



Caulfield Racecourse



# Thinking & Learning Conference

2014

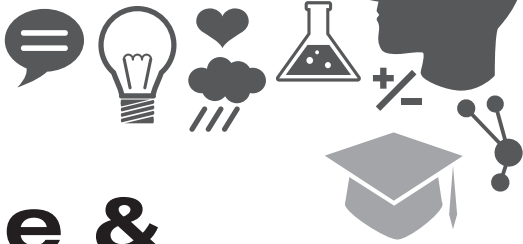
23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

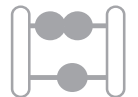


**Jay McTighe &  
Carol Ann Tomlinson**

Monday 26 May

**Connecting Content and Kids  
1 - Day Institute**

*Sessions 1, 2 and 3*



**JAY MCTIGHE**

Dr Jay McTighe has a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, McTighe was involved with school improvement projects at Maryland State Department of Education. He is well known for work with “thinking skills,” having coordinated state wide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. McTighe also directed the development of the Instructional Framework, a multimedia database on teaching. In addition to his work at the state level, McTighe has experience at the district level in Prince George’s County, Maryland, as a classroom teacher, resource specialist, and program coordinator. He also served as director of the Maryland Summer Centre for Gifted and Talented Students, a state wide residential enrichment program held at St. Mary’s College.

McTighe has published articles in a number of leading journals and books, including *Educational Leadership*, *Developing Minds*, *Thinking Skills: Concepts and Techniques*, and *The Developer*. He has co-authored three books on assessment: *Assessing Learning in the Classroom*, *Assessing Outcomes: Performance Assessment Using the Dimensions of Learning Model*, and *Evaluation Tools to Improve as Well as Evaluate Student Performance*. He is co-author, with Grant Wiggins, of the best-selling *Understanding by Design* series and the newly released *Connecting Content and Kids: Integrating Differentiation and Understanding by Design*, co-authored with Carol Ann Tomlinson.

**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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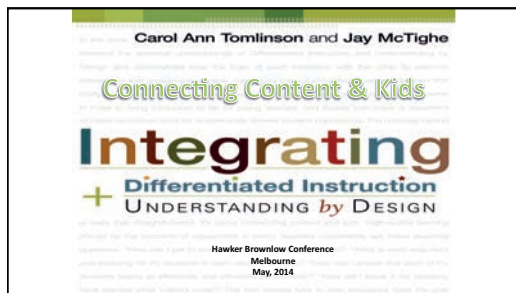
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*Understanding by Design and Differentiated Instruction*



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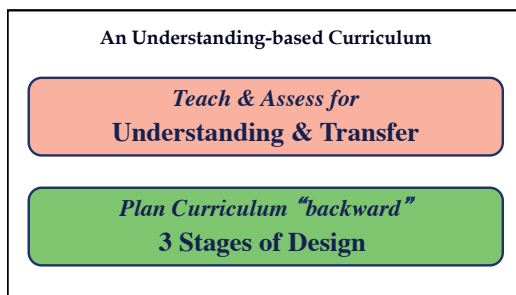
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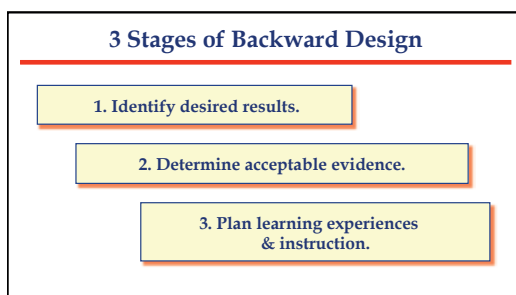
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*Understanding by Design and Differentiated Instruction***Design Curriculum  
“Backward”**

1. *What do you want students to learn?*
2. *How will you know they have learned it?*
3. *How will you teach to help them learn it?*

— Dr. Ralph Tyler, 1949

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***This is not Backward Design***

1. Identify desired results.

3. Plan learning experiences  
& instruction.

2. Determine acceptable evidence.

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**Differentiation is not  
a set of strategies,  
but rather a way of  
thinking about  
teaching & learning.**

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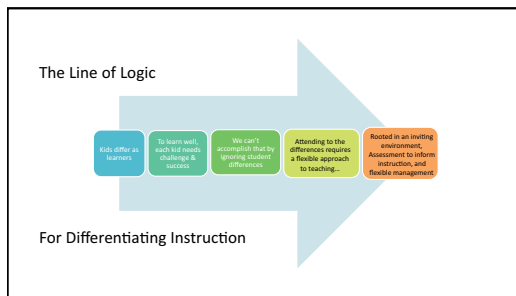
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*Understanding by Design and Differentiated Instruction*



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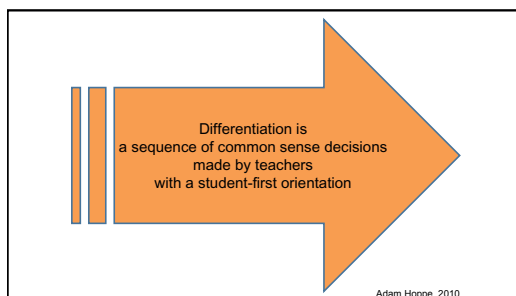
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*Understanding by Design and Differentiated Instruction*

**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),

Persistently knowing where students are in relation to the destination all along the way (formative assessment for and as instruction),

Adjusting teaching to make sure each student arrives at the destination and, when possible, moves beyond it (addressing readiness, interest, learning profile),

Effective leadership & management of flexible classroom routines.



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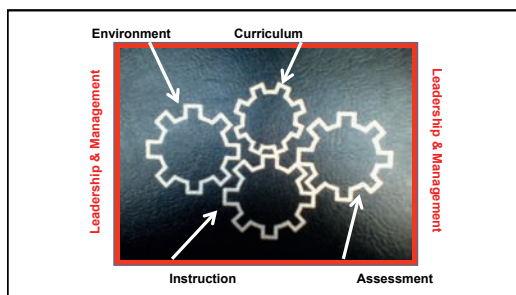
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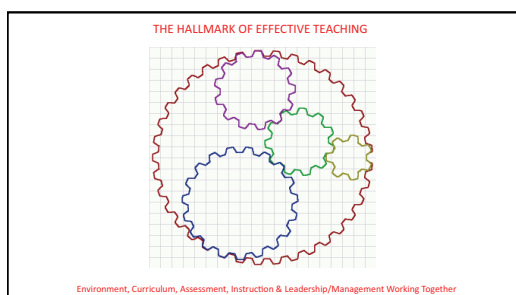
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*Understanding by Design and Differentiated Instruction*

**The UbD Template...**

- ✓ reflects a way of thinking and planning
- ✓ fosters a “mental template” for effective design

Standards	
Understandings	Essential Questions
Learning Objectives	
Learning Activities	

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Acquisition of Knowledge & Skill	
<i>Students will know...</i> K1 the driving laws of their state, province or country K2 rules of the road for legal, courteous and defensive driving K3 basic car features and functions	<i>Students will be skilled at...</i> S1 procedures of safe driving under varied traffic, road & weather conditions S2 signalling/communicating intentions S3 quick response to surprises S4 parallel parking

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Meaning	
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> U1 Defensive driving assumes that other drivers are not attentive and that they might make sudden or ill-advised moves. U2 The time needed to stop or react is deceptively small, thus requiring constant anticipation & attention. U3 Effective drivers constantly adapt to the various traffic, road, & weather conditions.	
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### Understanding by Design and Differentiated Instruction

Meaning	
<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> U1 Defensive driving assumes that other drivers are not attentive and that they might make sudden or ill-advised moves. U2 The time needed to stop or react is deceptively small, thus requiring constant anticipation & attention. U3 Effective drivers constantly adapt to the various traffic, road, & weather conditions.	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> Q1 What must I anticipate and do to minimize risk and accidents when I drive? Q2 What makes a courteous and defensive driver?
Acquisition of Knowledge & Skill	
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Stage 1 – Desired Results	
<b>Transfer</b> <i>Students will be able to independently use their learning to...</i> T1 drive courteously and defensively without accidents or needless risk. T2 anticipate and adapt their knowledge of safe and defensive driving to various traffic, road and weather conditions.	
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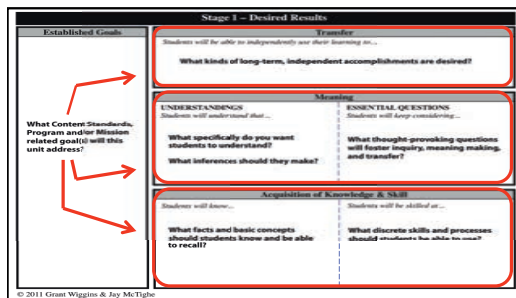
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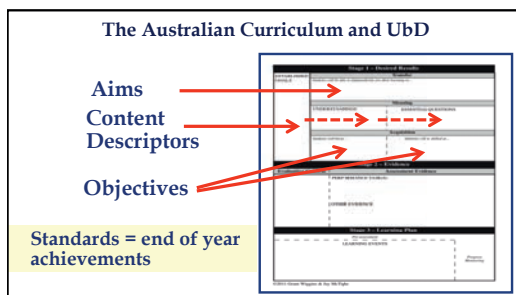
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**Long-Term Transfer Goal**

*"Students will be able to independently use their learning to..."*



An effective curriculum equips learners for autonomous performance ...by design!

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*Understanding by Design and Differentiated Instruction***Transfer Goal – Writing**

- Effectively write in various genres for various audiences and purposes (inform, explain, entertain, persuade, guide, or challenge/change things).

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**Transfer Goals – Mathematics**

*Mathematically proficient students:*

- Make sense of never-before-seen problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.

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**Transfer Goal – Reading**

- Read, comprehend and respond to any text in various genres (literature, non-fiction, technical) through four stances – Global (i.e., get the “gist”), Interpretative (between the lines), Critical (e.g., identify perspective), and Personal (“text-to-me” connections).
- Enjoy reading as a leisure time pursuit.

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**Transfer Goal – History/SS**

- Use knowledge of patterns of history to better understand the present and prepare for the future.
- Critically appraise historical claims and analyze contemporary issues.
- Participate as an active and civil citizen in a democratic society.

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**Transfer Goal –  
World Languages**

Effectively communicate with varied audiences and for varied purposes while displaying appropriate understanding of culture and context.

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**Transfer Goals – Science**

- Use knowledge and reasoning to evaluate scientific claims and analyze current issues involving science or technology.
- Conduct an investigation following established scientific protocols.

North Slope Borough School District, 2012

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*Understanding by Design and Differentiated Instruction***Transfer Goal –  
Life Long Learning**

- Locate needed information from various sources.
- Critically appraise the validity and reliability of sources.
- Use the acquired information in meaningful ways.

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**“Unpack” AU Curriculum**

*Consider:* What “big ideas” are embedded within the curriculum?

**content  
big ideas  
descriptors**

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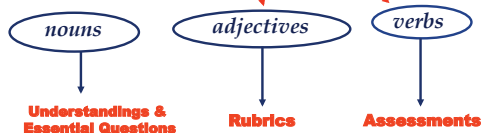
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**The “Inside Out” Method****Content descriptors**

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**Common Core Standards**

**Mathematics**

**Model with  
mathematics.**

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*Mathematical modeling*



**'Big Idea' Understandings:**

- **Mathematicians create models to interpret and predict the behavior of real world phenomena.**
- **Mathematical models have limits and sometimes they distort or misrepresent.**

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*Mathematical modeling*



**Essential Questions:**

- **How can we best model this (real world phenomena)?**
- **What are the limits of this model?**
- **How reliable are its predictions?**

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- Electronic version of UbD Template
- AU National Curriculum pre-loaded
- Share UbD units w/ others
- iPad APP to be released soon



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**A PRINCIPLE FROM UNIVERSAL DESIGN**

*It's easier and cheaper to build in the access ramp when you build the sidewalk.*

*Once the sidewalk has been built, it's no fun for the builder to rip it apart to put in a ramp!!*

*Translation: If you spend a bunch of time designing a UbD unit and then have to tear it up to build in differentiation, your digestion will suffer—or the reconstruction simply won't get done!!*

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Planning for Flexibility	Refining for Reality
<ul style="list-style-type: none"><li>•At the curriculum <i>planning</i> stage</li><li>•For predictable circumstances<ul style="list-style-type: none"><li>Weak readers</li><li>Missing prerequisite knowledge</li><li>English language learners</li><li>Advanced learners</li><li>Varied entry points</li><li>Varied strengths</li><li>Varied modes of student learning</li><li>Interest variance</li><li>Varied modes of teacher presentation</li><li>Time for small group teaching options</li><li>Multiple ways of demonstrating knowledge</li><li>Time for additional practice</li><li>Varied levels of text comprehension</li></ul></li></ul>	<ul style="list-style-type: none"><li>•At the curriculum <i>implementation</i> stage</li><li>•Once you know the students' specific:<ul style="list-style-type: none"><li>languages/cultures</li><li>reading needs</li><li>learning preferences</li><li>readiness span</li><li>interests</li><li>modes of learning</li><li>needs for small group instruction</li><li>practice needs</li><li>strengths</li><li>needs for modes of assessment</li></ul></li><li>•Based on pre-assessment<ul style="list-style-type: none"><li>•Beginning as the unit begins</li><li>•Continuing throughout the unit</li><li>•Based on formative or on-going assessment</li></ul></li><li>•Includes personalization</li></ul>

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### Understanding by Design and Differentiated Instruction

#### Planning for Flexibility



Guidelines for  
building in differentiation  
as you plan a unit  
based on  
Understanding by Design  
at STAGE 1 of UbD

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#### PLANNING DI FOR FLEXIBILITY

Stage 1 of Understanding by Design  
Desired Results

Content Goals: Standards, Objectives, Aims (Including transfer goals)	
Essential Understandings	Essential Questions
Essential Knowledge	Essential Skills

- How might I word the EUs and EQs to connect with the lives, experiences, and interests of my students?
- Which big ideas will likely have the greatest relevance for them?
- What connections can I anticipate making that will engage the thinking of the students I'm likely to teach?

• Who are the students I am likely to teach?  
• What will likely be the degree of variance in students who study this unit, in:  
Culture  
Language  
Economic Background  
Home Support  
Readiness  
Interest  
Learning Preferences  
Experiences  
Reading  
Vocabulary

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**AN  
IMPORTANT  
IDEA**

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

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

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*Understanding by Design and Differentiated Instruction*

Standards are not a curriculum.  
A textbook is not a curriculum.  
A pacing guide is not a curriculum.  
Those things are part of ingredients  
for creating a curriculum.

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**This is NOT a meal...**



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

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



**...ensuring the right balance  
of ingredients**

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



that you can then use to make many different dishes

Depending on the tastes and diet needs of your diners.

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**In other words...**

Standards are mandated ingredients...

Important...

But not a meal.

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

Curriculum based on standards also makes room for the students who must learn it to ensure student engagement and understanding.

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**Unpacking a Standard: Making Dinner with Student Differences in Mind**

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

Grade 7 Reading Standards for Literature

**Essential Question:** What makes a story tick?

**Transfer Goal:** Explain the architecture of a story or drama, showing how the elements of fiction interact to shape events.

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*Understanding by Design and Differentiated Instruction*

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

Grade 7 Reading Standards for Literature

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

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

**Do (Essential Skills)**  
Recognize the elements in a story.  
Analyze and explain how the story elements interact—and why.  
Provide evidence from the story to support your explanation.

*Making dinner vs. serving ingredients*

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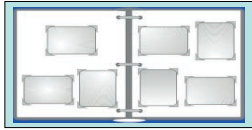
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Think “Photo Album”  
versus “Snapshot”

Sound assessment requires multiple sources of evidence, collected over time.



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Gather evidence from  
a Range of Assessments



- ✓ authentic tasks and projects
- ✓ academic exam questions, prompts, and problems
- ✓ quizzes and test items
- ✓ informal checks for understanding
- ✓ student self-assessments

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*Understanding by Design and Differentiated Instruction*

Match the Assessment Evidence with the Learning Goals



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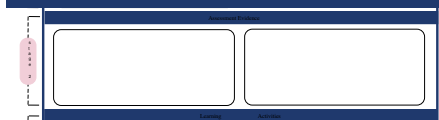
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The UBD Planning Template

Cover Stage 1

What do the assessments suggest the goals must be?



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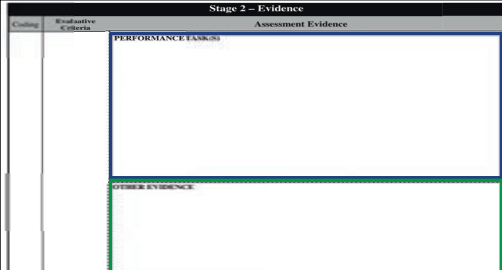
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Stage 2 – Evidence

Assessment Evidence

PERFORMANCE EVIDENCE

OTHER EVIDENCE



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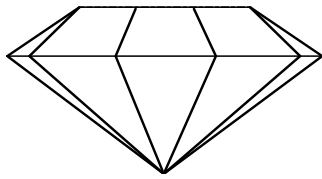
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*Understanding by Design and Differentiated Instruction*

### What is Understanding?



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### What is Understanding?



- How do you define it?
- What are indicators of understanding?
- What are indicators that someone might "know" something without really understanding it?

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### T-Chart Process



**Someone who really understands**

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**Someone who knows a lot but doesn't understand**

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*Understanding by Design and Differentiated Instruction***NAEP 8th-grade  
mathematics test item**

**How many buses does  
the army need to transport  
1,128 soldiers if each bus  
holds 36 soldiers?**



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**What is Understanding?**

Someone who understands...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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**What is Understanding?**

- Men just don't **understand** women!
- He knows the historical facts but doesn't **understand** what they mean.
- I **understand** what she's going through.
- I didn't really **understand** it until I had to use it.
- Does anyone here **understand** French?
- I can **understand** the Arab point of view.
- I now **understand** that I was mistaken.

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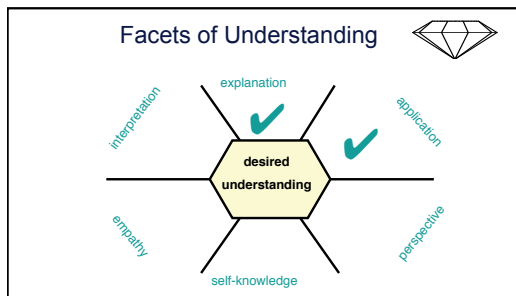
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*Understanding by Design and Differentiated Instruction*

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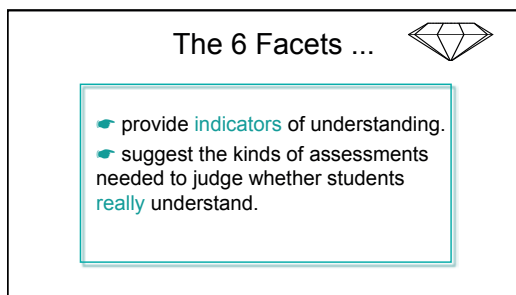
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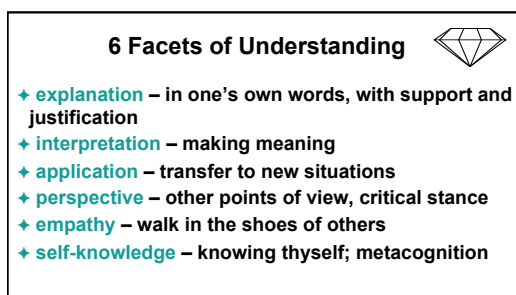
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*Understanding by Design and Differentiated Instruction*example:  
State Tour

The State Department of Tourism has asked your help in planning a four-day tour of (**your state**) for a group of foreign visitors. Plan the tour to help the visitors understand the state's history, geography and its key economic assets.

You should prepare a written itinerary, including an explanation of why each site was included on the tour.

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## Teach a Lesson



You have been asked to help a third grader understand the economic concept of "supply and demand". Design a plan for a 5 minute lesson. You may wish to use examples (e.g., Beanie Babies or Pokemon cards), visuals, or manipulatives to help them understand.

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## Science Investigation



The Pooper Scooper Kitty Litter Company claims that their litter is 40% more absorbent than other brands.

You are a Consumer Advocates researcher who has been asked to evaluate their claim. Develop a plan for conducting the investigation. Your plan should be specific enough so that the lab investigators could follow it to evaluate the claim.

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*Understanding by Design and Differentiated Instruction***The Best Deal**

Your friend has told you that he has just upgraded his cell phone plan with BS&S. The plan offers unlimited calls and texts for a fixed monthly fee. Your current plan is based on a price per call (in minutes) and text (mbs). He insists that his new plan is the best plan available and you should choose this same plan. Is he correct in his assumption that this is the best plan for you? Why or why not? Explain your position, cite your mathematical reasons, and show table(s)/graph(s) and equation(s) to support your recommendation.

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**Tell a Story**

Imagine that you are an elderly tribal member who has witnessed the settlement of the plains by the "pioneers". Tell a story to your granddaughters to show the impact of the settlers on your life.

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**Day Care Center**

You have been hired by a day care agency to fence in an area to be used for a play area. You have been provided with 60 feet of fencing (in 4' sections) and a 4' gate. How can you put up the fence so the children will have the maximum amount of space in which to play?

Submit your plan for the playground area. Include a diagram, your calculations, and a summary of why this is the best design.

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*Understanding by Design and Differentiated Instruction***Mail-Order Friend**

Imagine that you could order a friend from a mail-order friends catalog. Before ordering, think about the qualities that you value in a true friend. Then, make sure that you speak clearly so that the salesperson will know exactly what type of person to send you.

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**Musical Score**

You have been chosen to select a repertoire of three to four songs for your chorus to perform at the retirement gala for Mrs. Jones (a beloved retiring teacher). Give your reasons for the songs you have chosen and for the performance sequence you propose.

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**Designing Task Scenarios**

- G ♦ What is the **goal** in the scenario?
- R ♦ What is your **role**?
- A ♦ Who is the **audience**?
- S ♦ What is your **situation** (context)?
- P ♦ What **products/performances** will you prepare?
- S ♦ By what **standards** (criteria) will your work be judged?

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*Understanding by Design and Differentiated Instruction***Planning for Flexibility**

Guidelines for  
building in differentiation  
as you plan a unit  
based on  
Understanding by Design  
at STAGE 2 of UbD  
(planning for summative  
evidence & criteria)

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**PLANNING DI FOR FLEXIBILITY**

Stage 2 of Understanding by Design  
Assessment Evidence

Performance Assessments	Other Evidence
Key Criteria for Success	

- What performance assessment options would be most relevant?
- Might some students lack context for assessments?
- What options exist for providing reading support for the assessments? Writing supports?
- Might some students have difficulty reading the assessment directions?
- What varied options for expressing learning might enable more students to demonstrate competency?
- Might some students benefit from a more advanced version of assessments?

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**Three General Formats for Summative Assessments**

1. Traditional paper and pencil "tests"
2. Performance assessments
3. Student products



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### *Understanding by Design and Differentiated Instruction*

#### Differentiating Traditional Summative Assessments




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It's not imperative to differentiate assessments.

However, it's wise for a teacher to consider the fact that differentiating instruction in order to support student success and then neglecting to attend to students' learning differences on formative or summative assessments might be short-sighted.

Differentiating an assessment doesn't suggest creating "different" assessments, but rather ensuring access of opportunity for all students to fully demonstrate their learning.



Tomlinson & Moon (2013) Assessment and student success in a Differentiated Classroom Alexandria, VA: ASCD

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#### What's Okay to Modify?

Acceptable/Wise to Differentiate	Unacceptable to Differentiate
1. Complexity of directions	
2. Language of test/response	
3. Mode of expression (oral, written, drawn)	
4. Length of time for responding	
5. Context to which the student applies knowledge	
6. Teacher scaffolding	
7. Analytical, Creative, Practical prompts	
8. Technology for response	

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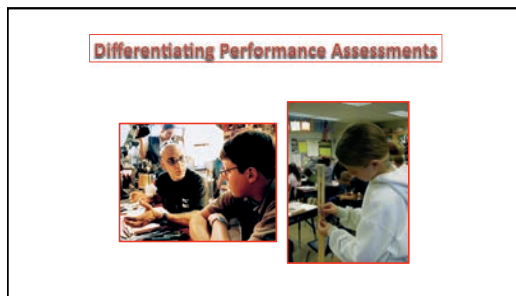
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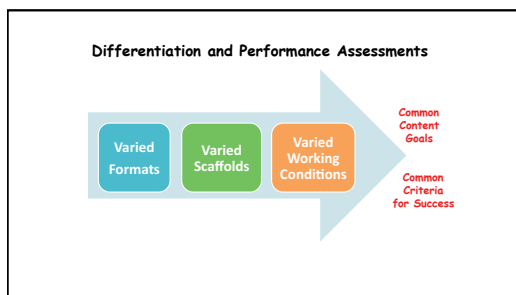
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- Some Ways to Differentiate Performance Assessments & Products**
1. Complexity, nature of resources
  2. Directions and/or resources in student's first language
  3. Response in student's first language
  4. Complexity of directions
  5. Complexity of the prompt
  6. Draw and annotate vs. only write
  7. Application of KUDs to students' interests
  8. Scaffolding provided (organizers, brainstorming groups, teacher start-up conversations)
  9. Timelines, check-ins
  10. Student-developed goals
  11. Teacher-developed goals for particular students
  12. Length of time for completion
  13. Mode of expression
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*Understanding by Design and Differentiated Instruction*

What *can't* change in differentiated assessments are the learning goals on which students are being assessed.



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Performance Assessment Example:

**Day Care Center**

You have been hired by a day care agency to fence in an area to be used for a play area. You have been provided with 60 feet of fencing (in 4' sections) and a 4' gate. How can you put up the fence so the children will have the maximum amount of space in which to play?

Submit your plan for the playground area. Include a diagram, your calculations, and a summary of why this is the best design.

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Performance Assessment Example:

**Day Care Center**

You have been hired by a day care agency to fence in an area to be used for a play area. You have been provided with 60 feet of fencing (in 4' sections) and a 4' gate. How can you put up the fence so the children will have the maximum amount of space in which to play **in light of equipment to be used and the topography of the area (provided for you).**

Submit your plan for the playground area. Include a diagram, your calculations, and a summary of why this is the best design.

Varied complexity depending on equipment and topography provided.

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*Understanding by Design and Differentiated Instruction*

Performance Assessment Example: 

**Teach a Lesson**

You have been asked to help third graders understand the economic concept of "supply and demand." Design a plan for a 5 minute lesson in which you use examples (Beanie Babies, Pokemon cards, iPods), visuals, or manipulatives to help your audience understand the concept.

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Performance Assessment Example: 

**Teach a Lesson**

You have been asked to help a third grader understand the economic concept of "supply and demand." **Teach & record** a 5 minute lesson in which you use examples (Beanie Babies, Pokemon cards, iPods), visuals, or manipulatives to help your audience understand the concept.

More appealing to a "performer"—more accessible to a student with writing problems.

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Performance Assessment Example: 

**Teach a Lesson**

You have been asked to help third graders understand the economic concept of "supply and demand." Design a plan for a 5 minute lesson in which you use examples (e.g., Beanie Babies, Pokemon cards, iPods, **or some other item you think the students would be interested in**), visuals, or manipulatives to help your audience understand the concept.

Interest-based options left open for the student

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### *Understanding by Design and Differentiated Instruction*




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**A Product...**

A product is/can be a kind of performance assessment.

Students create something for a meaningful audience in a way that is designed to require use of critical knowledge, understanding, and skill in an integrated and meaningful way.

Products are generally more extensive than performance assessments.

They often offer greater degrees of freedom for student expression and creativity than do more typical performance assessments.

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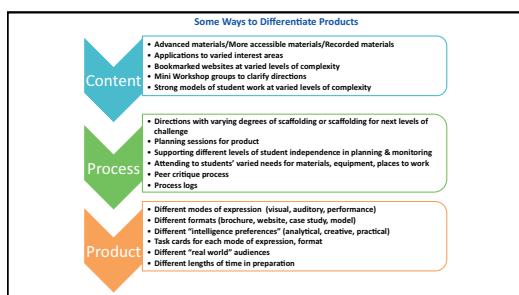
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*Understanding by Design and Differentiated Instruction***Snoopy's Dog House****A Math Product at  
2 levels of Challenge**

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**Most Students in the Class**

Design a dog house for Snoopy that would be a suitable size and shape for his body, bearing in mind that he also needs space for his music studio and his desk and writing materials.

Remember that guests like Woodstock visit.

Given some parameters of materials, costs, time for "construction," etc.

Largely a task for working with measurement and space in an appealing way.

Had a week to complete using some class time and some homework time.

Had to turn in goals, plans, specifications, interior and exterior sketches of the house, and an assessment of the quality of the final doghouse.

Organizers and guidelines provided for the various elements.

Review/feedback from a panel of peers based on a common rubric

**Students with High Math Proficiency**

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**Stage 3: Teaching  
for Understanding**

U N D E R S T A N D I N G  
by D E S I G N

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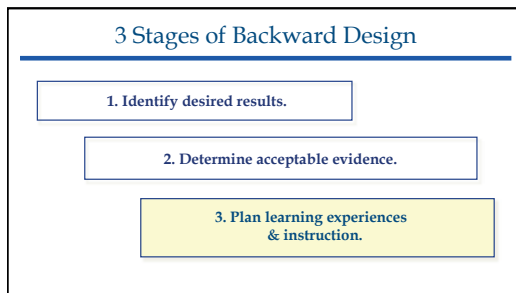
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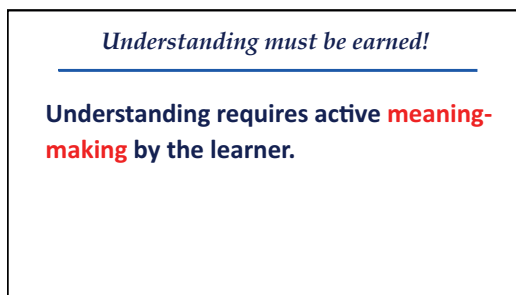
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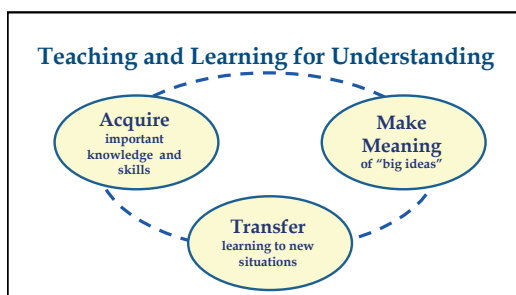
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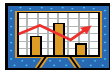
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*Understanding by Design and Differentiated Instruction***Unit on Statistics**

- *What is fair?*
- *How can math help us judge fairly?*

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**Unit on Statistics - Mean, Median, Mode***"What is Fair?"*Individual ranking of runners in a race by all 7<sup>th</sup>-grade classes

Class rank	Class A	Class B	Class C	Class D
1	4	6	1	2
2	9	7	3	5
3	11	10	14	8
4	12	13	18	15
5	20	16	19	17
6	21	22	23	31
7	25	24	28	33
8	26	27	30	36
9	29	34	32	37
10	35	39	41	38
11	43	40	44	46
12	45	42	47	51
13	49	48	50	55
14	54	52	56	57
15	61	53	60	58
16	65	62	63	59
17	69	66	64	67
18	70	72	*	68
19	71	*	*	73
20	*	*	*	74

Initial problem: Four 7<sup>th</sup>-grade classes had a race of all the students. Devise as many ways as you can to determine a fair ranking of the 4 classes, given the individual runner results in the table. Identify the two best ways you think would be **most fair**. Be prepared to explain your answer.

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**EQ – How can mathematics help us judge fairness?****Other meaning-making questions and activities**

- *What do we mean when we say that the rules of a game of chance are "not fair"? What role does mathematics play in our judgment?*
- *Why is it fair to have one person cut the cake and the other person to choose the piece?*
- *When is straight majority voting "fair" and when is it "not fair"?*
- *When is it "fair" to consider an "average" in ranking performance (e.g. salaries, home prices, batting average) and when is it "unfair"?*

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*Understanding by Design and Differentiated Instruction*

NOTE: The content\* is learned as a *means* to answer questions and help solve problems!

Measures of central tendency:

- Mean
- Median
- Mode
- Standard Deviation (range/variance)

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**Meaning Making & Transfer Activity**

Based on our study in this unit of various measures of central tendency, and the pros and cons of using “averages” (and other such measures) in various situations, propose and defend a “fair” grading system for use in this school.

How should students’ grades be calculated? Explain why is your grading system would be more fair than the current system?

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Performance Task:

**Making the Grade**

Your math teacher will allow you to select the measure of central tendency (i.e., mean, median or mode) by which your quarterly grade will be calculated.

Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining why you selected that method.

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Other Evidence:

### Measures of Central Tendency



- quizzes on specific skills (e.g., calculating mean, identifying median)
- finding and explaining “real world” examples of each measure (e.g., scoring in diving competitions)

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### Planning for Flexibility & Refining for Reality



Guidelines for building in differentiation as you plan a unit based on Understanding by Design at STAGE 3 of UbD (planning for teaching & learning)

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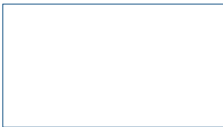
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### PLANNING DI FOR FLEXIBILITY

Stage 3 of Understanding by Design Learning Plan



•When will I use similar readiness groups? Mixed readiness groups? Interest-based groups? Learning profile-based groups? Student choice? Teacher choice?

•How will I help students understand their entry points? Contribute to ownership of their growth?

•Where does it make best sense to build in opportunity for:  
practice  
extension  
interest-based opportunities  
varied modes of exploring ideas  
varied modes of expressing learning  
small group instruction  
varied resources

•What modes of presentation will I use?

•How will I pre-assess readiness? Interest? Learning Profile?

•What formative assessments will I use?

•When/how will I use formative assessment data?

•Which instructional strategies best make room for varied student needs and fit content requirements?

How will I ensure this work contributes to community?

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## Understanding by Design and Differentiated Instruction

The Two Stages of Planning for Differentiation in Understanding by Design: Stage 3	
Planning for Flexibility (Readiness)	Refining for Reality (Readiness)
<p>This is a place where students often fall behind. I'll build in time for small group instruction.</p> <p>It makes sense to use a learning contract to help students review at the end of the unit.</p> <p>I want to be sure to have multiple resources available for our work on the Revolutionary War so all students will have materials they can read—or listen to—in order to have access to necessary background information.</p>	<p>Jake, Isaac, Ramon, Elise, and Felicia need to meet with me tomorrow to talk more about photosynthesis.</p> <p>Based on formative assessment, I can now decide on the review work that needs to go on each student's learning contract.</p> <p>I will use some of the resources for volunteer "expert groups," some for interest-based Think Tanks, and some for students at varied reading levels. I've bookmarked websites at different levels of complexity as well.</p> <p>Here's a great story to tell in class tomorrow. It will really catch the attention of soccer fans in the group in a way that should help them understand the concept of checks and balances.</p>

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**Big Idea/Understanding:**  
**Scientists Classify by Patterns**

*Kindergartners use carpenter's aprons to collect "data" through a nature walk.*

*At the Science Center: Student work is based on pre-assessment information & formal teacher observation*



Orange Group

Red Group

Yellow Group

**Pre-made grid with categories on it**

**Sample grid – students create own grid**

**Students decide how to show categories and contents**

**Task 1** Classify Leaves

- by size
- by color

**Task 2** Classify Leaves

- by shape
- create a category

**Task 3** Find 3 ways each leaf could be classified – other than color

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The Two Stages of Planning for Differentiation in UbD	
Planning for Flexibility (Interest)	Refining for Reality (Interest)
<p>I want to design an authentic assessment that will let students demonstrate their content knowledge of ecosystems, so I'll develop a list of perspectives on Prince William Sound after the Exxon Valdez spill and develop EQs that can guide their work no matter the perspectives they choose.</p> <p>I'll develop math word problem applications based on things middle schoolers enjoy.</p> <p>I want to use a Design A Day project here to let students have a voice in deciding what work they need to do to move ahead and something they'd like to do to connect their learning with their lives.</p>	<p>I'll place the students in teams to represent perspectives of oil refiners, fisherman, the tourist industry, Inuit, shippers, home owners, and biologists.</p> <p>I have four students who really like motorcycles. I'll substitute some problems based on motorcycles for ones I'd created on swimming.</p> <p>In this class, I have some students who are very independent and others who need a good bit of guidance. I'll use different check in requirements for those two groups.</p>

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*Understanding by Design and Differentiated Instruction***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.



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**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

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**The Two Stages of Planning for Differentiation in Understanding by Design: Stage 3****Planning for Flexibility (Learning Profile)**

These ideas will be new to many students so I'm going to use photos and diagrams from the internet when I present so they can form mental images of how the process of mitosis works.

This would be a great place in the unit to have students select tasks based on Sternberg's intelligences. I'll design three options focused on the same essential understanding for this lesson.

I want to have students work in learning profile groups with at least four learning profile preferences represented in each group to summarize the unit's essential understandings in multiple modes just before their final assessment.

**Refining for Reality (Learning Profile)**

Today, 5 students indicated on their exit cards that they had not understood the phases of mitosis until they saw the computer animation of it. I'm going to have them work in a group tomorrow to compare & sketch out their before and after understandings of the process.

Today, I'm going to observe students as they work on the Sternberg task to try to get a sense of how well their choices are working for them.

Phillip, Tai, Morgan, and Sam will work well as a mixed learning profile group. They have a similar sense of humor but very different ways of expressing their insights.

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*Understanding by Design and Differentiated Instruction*

## Sternberg's Three Intelligences



•We all have some of each of these intelligences, but are usually stronger in one or two areas than in others.  
•We should strive to develop as fully each of these intelligences in students...  
•...but also recognize where students' strengths lie and teach through those intelligences as often as possible, particularly when introducing new ideas.

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## Biology – A Differentiated Lesson Using Sternberg's Intelligences

**Learning Goals:**

**Know** - Names of cell parts, functions of cell parts  
**Understand** - A cell is a system with interrelated parts  
**Do** - Analyze the interrelationships of cell parts/functions  
Present understandings in a clear, useful, interesting and fresh way.



After whole class study of a cell, students choose one of the following sense-making activities.

**Analytical:** Use a cause/effect chain or some other format you develop to show how each part of a cell affects other parts as well as the whole. Use labels, directional markers, and other symbols as appropriate to ensure that someone who is pretty clueless about how a cell works will be enlightened after they study your work.

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## Sternberg/Biology (cont'd)

**Practical:** Look around you in your world or the broader world for systems that could serve as analogies for the cell.

Select your best analogy ("best" most clearly matched, most explanatory or enlightening).

Devise a way to make the analogy clear and visible to an audience of peers, ensuring that they will develop clearer and richer insights about how a cell works by sharing in your work.

Be sure to emphasize both the individual functions of cell parts and the interrelationships among the parts.



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### Understanding by Design and Differentiated Instruction

#### Sternberg/Biology (cont'd)

**Creative:** Use unlikely stuff to depict the structure and function of the cell, with emphasis on interrelationships among each of the parts. You should select your materials carefully to reveal something important about the cell, it's parts, and their interrelationships your ahas should trigger ours.

or

Tell a story that helps us understand a cell as a system with interdependent actors or characters, a plot to carry out, a setting, and even a potential conflict. Use your own imagination and narrative preferences to help us gain insights into this remarkable system.  
Students share their work in a 3<sup>rd</sup> format – first, triads of students who completed the same option, then, triads with each of the 3 categories represented.



*This is then followed by a teacher-led, whole class discussion of cells as systems, then a "Teacher Challenge" in which the teacher asks students to make analogies or other sorts of comparisons between cells, cell parts, or interrelationships and objects, photos, or examples produced by the teacher.*

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### Differentiated Instruction



#### The Big Picture

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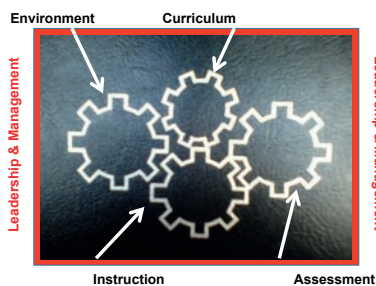
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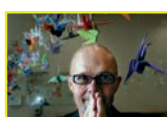
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*Understanding by Design and Differentiated Instruction*

1. Work consistently and persistently to make the learning environment invitational for every student.



For most students, the learning environment trumps all the other classroom elements!

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#### Invitational Learning

Invitational learning requires a transparent commitment to promote learning for all, consideration for a student's prior learning & of what each student brings to the lesson. It requires a sense of fairness and openness to allow students to learn, to make errors & to collaborate in the success of the learning.

It allows for a dialogue among teacher and students related to understanding the concepts in the lesson. Further, invitational learning requires the teacher to be proficient in establishing & maintaining such an environment & observably demonstrating high expectations for all students...

Learning is invitational when the teacher demonstrates:

- 1) Respect—treating all students with the belief that they are able, valuable, & responsible.
- 2) Trust—The lesson led to collaborative engagement in learning, indicating that the process of learning is as important as the product.
- 3) Optimism—The students get the clear message from the teacher that they possess untapped potential to learn what is being taught.
- 4) Intentionality—Each step in the lesson was specifically designed to invite every student to learn.



Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge, pp. 139-140.

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2. Establish Clear KUDs that engage students and focus them on understanding.



We lose a lot when we differentiate flat, foggy, rote, or uninspiring curriculum!

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*Understanding by Design and Differentiated Instruction***Middle School: Parts of Speech KUDs**

**KNOW:** Students will know the definitions of the eight parts of speech and their function in sentences.

**UNDERSTAND:** Students will understand THAT words are like people – their role depends upon their context.

**DO:** Students will...

1. Identify and supply missing part of speech in sentences
2. Use various parts of speech to describe themselves
3. Manipulate the context surrounding a given word to change its part of speech/role in the sentence

EQ: How do words adapt to the context in which they are used?

Transfer Task for Unit: In writing and in speech, students will modify words appropriately to match the context in which the words are used.

Douglas Tomlinson

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**3. Use formative assessment to inform teaching & learning.**

Teaching without information about learning is a fool's pursuit.

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**Pre-Assessment**

- Administered during previous class period
- Diagnostic in nature – 16 questions
  - Match each part of speech to its definition (8)
  - Identify parts of speech as used in a sentences (8)
- Included some “tricky” questions to see who’s really got it (e.g., one word used in a variety of ways).
- Results:
  - **Group A** – Firm grasp of definitions *and* use/application
  - **Group B** – Firm grasp of definitions but struggled with application
  - **Group C** – Struggled with both definitions and application

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*Understanding by Design and Differentiated Instruction*

## 4. Plan Instruction Based on Assessment Information



Matching student readiness, interest, and learning profile matter for success.

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**Steps in Lesson**

- Each student receives an index card with his/her name written on it. Each student must supply a noun, a verb, and an adjective or adverb that both relate to him/her AND begins with the same initial consonant as his/her name (first or last). Teacher demonstrates with her name.
- Students share answers and discuss answers in terms of how the words are used (to review definition and function of parts of speech; fill in definitions on [white board](#)).
- Students engage in role play with teacher to show how one person can be a daughter, a sister, and a teacher, depending upon her context – who she's hanging out with and what job she is doing.
- Teacher relates this activity to words (e.g., love) and adds that suffixes help words change "roles" (like our outfits help us change roles depending on our context).

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**"Shady" Words Lesson**

Words can change their part of speech depending upon who they're hanging out with!

**Ex: LOVE**

- Noun – Love is a beautiful thing.
- Verb – I love Reese's Peanut Butter Cups
- Adjective – You look lovely today
- Adverb – She lovin'ly fed her dog a treat.

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*Understanding by Design and Differentiated Instruction***Crayon Box Groups**

- **Green** -- Meet by bookshelves and complete assigned task
- **Yellow** -- Meet in next two rows and complete assigned task
- **Blue** -- Meet with the teacher for "group huddle" before completing assigned task.

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**Green Cards**

- List as many words as you can think of that can function as more than one part of speech in a sentence.
- Pick one of these words and figure out how you can use it as a noun, a verb, an adjective, and an adverb. Remember that you can add **suffixes** to help your word change roles.
- Complete one of the following assignments
  - Create a parts of speech explanation sheet for next year's seventh graders. On this sheet, feature your selected word functioning as each of the four parts of speech; explain why it is a noun in one sentence, a verb in the next, etc.
  - Create a wanted poster for your chosen word. Include a description for how you can recognize him/her "posing" as each of the four parts of speech.

*Your work will be reviewed according to how well you demonstrate an understanding of the role each part of speech plays in a sentence.*

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**Yellow Cards**

- Use your definitions to correct your application questions from your pre-assessment. Let the teacher know when you're finished.
- Pick one of these words that you can use as a noun, a verb, and an adjective, or an adverb: **Cheer; smile; cry; bore** (Remember that you can add **suffixes** like **-ly**, **-ed**, and **-ing** to help your word change roles).
- Complete one of the following assignments
  - Create a parts of speech explanation sheet for next year's seventh graders. On this sheet, feature your selected word functioning as each of the four parts of speech; explain why it is a noun in one sentence, a verb in the next, etc.
  - Create a wanted poster for your chosen word. Include a description for how you can recognize him/her "posing" as each of the four parts of speech.

*Your work will be reviewed according to how well you demonstrate an understanding of the role each part of speech plays in a sentence.*

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## Understanding by Design and Differentiated Instruction

### Blue Cards

- Use the notes on the board from our class discussion to correct your definitions. Let the teacher know when you're finished.
  - Use your definitions to correct your application questions.
  - As a group, we will discuss how the word "jump" can be used as a noun, a verb, and an adjective, or an adverb. (Remember that we can add **suffixes** like *-ly*, *-ed*, and *-ing* to help our word change roles).
  - Complete one of the following assignments
    - Create a parts of speech explanation sheet for next year's seventh graders. On this sheet, feature your selected word functioning as each of the four parts of speech; explain why it is a noun in one sentence, a verb in the next, etc.
    - Create a wanted poster for your chosen word. Include a description for how you can recognize him/her "posing" as each of the four parts of speech.
- Your work will be reviewed according to how well you demonstrate an understanding of the role each part of speech plays in a sentence.*

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### 5. Lead Students and Manage Processes for Flexibility



A classroom that balances flexibility and order is necessary for differentiation—and student thinking!

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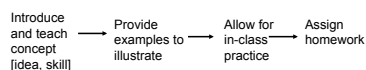
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### SAMPLE ROUTINE



What subject does this look like?

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

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

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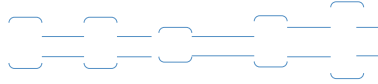
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*Understanding by Design and Differentiated Instruction*

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



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

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Whole Class	Differentiated
Pre-assessment	
Introductory lesson (including describing yourself, role play, review of parts of speech, shady words example)	
	Crayon Box Lesson applying context shifts with words
Sharing some examples of student work, & heads-up reminders based on student work	
	Small group instruction and writing assignments using words in varied contexts at 2 levels of complexity and with several interest-based topic choices
An exploration of how writers use words in varied contexts to guide readers	
	Reading/Writing contracts based on student need

Etc.

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Handwriting practice area consisting of 20 horizontal lines.



[illegible]

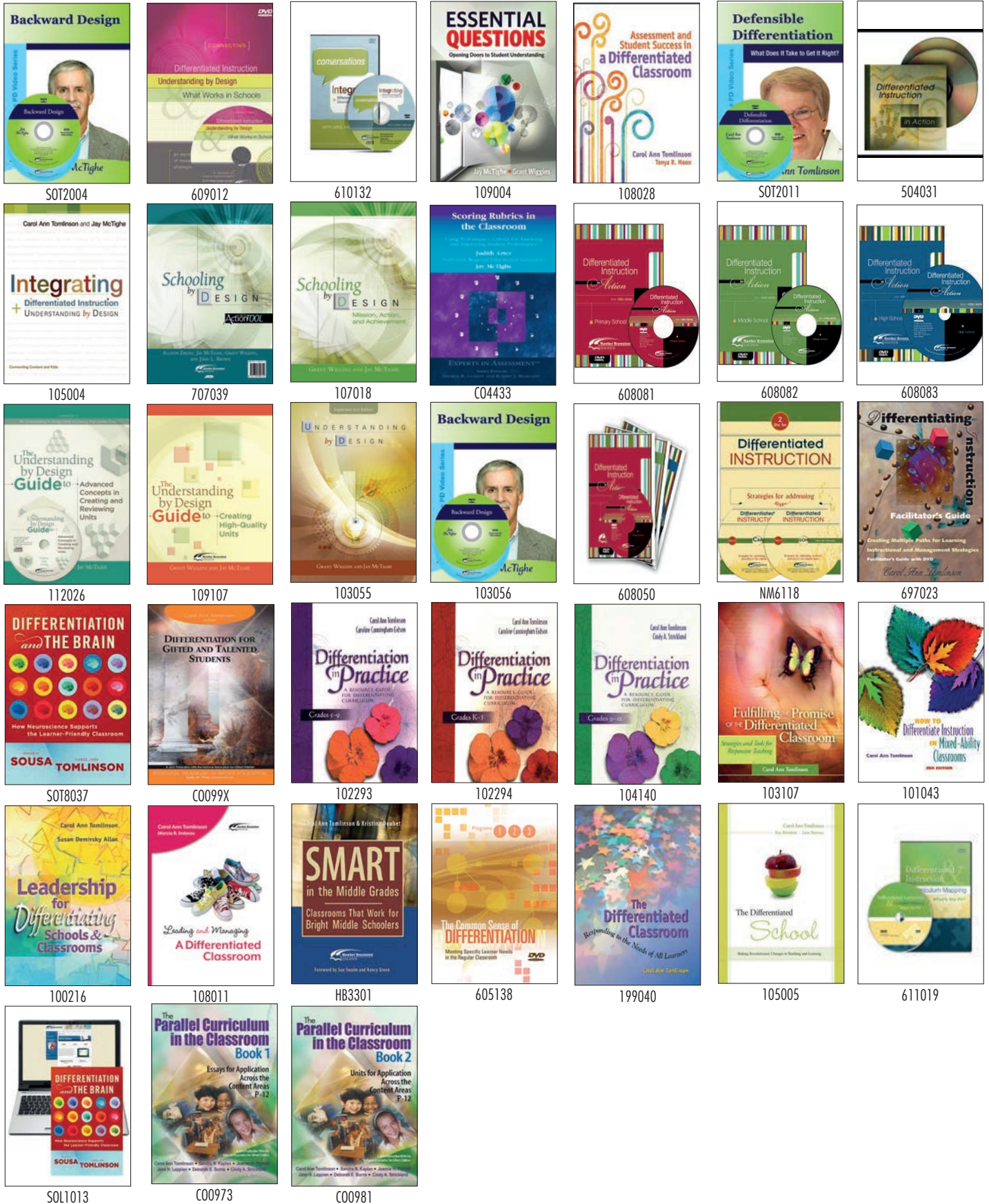


A series of 20 horizontal lines for writing.



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