be separated into ten scenes:

Little Red Riding Hood sets off from home
Little Red Riding Hood enters woods
Little Red Riding Hood meets wolf
Little Red Riding Hood escapes from wolf, continues through wood
Little Red Riding Hood comes to grandma's cottage
'What big eyes you have'
'What big ears you have'
'What big teeth you have' wolf unmasks, pursues
Hunter enters, kills wolf
Grandma found unhurt in cupboard

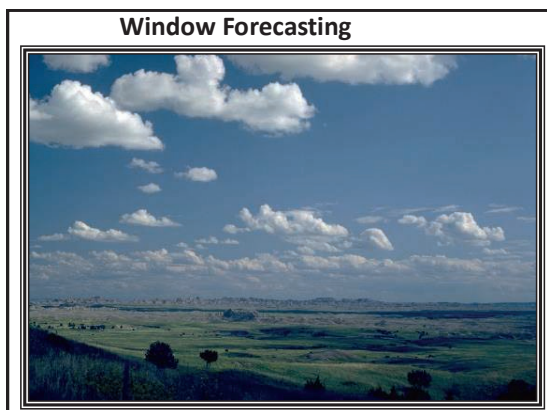


One dimension that changes through the story is Little Red Riding Hood's peace of mind, or happiness. A child who understands the story might graph that dimension as shown:



[illegible]

[illegible]



Learning Profile Science Activity

Meteorologist:

You are a meteorologist working for Channel 29 News. The show will “air” in 10 minutes with the weekend’s forecast, but all the equipment is failing. Look out your “windows” and use the clouds to predict the weather forecast for the local community. You can either write your script for the news show explaining your prediction and your reasons for the prediction, create a poster or prop for the news show that shows the audience what you think the weather will do and why, or role-play the part of the meteorologist and verbally present your forecast predictions to the audience.

C. Strickland07

The Human Digestive System (The KUDs) Students will:

4th Grade Science

(U) Understand the big idea. In this case, that (a) the human digestive system is an example of a system: a collection of two or more parts that act together to affect the whole thing, and (b) that each part is related to the others in some way.

(K) Know the names and functions (jobs) of the major digestive system organs listed below, and include them in a song, story, skit, or diagram.

Mouth, teeth, saliva

Epiglottis -- The flap of cartilage that prevents food from entering the trachea and lungs.

Esophagus (Optional: Peristalsis, the contraction of muscles in/around the esophagus.)

Stomach -- Muscles mix and mash the food. Hydrochloric acid breaks food up.

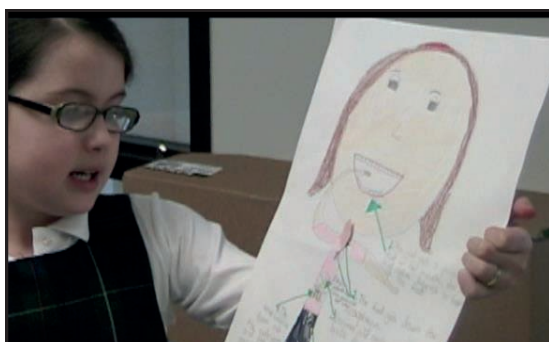
Small Intestine -- Place where most of the digestion and chemical change of food to simpler forms occurs.

Villi -- Finger-like projections that contain capillaries -- the sites in the small intestine where the broken-down (digested) food nutrients enter the blood stream.

Large Intestine -- Where water is absorbed back into the body and the remaining indigestible food passes to the outside.

(D) Demonstrate their understanding using the correct structure and function vocabulary to show how a piece of food moves through and provides fuel for the human body -- from the time it enters the mouth to the time waste leaves the body.

Howard Miller



Kate's diagram explaining how a cookie is digested



Emma writing a story about the digestion of broccoli



A group of students practicing their skit on the digestion of a slice of pizza

Talk about it...

Which of these strategies could be helpful to address the varied ways students in your class or school approach learning?

What kinds of learners would benefit from the strategies?

What other strategies do you already use to address students' learning profiles?

What questions do you have about using the strategies?



Teachers at Work:

(Doing More than One Thing at a Time)

Responding to Student Readiness, Interests, and Learning Profile



Teaching Like Students Learn

Students create book trailers using PhotoStory and iMovie as well as music to bring the ideas in the book to life. "It causes the students to hone in on the message of the book and to use higher order thinking."

The school has recently invested in a new digital format and students can already access over 800 titles that they can download 24 hours a day, 7 days a week.

Students download books as well as audio on their notebooks, iPads, and cell phones. "We need to tap into students' idea of reading and listening on the go."



We are now putting QR (quick response) codes on the front of all our books that enable students to read the codes with their mobile devices and access reviews written by teachers and other students, or links to on-line reviews, or U-Tube clips."

"Struggling or reluctant readers, learning-challenged, second language learners, and gifted readers all benefit from these services."

The Sun-Herald, July 29, 2012

Novel Think Tac-Toe

advanced version

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, insightful, and elegant in expression.

Theme	Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem.	A character in the book is being written up in the paper 20 years after the novel ends. Write the piece. Where has life taken him/her? Why? Now, do the same for yourself 20 years from now. Make sure both pieces are interesting feature articles.	You're a "profiler." Write and illustrate a full and useful profile of an interesting character from the book with emphasis on personality traits and mode of operating. While you're at it, profile yourself too.
	Research a town/place you feel is equivalent to the one in which the novel is set. Use maps, sketches, population and other demographic data to help you make comparisons and contrasts.	Make a model or a map of a key place in your life, and in important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters'.	The time and place in which people find themselves and when events happen shape those people and events in important ways. Find a way to convincingly prove that idea using this book.
	Find out about famous people in history or current events whose experiences and lives reflect the essential themes of this novel. Show us what you've learned.	Create a multi-media presentation that fully explores a key theme from the novel. Use at least 3 media (for example painting, music, poetry, photography, drama, sculpture, calligraphy, etc.) in your exploration.	Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.

Know: theme, setting, characterization **Do:** Relate elements of fiction to their own lives.
Understand: Good fiction is often about the reader too. Good fiction helps readers try on different lives.



Novel Think-Tac-Toe *basic version*

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, accurate, and detailed.

Character	Create a pair of collages that compares you and a character from the book. Compare and contrast physical and personality traits. Label your collages so viewers understand your thinking.	Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the characters are alike and different. Be sure to included the most important traits in each poem.	Write a recipe or set of directions for how you would solve a problem and another for how a main character in the book would solve a problem. Your list should help us know you and the character.
	Draw/paint and write a greeting card that invites us into the scenery and mood of an important part of the book. Be sure the verse helps us understand what is important in the scene and why.	Make a model or map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters'.	Make 2 timelines. The first should illustrate and describe at least 6-8 shifts in settings in the book. The second should explain and illustrate how the mood changes with the change in setting.
	Using books of proverbs and/or quotations, find at least 6-8 that you feel reflect what's important about the novel's theme. Find at least 6-8 that do the same for your life. Display them and explain your choices.	Interview a key character from the book to find out what lessons he/she thinks we should learn from events in the book. Use a Parade magazine for material. Be sure the interview is thorough.	Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.
Theme			

Know: theme, setting, characterization **Do:** Relate elements of fiction to their own lives.
Understand: Good fiction is often about the reader too. Good fiction helps readers try on different lives.

Personal Agenda*

Agenda for _____
Starting date: _____

Task

- Complete a Hypercard Stack showing how a volcano works
- Read your personal choice biography
- Practice adding fractions by completing number problems and word problems on pages 101-106 of the workbook
- Complete research for an article on why volcanoes are where they are for our science newspaper. Write the article and have the editor review it with you
- Complete at least 2 spelling cycles.

Special Instructions

- Be sure to show scientific accuracy
- Keep a reading log of your progress
- Come to the teacher or a friend for help if you get stuck
- Watch your punctuation and spelling! Don't let them hurt your great skill at organizing ideas.

*Remember to complete your daily planning log
*Remember I'll call you for conferences and instructions sometimes



Handwriting practice lines consisting of 20 horizontal lines.

[illegible]

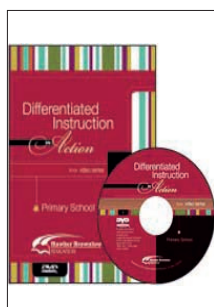


Handwriting practice lines consisting of 20 horizontal lines.

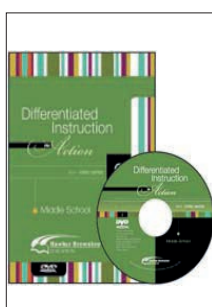


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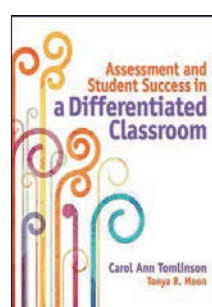
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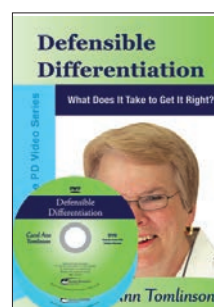
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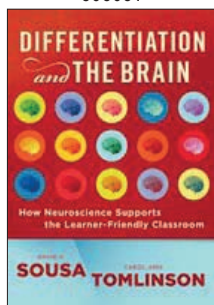
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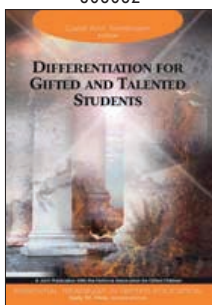
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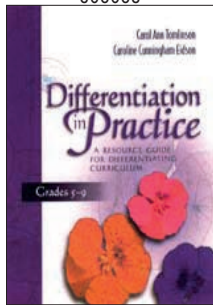
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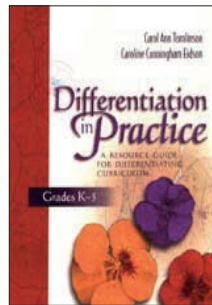
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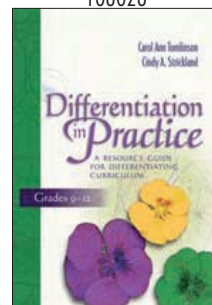
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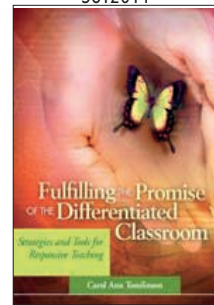
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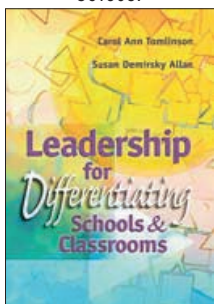
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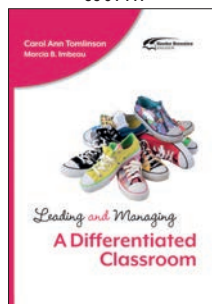
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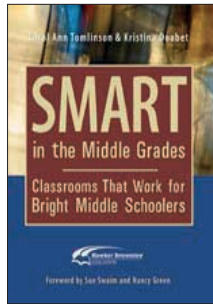
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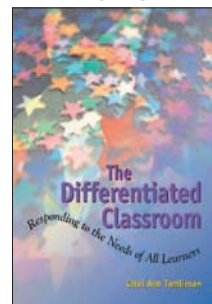
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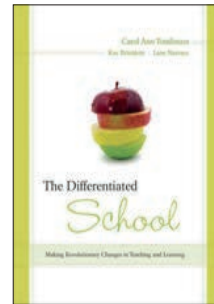
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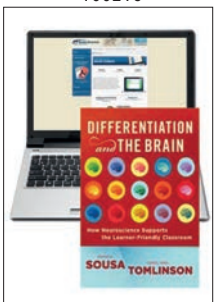
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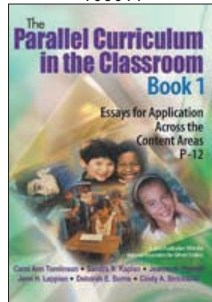
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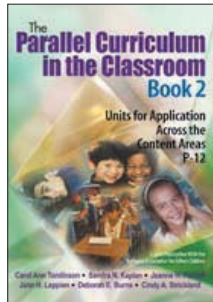
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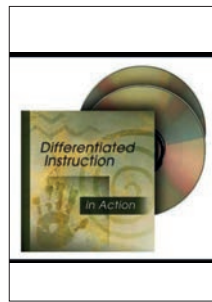
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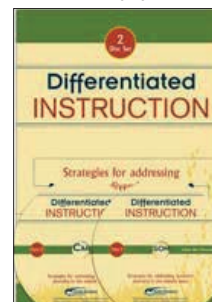
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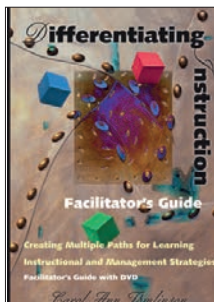
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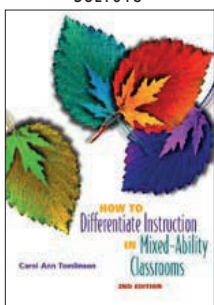
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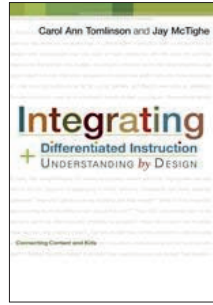
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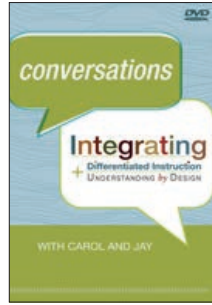
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