Beginning Differentiation Online Training

Preston

Summer 2021

Self-paced Training –How it works……

1. Make sure you registered at maconpiattroe.org and click on the sign up for Professional Development box
2. When you complete the training you will receive an email that has an evaluation. Fill out the evaluation and within minutes you should get a email with the website to print off your hours.
3. Participants will go through the power point, viewing each slide.
4. **Tasks will be in RED and they need to be completed and sent to me. Please send when training is completed. Due Date: July 31st.**
5. **Send to prestonb@roe39.k12.il.us**
6. Slides 4 and 5 give my information for sending task answers.
7. Please contact me if you are having any trouble with the training.

Online Training Information

In this training, you will learn about Beginning Differentiation. Please watch the videos embedded in the power point.

You will be required to complete several TASKS that will always be in RED.

The Tasks should be sent to my email: prestonb@roe39.k12.il.us when you finish the training. Send them at one time labeled by Training Title and Task Number. Please have them in before July 31st. Example of submission-next slide.

Please send them in ppt or WORD. I cannot accept GOOGLE DOCS OR ONE DRIVE.

Course Outcomes-
WELCOME, GLAD YOU ARE HERE.

1. Understand Differentiation and its importance to all students learning..
2. Understand that Differentiation should flow K-12 in Tier One Classrooms with grade level to grade level instruction, practice, and mastery.
3. Identify Differentiation strategies that will support students in the Tier One Classroom.
4. Use Formative Assessment to inform instruction and interventions.
5. Remember talented learners and the on grade level learners NEED DIFFERENTIATION, too.

Example for submission to me by email:

Your Name and Email: Barbara Preston

prestonb@roe39.k12.il.us

Title of Training: Beginning Differentiation

Task One- answer

Task Two- answer --etc.,

Pre/Post Test Trauma Awareness

The following statements related to the targets of this training session.
Please indicate your comfort level with the following:
4 = I am confident in my knowledge
3 = I am on the right track
2 = I am not sure I am doing it right or with the right amount of consistency
1 = I need more information in this area
Copy the pre and post tests and send to me.

Differentiation Statements	Pre	Post
I understand and plan on how to differentiate inside my classroom for ALL students.		
When I plan for Tier One Differentiation in my class, I look at Content, Process, Product or Environment.		
I can identify each skill that is inside a Common Core Standard. I provide differentiation for my students on these skills.		
I realize some students need more instruction and I provide time throughout the week to meet with them and reteach for mastery.		
I can locate resources that will help me in this effort.		

PRE ASSESSMENT -Think about this with all standards.

Please send to me through email

1. **What does a person who does not know how to tie a shoe need to know or have in order to be able to tie a shoe correctly? List those skills and knowledge on some paper.**

2. **Now describe the evaluative criteria for someone who excels beyond the standard of excellence for tying a shoe. What can they do?**

Must Know Skills- for tying a shoe

- Bilateral coordination.
- Hand and finger manipulation and dexterity.
- Visual motor skills.
- Visual perception.
- Hand strength.
- Memory skills to remember the steps
- Visual memory to tactile skills
- Perseverance and effort
- Ability to self-regulate in failed attempts
- Listening skills
- Motivation to want to tie the shoe

What if a child is missing some of these skills?

Every standard we teach will be different for every student. If they do not have the skills to master a standard, what do we do?

Every student needs this to master skills inside a standard.

1. What do you want your students to KNOW?
2. What do you want them to UNDERSTAND?
3. What do you want them to be able to DO?

TASK ONE

Here is a 5th grade standard below: CCSS.ELA-Literacy.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Every standard we teach has more skills than just one to master.

What skills does the ELA student need to know in order to master this standard? List them and send to me by email.

This sheet can record where students are in mastering this goal by the Screening results.

It should let the teacher know who will need more help and who will need to learn the skills necessary to master this standard.

DIFFERENTIATION AND FLEXIBLE GROUPING

Student Names	**Assessment /Screening**	**Assessment Framework : I can interpret information in charts, graphs, diagrams, and tables to comprehend a nonfiction reading passage**. 10.6.03	**Instructional Activities /Interventions/ Formative Assessments**
Beyond **Gifted/Talented** **Creative Thinkers** **High Achievers**			
Benchmark **Tier 1** Core Curriculum All modalities reached		**I can interpret a chart to comprehend a nonfictional passage.** **Target**	
Strategic **Tier 2** Students who need more background knowledge or motivation. They may need more engagement in their modality of learning. Core curriculum			
Intensive **Tier 3** Struggling learners Need intervention Plus the Core curriculum			

In this standard
Students need to know:
What is a chart?
What is interpret?
What is a nonfiction passage?
How do I convey what I comprehend in the passage?
What if the passage is at their Frustration Level?

The **greatest enemy of understanding** is **coverage**. As long as you are determined to cover everything, you actually insure that most kids are not going to understand.
You've got to take enough time to get kids deeply involved in something so they can think about it in lots of different ways and apply it --- not just at school but at home and on the street and so on.

Howard Gardner

TASK Two

What do you know about differentiation?

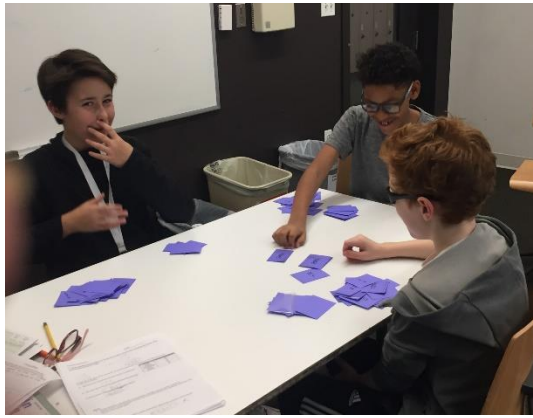
- Differentiation strategies you have tried or know about and can explain

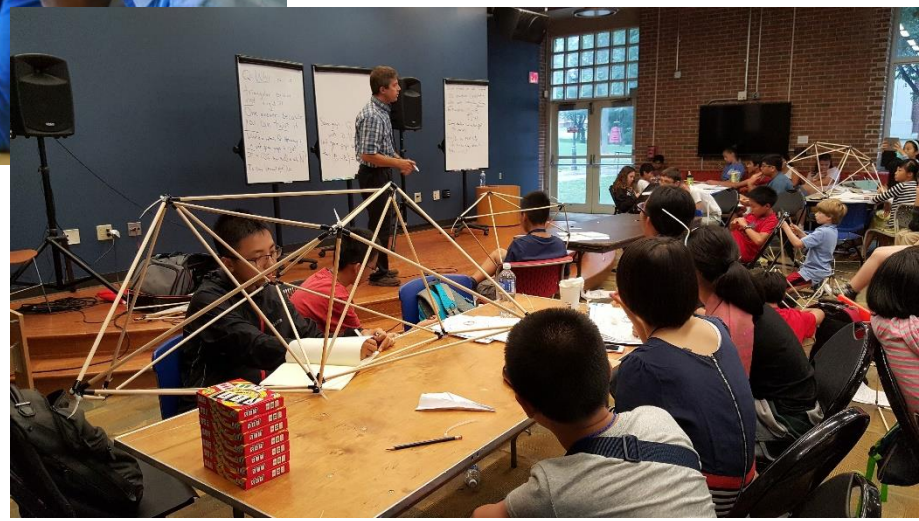
- **Create a visual on paper that shares your knowledge. Use words and pictures.**

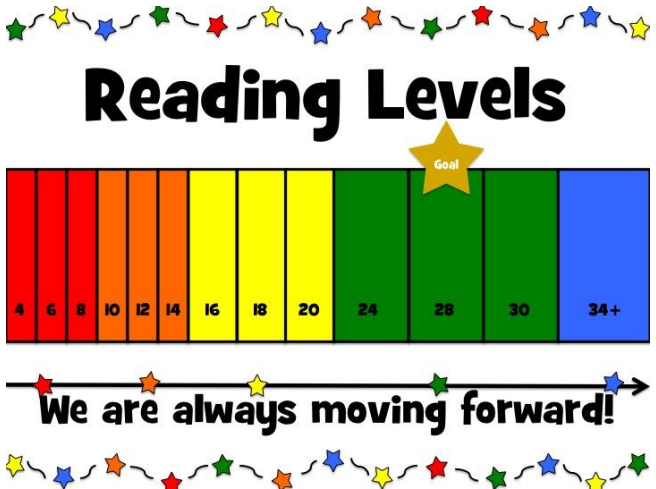
This is my visual. What will be yours?

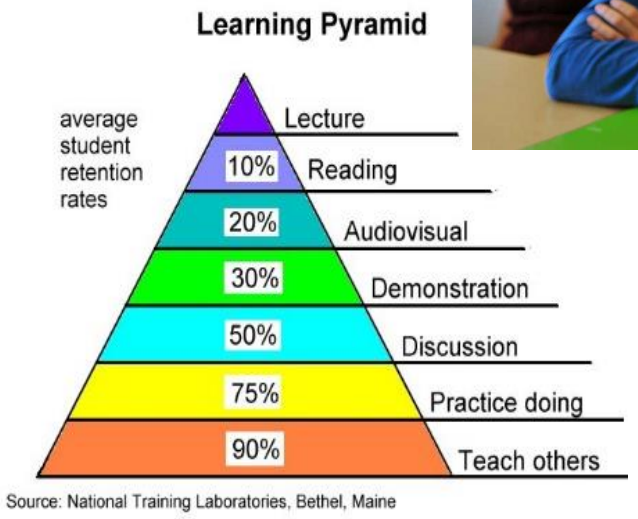
Did you have any of these in your visual?

- Learner-Centered/Engagement and Leveling
- Ways of giving students choice
- Accommodations/Modifications
- Tiered Assignments
- Compacting Lessons
- Layered Curriculum
- Scaffolding









TASK Three --Watch # 1 video and one other that you choose-questions on next slide

1. https://www.youtube.com/watch?v=h7-D3gi2lL8 4.22 min. **all teachers watch**
2. https://www.youtube.com/watch?v=Kg38A1ggYiE 5 min video of primary using stations for differentiation
3. https://www.youtube.com/watch?v=sNQT-jmcYJs Tier differentiation in Middle School. 7.00 Min video. EXCELLENT VIDEO
4. https://www.youtube.com/watch?v=i1neGAogFAw 4.54 min. K-6 Looks at Differentiation in several classroom
5. http://www.ascd.org/professional-development/videos/inspiring-differentiation-videos.aspx 1.43 min. Scroll Down to the video- Guided Reading Table Differentiation K—3 Teachers
6. http://www.ascd.org/professional-development/videos/differentiated-instruction-in-action-dvds.aspx 3.03 min Carol Tomlinson and Teacher shows how they keep track of formative observations on students to inform their instruction the next day. Scroll down to the video Elementary-MS teachers
7. https://www.youtube.com/watch?v=h9P21TBJJ3o&t=2s 7.00 min video of HS teachers showing differentiation happening as they teach EXCELLENT VIDEO

Task Three Continued

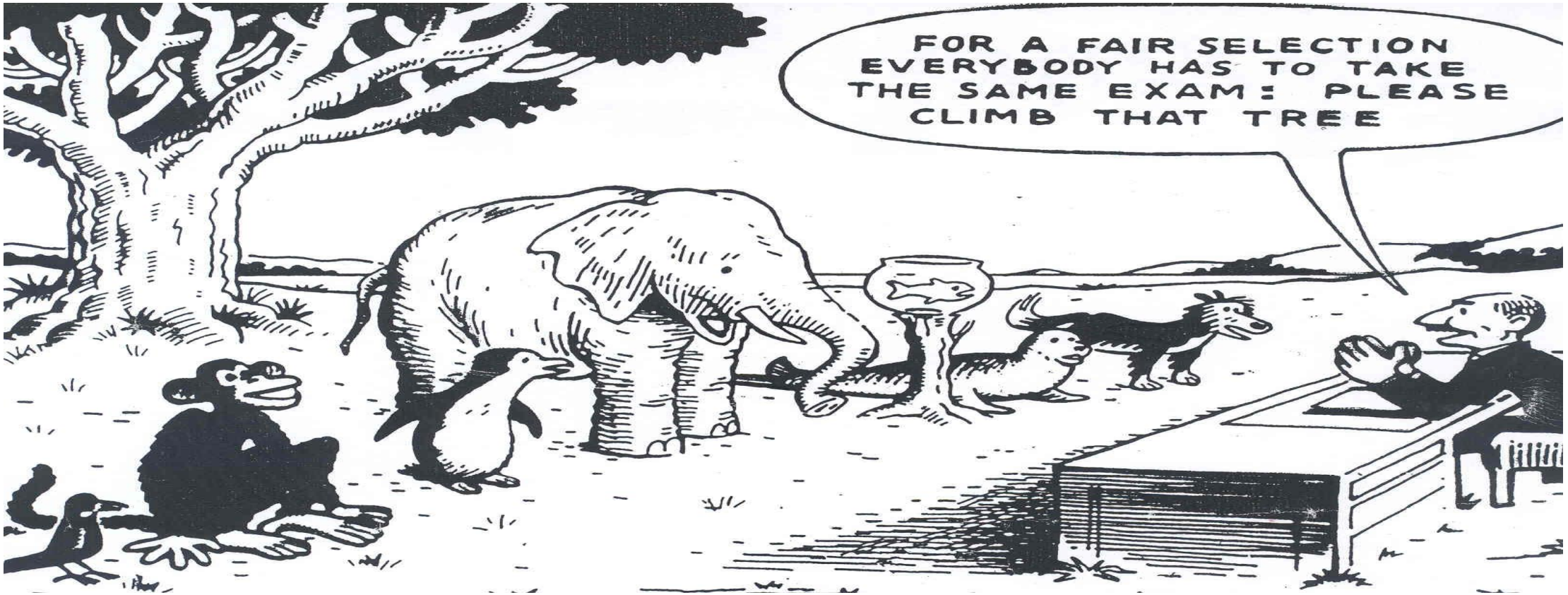
1. **What were the steps to differentiation in the #1 Video? List them**

2. You chose one other video to watch. Please, tell me what you learned watching the video and how it can support you in your classroom with differentiation?

Before we begin

What is differentiation in six words:

Instructionally right, customizing learning, engaging, challenging



Let’s get started

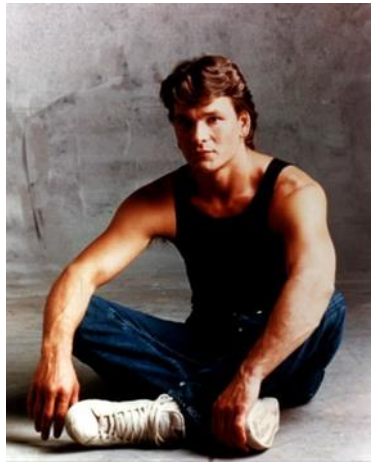
What movie characters gave us the following quotes:

“Mama always said life was like a box of chocolates. You never know what you’re gonna get.”

Imagine these characters as students in your classroom….

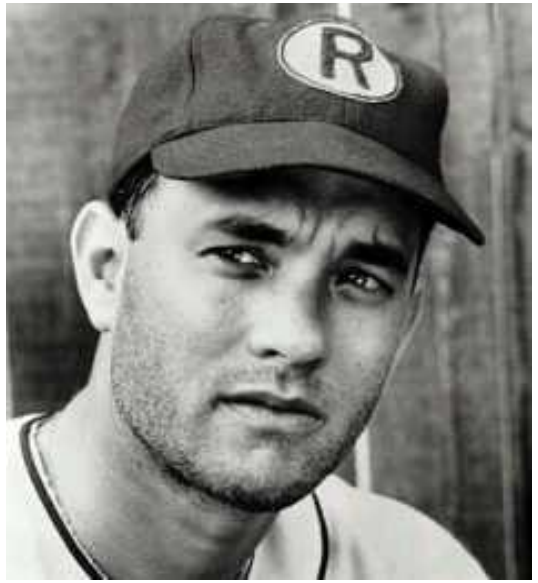
Differences in interests – law enforcement, dancing, action, literature

Differences in readiness – innate abilities, life experiences, background knowledge.



Imagine these characters as students in your classroom…

Differences in learning profile – visual, auditory, kinesthetic



The moral of the story…

One size does <u>not</u> fit all.

D. R. Olson 2003
Psychological Theory and education reform: How school remakes mind and society.

It is **students** themselves, in the end, not teachers, **who decide what students will learn.** We must **attend to what students are thinking**, what **their goals** are, and **why they would want to engage in learning** what is offered in schools. **Learning is a very personal.**

We need to **be aware of progression of knowledge and understanding on how they learn by themselves, learn with others, and learn with an adult by their side.**

We need to be **aware of what they bring from their home and culture**.

There are 3 worlds in every classroom: **the public world**, **private-social world**, **the private-individual world** of self talk and thinking.

*When a teacher tries to teach something to the entire class at the same time, "**chances are, one-third of the kids already know it; one-third will get it; and the remaining third won't. So two-thirds of the children are wasting their time.**"*

*We all need to know that students **with IEP's, ELL students, and gifted students have already wonderful differentiated strategies in place. These work for our regular ed. students too.***

An **accommodation** changes how a student learns the material. A **modification** changes what a student is taught or expected to learn.

Accommodation Examples

- Braille materials
- Text-to-speech software
- Advance organizers
- Extended time on tests
- Taking a test in a separate room
- Allowing typed responses as an alternative to handwritten responses

Can these work for regular education students who struggle on some concepts?

Modification Examples

- Reduce assignments
- Assign different reading material
- Use lower-level texts containing the same subject matter presented in a simplified form and in less depth
- Test on a subset of the covered content

Differentiation

is a teacher's response to all learners' needs.

Teachers can differentiate through

Content	Process	Product	Environment

Paying attention to students'

Interest	Learning Profile	Readiness	Affect

Guided by general principles of differentiation

Good curriculum	Respectful work	Positive community
Flexible management strategies	Ongoing assessment	

Through a range of strategies such as

Multiple intelligences…Jigsaw…4MAT…Graphic Organizers…RAFTS
Compacting…Tiered assignments…Leveled texts…Complex Instruction… Learning contracts

Carol Tomlinson

. ifferentiation is

- **Doing what is instructionally right**
- **Beginning where they are**
- **Trying to take them as far as they can go in their learning**
- **Perceiving what makes each student unique**
- **Teaching in whole group and small groups**
- **Customizing assignments**
- **Using brain friendly instruction**
- **Challenging students**
- **Engaging students**
- **Moving them to do their very best**
- **Assessment is varied, ongoing, formative, and influences instruction**
- **Variety of instructional strategies used within a classroom; i.e. flexible grouping**
- **Multiple types of materials are utilized as resources, choice is utilized**
- **Students are actually engaged in solving problems**
- **Students are involved in how and what they learn**

VARIETY
CHOICE
FLEXIBLE
ENGAGED
INVOLVED

FOR EVERY STUDENT

Differentiation instruction is intended to: (Kingore, B. 2004)

- Analyze students' r**eadiness** to determine instructional decisions
- **Flexibly grouping** and regrouping according to their instructional needs
- Present **multiple levels** and kinds of learning materials
- Differentiate learning experiences in respectful ways with **depth and complexity** for some students and less depth and complexity for some students
- Incorporate **student's interest** to increase their motivation
- Implement **continual assessment that informs instruction** and guides the learner to get better. **Student involved assessment**
- Reflect **students' personal best** at their entry level
- Integrate standards
- Enable teachers to **facilitate and coach** student learning.
- **Customize instruction** to seek ways for all to learn and succeed
- Enable students to **actively participate in learning**, producing, and assessing own learning.

Differentiating what they learn, how they learn, and how they show you they have mastered learning.

In a differentiated classroom you will find:
Heterogeneous grouping

Dynamic, purposeful, and intense Instruction

Constructivism-the belief that learning happens when the learner makes meaning out of information. (not just rote memory)

Task Four: Choose two sites below:

- http://differentiationcentral.com/ Go to Videos and watch what you need
- http://www.internet4classrooms.com/ Go to Links PreK-12-choose your grade level and look around.
- https://docs.google.com/document/d/1R9CCmO8UP0mF8wv4TLdJaZRv532rWI5BAANQVEJlfAw/edit Anchor activities in different modalities and a short video to watch.

http://differentiatedinstruction4766.weebly.com/anchor-activities.html List Anchor Activities for Gifted or Talented Independent work

After looking at the training so far, watching videos, looking at resources, please try this activity:

Create an AD that can sell some of the ideas you just looked at or read. Then send it to me.

Leveling Questions for Differentiation

Blooms

Costa

Web's Depth of Knowledge

Each of these questioning techniques start at a lower level and raise to more creative type of thinking.

These levels of questioning need some training before you can use them effectively.

I wanted to include them so that you would have them for more resources.

If you need more training in any of these, please let me know.

Costa Questioning

3 - Applying

Assemble	Build	Construct	Create	
Design	Develop	Devise	Formulate	
Imagine	Invent	Make	Plan	
Produce	Write	Appraise	Forecast	Select
Argue	Generalize	Speculate	Check	Detect
Hypothesize	Support	Critique	If/Then	Test
Defend	Judge	Valuate	Predict	Value

2 – Processing

Attribute	Classify	Compare	Contrast	Criticize
Deconstruct	Differentiate	Discriminate	Distinguish	Examine
Experiment	Explain why	Infer	Integrate	Organize
Outline	Question	Sort	Structure	Carry out
Choose	Demonstrate	Do	Dramatize	Employ
Execute	Illustrate	Implement	Interpret	Operate
Schedule	Sketch	Solve	Using	

1- Gathering

Classify	Complete	Describe	Discuss	Explain
Identify	Locate	Paraphrase	Recognize	Report
Select	Translate	Define	Duplicate	List
Memorize	Recall	Repeat	Reproduce	State

Bloom's Taxonomy Plus Depth of Knowledge

Bloom's Taxonomy

Cognitive Dimension (6 Levels)

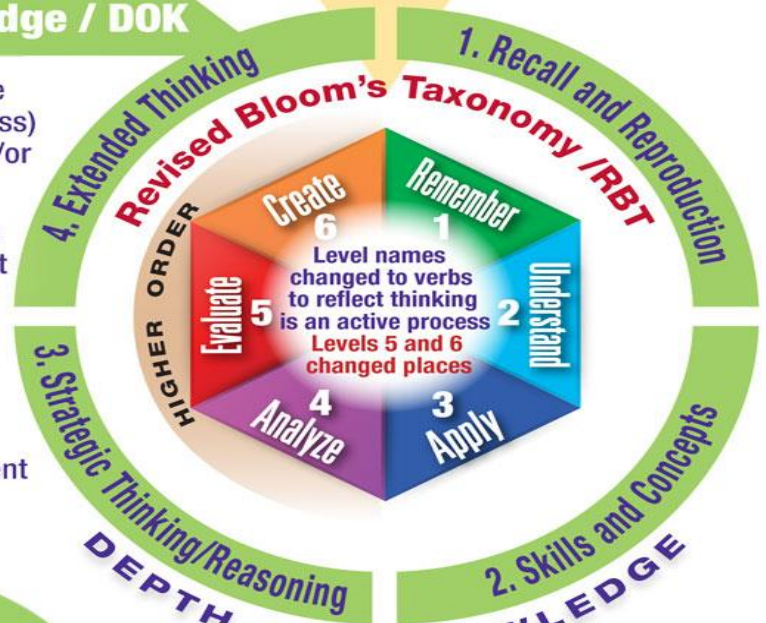
- Focuses on the tasks that students complete to deepen student understanding.
- Relies mainly on the verb to indicate or classify the level of thinking.

Original Bloom's Taxonomy

Depth of Knowledge / DOK

DOK focuses on cognitive demands (thinking process) of instruction, tasks, and/or assessments.

- Webb's DOK centers on the ***thinking process,*** not just the product. This extends beyond the verb/ beyond the "what" to the "how."
- It ***digs deeper into thinking*** to expand student learning into depth.



DOK is a description of how students think, not a taxonomy.

Leveled Questions from Web's Depth of Knowledge

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

https://www.youtube.com/watch?v=YXXgloyYFkw 9 min video on how these levels work

Learning Environment

Belief that everyone can achieve.

Safe place to ask questions, fail, make mistakes, and succeed.

Power is in the hands of the learner

Choice is given daily

Fun is the norm

Brain compatible strategies are in every lesson

Only 42 Minutes to Teach

2 **Minute Motivator**
- Could be teacher led or student led

5 **Minute Pre-assess** for Background Knowledge
- (If background knowledge needed, lesson will have to wait until some type of background builder is incorporated)

5 **Minute Vocabulary Builder** if not used in the Pre-assessment

1 Minute Repeat of **Lesson Highlights**

10 Minute **Teacher Led Lesson** **(Teacher might level content or present it in a different way).**

15 Minute **Engaging Practice** **(Teacher monitors and records for next lesson) Teacher may plan different groups or a different way to present the content from the monitoring.**

4 Minute **Closure-**Assignment Instructions **–(Different Product Choice may be given here)**
- oral and written
- Connect the learning to their real lives

EXPLICT TEACHING AND DIFFERENTIATION

- **I DO** Teacher models
- ___Teacher does with whole group (Teacher monitors)
- ___Partners or small groups do it (Teacher monitors)
- **YOU DO** Each student does it on their own (Teacher monitors this and makes decision from the monitoring on who needs more help or who is getting the gist and can move on)

WHERE COULD DIFFERENTIATION FIT INTO THIS EXPLICIT TEACHING MODEL?

Differentiate by Content

Content What students will learn….

- Leveled materials
- Varying levels of abstractness and complexity
- Start at different places
- Pace activities differently for learners or what students
- Use visuals-Video, Maps, Charts, Internet Websites
- Use Audio –Have the chapter on tape or CD
- Use kinesthetic-Graphic Organizer or Puzzle they can handle with information on it.
- Speaker
- Primary Sources

Differentiate by Process

Process Making sense of what is learned by Instruction and the deliberate practice of the new learning.

- Mini Lectures-Discussion Groups
- Speaker with Discussion Groups
- Learning Styles for practice and product
- Time to practice-Chunking the practice
- Internet searches with accountability sheets
- Skype
- Flipped Classrooms
- Centers
- Guided Groups

Differentiate by Product

Product **Choice** <u>Showing Mastery of the Learning</u>

1. Demonstrate what they have learned to the teacher, class, or other audience.
2. Giving different assignments to different students increases motivation and results in an interesting variety of work products.
3. Product list to choose from
4. Build Rubrics to evaluate them as a class
5. Show prototypes that are exemplar and emerging so students know the difference
6. Discuss errors and analyze why they happen-Celebrating errors

Possible Products

Map
Diagram
Sculpture
Discussion
Demonstration
Poem
Profile
Chart
Play
Dance
Campaign
Cassette
Quiz Show
Banner
Brochure
Debate
Flow Chart
Puppet Show
Tour

Lecture
Editorial
Painting
Costume
Placement
Blueprint
Catalogue
Dialogue
Newspaper
Scrapbook
Lecture
Questionnaire
Flag
Scrapbook
Graph
Debate
Museum
Learning Center
Advertisement

Book List
Calendar
Coloring Book
Game
Research Project
TV Show
Song
Dictionary
Film
Collection
Trial
Machine
Book
Mural
Award
Recipe
Test

Puzzle
Model
Timeline
Toy
Article
Diary
Poster
Magazine
Computer
Program
Photographs
Terrarium
Petition Drive
Teaching
Lesson
Prototype
Speech
Club
Cartoon
Biography
Review
Invention

Differentiation with Social Media Tools

These are the products that I used most in my classroom when I taught Middle School.

Symbol-

Create a new
Symbol to encourage
Reducing, recycling, and
Reusing.

- Poster
- Labelled Diagram
- Song

Collection Collage

Use a digital camera to complete a collage of photographs showing
how the community is helping people
who are in need.

- Power Point
- Zoom
- Poster
- Telecast on computer

Reader's Theater

Write, Organize, and Create Props to show how the water cycle works.

- Script
- Characters
- Props
- Sound
- Visual Aids

Critique

Critique how the world handled the Corona Virus Pandemic

- Oral report
- Labelled diagram
- Written report
- TV special

Demonstration with a Venn Diagram or a Graph

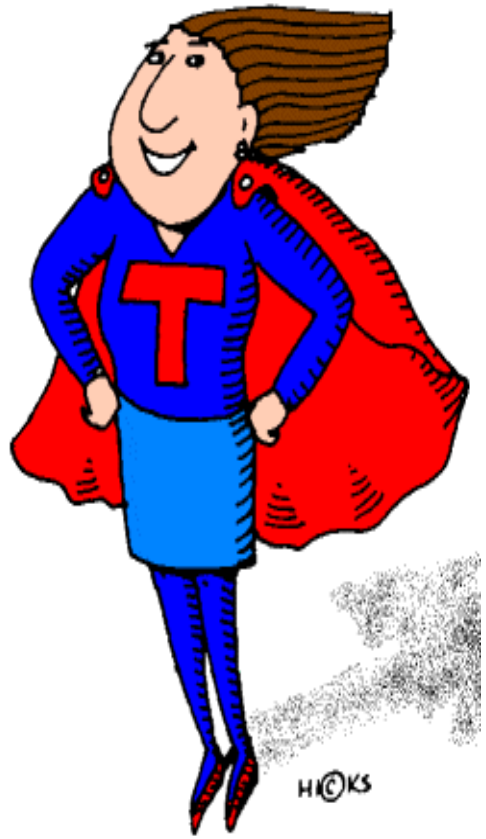
Then set up a demonstration of how the Park Board makes decisions.
Use a graph or Venn Diagram on how they choose among various projects that need to be addressed.

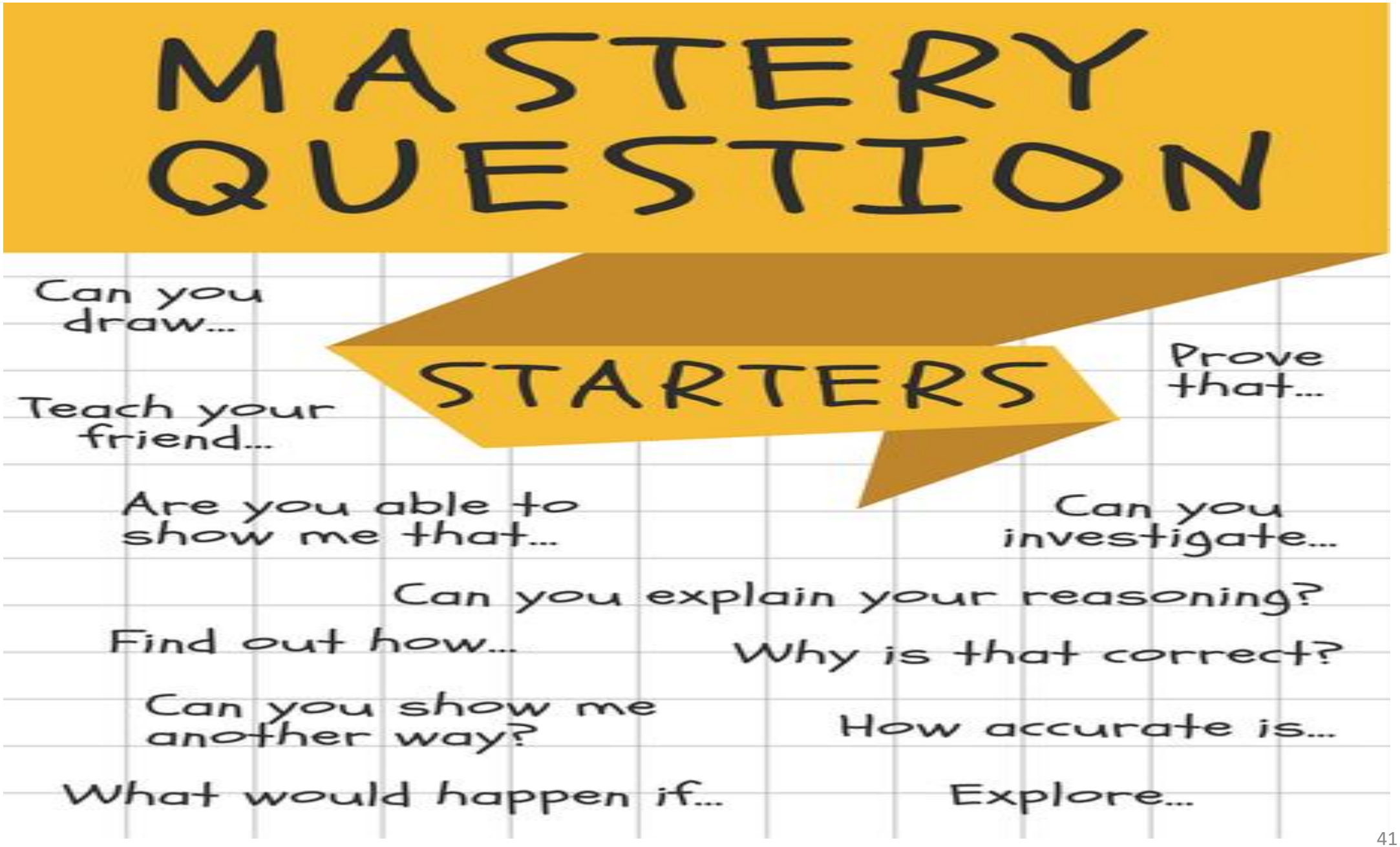
Debate

Choose paper or plastic
Defend why one of these
are better for the world.
Find a partner to debate with.
Facts presented
Rebuttals
Evidence Provided

Working Definition of Mastery
(Wormeli)

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it and alternative perspectives regarding it cogently to others, and use it purposefully in new situations.

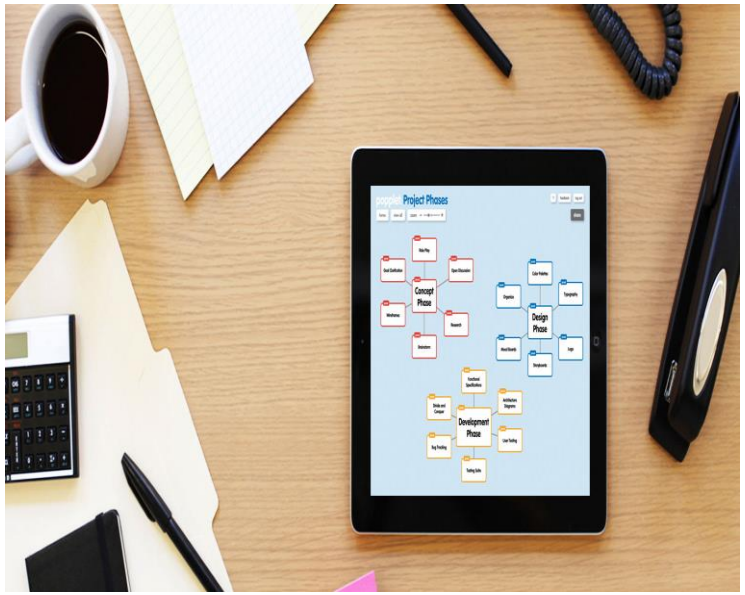



MASTERY QUESTION
STARTERS
Can you draw...
Teach your friend...
Are you able to show me that...
Find out how...
Can you show me another way?
What would happen if...
Prove that...
Can you investigate...
Can you explain your reasoning?
Why is that correct?
How accurate is...
Explore...

Differentiation Through Social Media

https://www.techsmith.com/screen-capture.html

http://popplet.com/



Differentiate by Learning Environment

Learning Environment –Where the learning takes place

Classrooms can be inside, outside, at another building. Learning environments can be whole group, small group, individual or partner areas. The environment for learning should be matched to the safety of learning.

- **Are all students in an environment in your classroom that is set up for maximum learning?**
- **Are all students in an environment that is safe, respectful, organized, planned for all students to be able to learn.**
  - **Use the Social and Emotional Standards http://www.ilclassroomsinaction.org/sel.html**

Learning environment-It is about communication

- Making sure there are **places in the room** to work quietly and without distraction, as well as places that invite student collaboration;
- Providing **materials that reflect a variety of cultures and home** settings;
- Setting out **clear guidelines** for independent work that matches individual needs;
- Developing **routines that allow students to get help** when teachers are busy with other students and cannot help them immediately; and
- **Helping students understand that some learners need to** move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).
- **Relationships and Emotional Safety** is required for learning. **Lighting, space, fresh air, movement, choice, novelty –brain friendly**

Excerpted from: Tomlinson, C. A. (August, 2000). Differentiation of Instruction in the Elementary Grades. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

Task Five -Learning Environment In the Real World

https://azrielicreativelearning.weebly.com/learning-environment.html

Scroll down to the first video that shows up. Differentiated Instruction Learning Environment. 8.22 min Watch Carefully and answer the questions below:

1.)How are the desks set up in this teachers classroom? Why is this important?

2.)Why is the way the teacher greets students coming into the classroom important?

3.)The teacher in this video tells us that building respect in the classroom works both ways- for students as well as for the teacher. How can we build respect for our students in the classroom?

4)She talks about the importance giving students ownership over their work as well as predictability with expectations. Can you come up with some of your own examples for students that would create the feelings of ownership and predictability in the students?

Send answer to me, please.

TASK Six Watch this video 2nd visible video on the same website

Flexible Learning Environments

https://azrielicreativelearning.weebly.com/learning-environment.html 4.01 min scroll to the 2nd video Flexible Learning Environment

How could these learning environments lead to all students learning? Give me three examples from the video. I know some of you will not agree with this school, please pretend you do.

10 Teaching Practices with SEL

- Student Centered Discipline
- Teacher Language
- Responsibility and Choice
- Warmth and Support
- Cooperative Learning
- Classroom Discussions
- Self-Reflection and Self-Assessment
- Balanced Instruction
- Academic Press and Expectations
- Competence Building-Modeling, Practicing, Feedback, and Coaching

TASK Seven Social and Emotional Standards

- http://www.ilclassroomsinaction.org/sel.html Please look at this website and tell me what you can use from it to make your Learning Environment better for student learning.

Visible Learning For Teachers

John Hattie pgs. 5 and 140-141

A student centered teacher is fourfold:

1. **Warmth-** Can students cite evidence of the teacher's warmth to them?
2. **Trust-** Students see that the teacher believes in them, especially when they are struggling.
3. **Empathy-** Can the teacher stand in students' shoes and see his/her perspective of the learning?
4. **Positive Relationships-** The student knows that this teacher cares about him/her always.

"I see learning through the eyes of my students and I help students become their own teachers."

Formative Assessments

It is a dipstick to test the oil of learning before the oil runs dry and the brain breaks down.

- Guide instruction during a unit or concept
- Gives the student and the teacher a chance to change the direction of learning to mastery
- Allows the student to choose a better way of practicing the concept or learning to mastery
- Allows for teacher feedback and student reflection
- Allows for teacher reflection on how well students are mastering the unit or lesson

The word "Formative" has the word "form" in it. Formative assessment will in<u>form</u> your next instructional encounter.

Formative Assessment leads to Motivation-

End of the chapter or unit tests

Skill Sheet

Give them the most difficult problem or question.

Provide an answer key and record results. Students with high scores will complete a compacted or tier assignment that is different than the class assignment.

Open Ended Questions

Concept or Vocabulary Task

KWR-What I Know, What I Want to Know, What I Will Read or Research to find out.

ABC boxes they fill in with their knowledge of the concept

Acrostic

Plus Minus Interesting

Analysis Grid-Analyze one concept against another to show understanding-

Concept Map

Venn Diagram

Summary Sequence-Overview of concept that they fill in

Topic Frame-Outline that students fill in

Cloze Procedure

Process letter that the student will write to a character, explaining how to complete a strategy/problem/experiment

Flow Chart

Grading Open Ended Assessments using a rubric that was written to show background knowledge

Any of these could be used as pre-assessment during the learning, or as a summative at the end.

Summative Assessment Is...

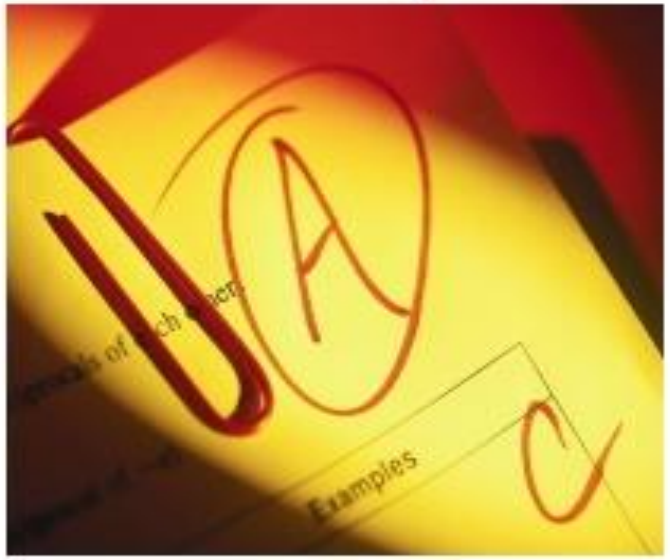
A means to determine a student's mastery and understanding of information, skills, concepts, or processes.

- *Should reflect formative assessments that precede it*
- *should match material taught*
- *may determine student's exit achievement*
- *may be tied to a final decision, grade or report*
- *should align with instructional/curricular outcomes*
- *may be a form of alternative assessment*

Summative has the word **"sum"** in it. This is assessing the sum of all the learning that has taken place within a unit or parts of a unit that need to be mastered to continue learning.

Let's Take Look at Some Examples

Teacher prepared pretests
KWL charts and other graphic organizers
Writing prompts/samples
Questioning
Guess Box
Picture Interpretation
Prediction
Teacher observation/checklists
Student demonstrations and discussions
Initiating activities
Informational surveys/Questionnaires/Inventories
Student interviews
Student products and work samples
Self-evaluations
Portfolio analysis
Game activities
Show of hands to determine understanding
Drawing related to topic or content
Standardized test information
Anticipation journals



Which ones are summative and which ones are formative? Many can be both……

These resources take more planning, but they are worth it.

If these websites kick you off the ppt., please just go back into the power point or look at them through Google. They kicked me out of the training and I had to go back and pull up the ppt again, but these sites are well worth the extra time.

- http://help4teachers.com/how.htm
- http://www.theproecenter.info/uploads/2/2/5/5/22551316/siop_99_ideas__activities.pdf
- http://iag-online.org/resources/2014_handouts/Imbeau_tiered.pdf
  This has elementary and secondary examples of Tiered Curriculum

Resources for your viewing pleasure-Find the ones you need.

https://www.youtube.com/watch?v=dbofSpSQR3c 4.07 15 Differentiation Ideas

https://www.youtube.com/watch?v=IBqwf2rqeTo 2.12 3 different strategies students can use to add

https://www.youtube.com/watch?v=i1neGAogFAw 4.34 min Elementary Classroom How, What, and Why

https://www.youtube.com/watch?v=RC-lCxcXfiI 9.23 min HS –Lots of Ideas and suggestions from many teachers

https://www.youtube.com/watch?v=kHLcSC_x8Hc 4.23 min Differentiated Math MS

https://www.youtube.com/watch?v=akvDT9KFZPw 2.43 6-12 Differentiation Content Process, Product

You can always go to https://differentiationcentral.com/ It has many, many things you can use.

This is goodbye for now. Send your tasks and pre/post test to me. Thank you so much.

Hopefully, you have viewed and heard some practices in Differentiation that you can begin .

Start out with just one type of differentiating and see how it works.

- **Maybe start with Product. Ask students to show mastery in one of 4 ways. Choose the products.**
  - **Choose a visual, auditory, tactile product. Then add a challenging one.**

Please contact me if you need support.

We have only scratched the surface on Differentiation.

- **TIERED LESSONS**
- **COMPACTING**
- **LAYERED CURRICULUM**
- **LEARNING STATIONS**
- **TASK CARDS**
- **TARGETED SENSES**
- **LITERATURE CIRCLES IN ANY CONTENT**
- **INDEPENDENT CONTRACTING**
- **FLEXIBLE GROUPING**
- **OPEN ENDED LEARNING**
- **THINKING AND INQUIRY**
- **STUDENTS AS PRODUCERS**
- **GOAL SETTING UNITS**

LET ME KNOW IF YOU WANT TO KNOW MORE.

Please start out slow

Baby steps lead to Running