

New Differentiation and Tier One Classroom

Macon Piatt Regional Office of Education

Preston

2023

Self-paced Training –How it works.....

1. Make sure you registered at Macon Piatt Regional Office of Education <https://www.maconpiattroe.org/> click on Prof. Development and then register
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.**
5. Slides 4 and 5 give my information for sending task answers.
6. Please contact me if you are having any trouble with the training.

Online Training Information

In this training, you will learn about 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.org when you finish the training. Send them at one time labeled by Training Title and Task Number. Please have them in before deadline -March 15, 2023

Example of submission-next slide

You may even want to put your answers into a power point to send to me. That would be fine too.

Example for submission to me by email:

Your Name and Email: Barbara Preston

prestonb@roe39.org

Title of Training: Differentiation

Task One- answer

Task Two- answer --etc.,

Some websites that are hyperlinked here may not open unless you copy and paste them into your browser. Then they will work.

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.

TASK ONE - PLEASE TAKE THIS TEST NOW AND AT THE END OF TRAINING

Pre/Post Test for Differentiation ---

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
1. I understand that each standard has several or many skills to master.		
2. I can predict what students readiness level is by using a well-thought out pre-assessment activity.		
3. I know what my classroom should sound like, feel like, and look like for successful differentiation.		
4. I realize that the Tier One classroom starts with a safe learning environment and relationship with me.		
5. I can locate resources to support my efforts in differentiated for my classroom.		

Must Know Skills For On Grade Level Reading

- Five Components of Reading
- Phonemic Awareness-Should be mastered by 2nd grade, but it isn't sometimes.
- Phonics-Decoding, Vital to the reading process
- Vocabulary -3 Tiers of Vocabulary
- Fluency-
 - <https://www.readnaturally.com/article/hasbrouck-tindal-oral-reading-fluency-data-2017> chart for fluency
 - https://www.readingrockets.org/images/articles/art11200_screening.jpg
 - https://www.ccsbh.us/cms/lib/OH01913306/Centricity/Domain/207/Building_Fluency_Guide_6_12_ELA.pdf Online booklet for fluency support in 6-HS
- Comprehension
- Sentence construction and cohesion.
- Reasoning and background knowledge.
- Working memory and attention.
- Motivation to Persevere

What if a child is missing some of these skills?

Hasbrouck and Tindal's Oral Reading Fluency Norms for Grades 1-8

	FALL	WINTER	SPRING			FALL	WINTER	SPRING	
PERCENTILE	WCPM	WCPM	WCPM	AWI	PERCENTILE	WCPM	WCPM	WCPM	AWI
GRADE 1					GRADE 5				
90	—	81	111	1.9	90	166	182	194	0.9
75	—	47	82	2.2	75	139	156	168	0.9
50	—	23	53	1.9	50	110	127	139	0.9
25	—	12	28	1.0	25	85	99	109	0.8
10	—	6	15	0.6	10	61	74	83	0.7
GRADE 2					GRADE 6				
90	106	125	142	1.1	90	177	195	204	0.8
75	79	100	117	1.2	75	153	167	177	0.8
50	51	72	89	1.2	50	127	140	150	0.7
25	25	42	61	1.1	25	98	111	122	0.8
10	11	18	31	0.6	10	68	82	93	0.8
GRADE 3					GRADE 7				
90	128	146	162	1.1	90	180	192	202	0.7
75	99	120	137	1.2	75	156	165	177	0.7
50	71	92	107	1.1	50	128	136	150	0.7
25	44	62	78	1.1	25	102	109	123	0.7
10	21	36	48	0.8	10	79	88	98	0.6
GRADE 4					GRADE 8				
90	145	166	180	1.1	90	185	199	199	0.4
75	119	139	152	1.0	75	161	173	177	0.5
50	94	112	123	0.9	50	133	146	151	0.6
25	68	87	98	0.9	25	106	115	127	0.6
10	45	61	72	0.8	10	77	84	97	0.6

WCPM: Words Correct Per Minute

AWI: Average Weekly Improvement

Task Two-What do you think about the previous slide?

- 1. Are your students reading on grade level?**
- 2. Is there Fluency Rate at the 50th percentile or beyond?**
- 3. What can you do to make sure that students are reading on grade level before the end of your grade band?**

Having this information can only help with differentiation. This might be the first place you begin.

Task Three In a nutshell-This video explains all.....

- <https://www.youtube.com/watch?v=h7-D3gi2lL8> 4.22 min. **all grade level teachers SHOW**

**think
different.**

Content Differentiated-Pre-assessment

The information, skills, ideas students will take in or grapple with in order to reach the learning goal.

Pre-assessment –

- KWL,
- Agree or Disagree-Statements displayed and students show colored cards or word cards of agree/disagree
- Coming Attractions –Previews with video clips, audio clip, quote, pictures, classroom corner walk, primary source documents
- Rank It-Make a long 10 ft. line on the floor with masking tape. Put 0 at one end and 10 at the other. Have students line up on the continuum as you call out content of the learning and ask them to rank these from biased to unbiased. 10 be unbiased or you could ask them how they feel about an issue you will be studying, but the phrasing has to be something they are using thinking skills when they rank the items.
- Performance Based-Design something, Write an argument essay, Read something and ask them to point out the top 3 ideas, Look at a graph and explain it in words
- Actual questions or statements they rate how well they know about it.

Pre-Assessment Continued

Entry ticket

Survey

Inventory

Interview

Observation Notes

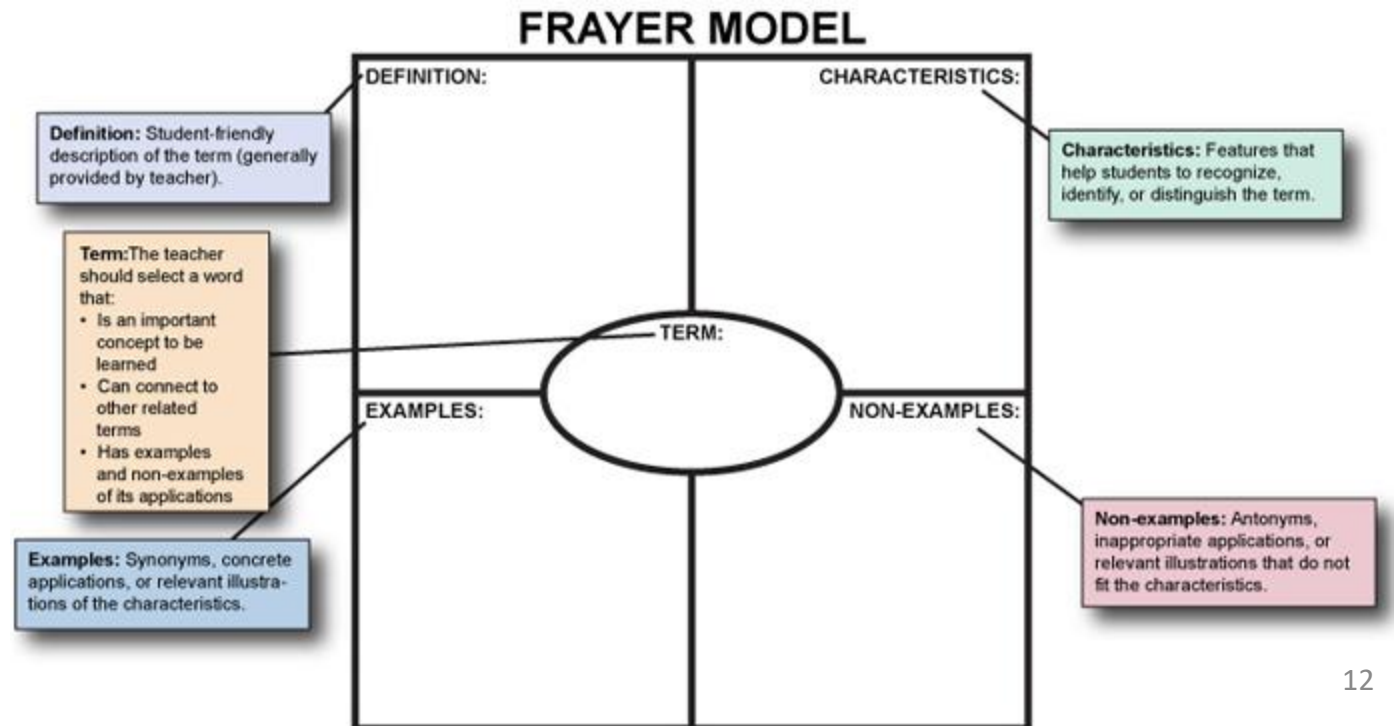
Conferencing Notes

Homework Discussion

Hand signals

White Board Responses

Frayer Method
Graphic Organizer
Activity
Self Assessment
Portfolio
Notebook Check



Content Continued

What do you want the students to **KNOW**?

What information do they need from the Pre-Assessment?

If this is something students must master, then building background knowledge about the content is important before processing the information in a differentiated way.

Lesson Design

- ☐ Hook –Motivator to Continue
- ☐ Setting the Stage with Meaningful Context-academic voc.
- ☐ Making connections to prior knowledge-demonstration
- ☐ Pose a problem or a challenge
- ☐ Lesson Purpose KUD
- ☐ Essential Question –Need to Answer

Process-How Students Acquire Content

Modeling
Lecture
PPT
Demonstration
Speaker
Partner Read/Small groups
Video/Audio
Discussion
Guided Practice
Exploration
Research
Investigation
Role Playing
Problem Solving
Charts up with carousel walk

carousel walk
Interactive Notebook
Learning Menu
Role Cards
Stations
Jigsaw
Graphic Organize
Tiered Tasks
Compacting
Time allotment



PROCESS-How we teach and they UNDERSTAND.

Task Four Watch and Take Note

<https://www.youtube.com/watch?v=S0HQj8HM-go> 8 min MS

<https://www.youtube.com/watch?v=h9P21TBJJ3o> 7 min math MS Show

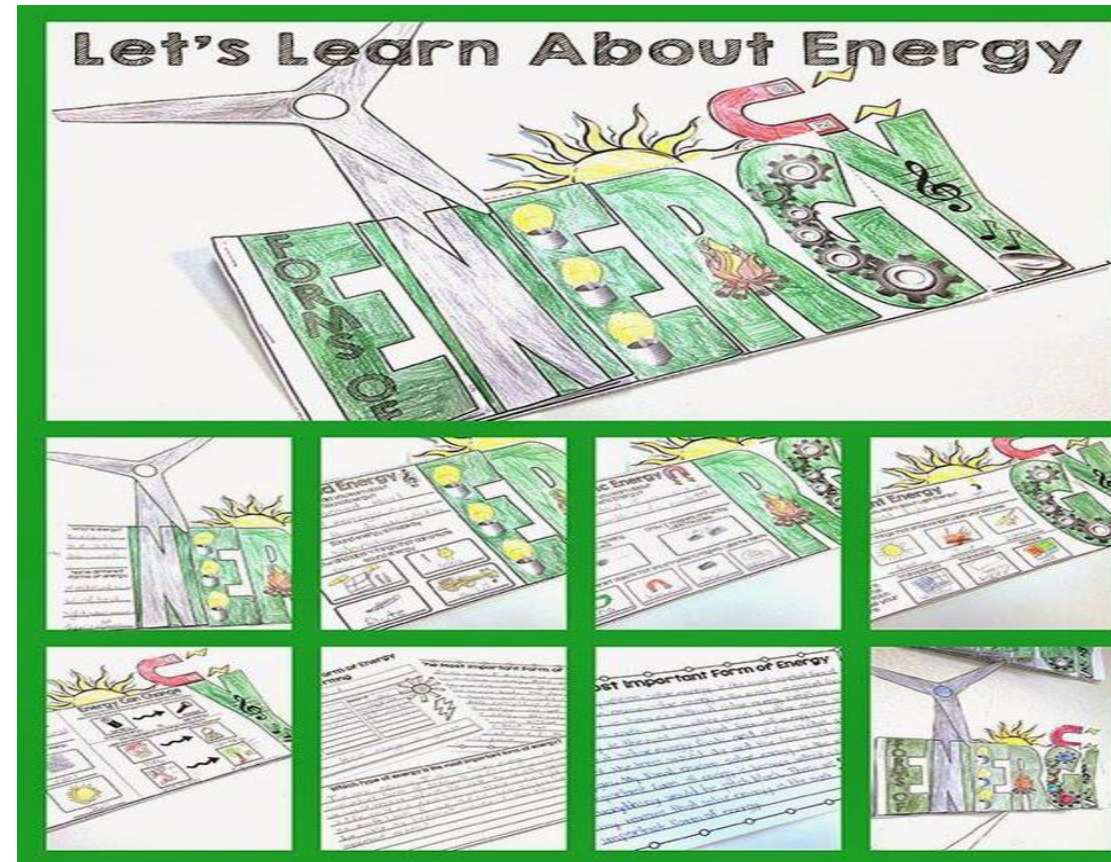
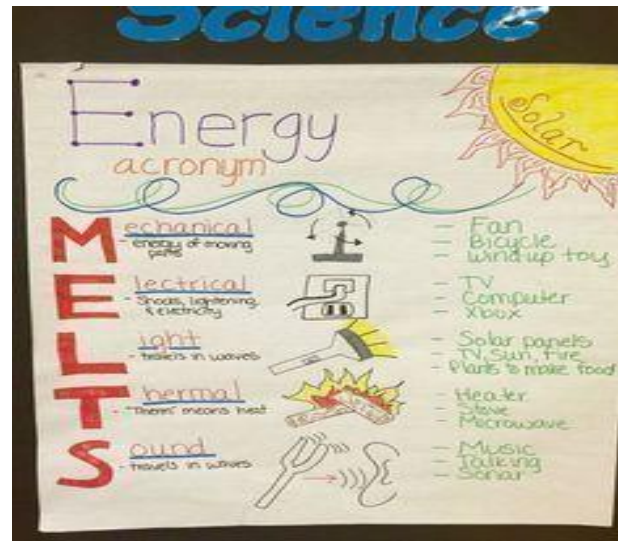
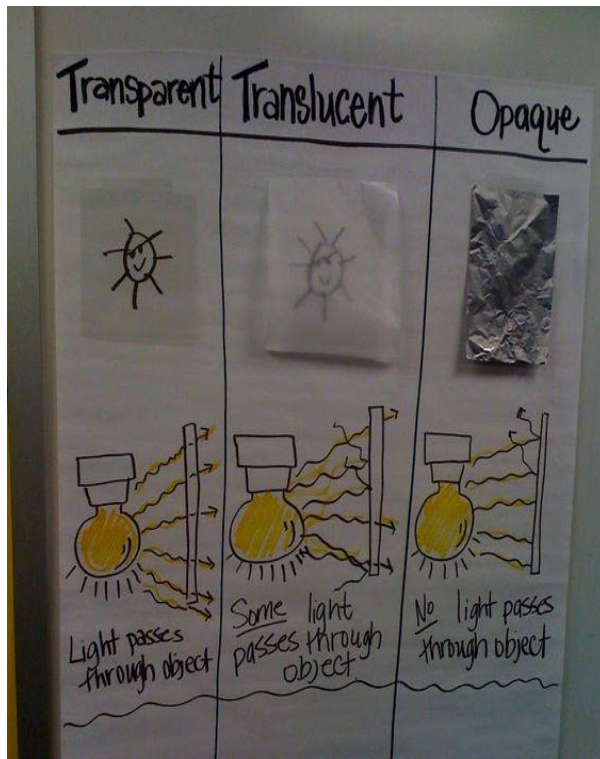
<https://www.edutopia.org/video/station-rotation-differentiating-instruction-reach-all-students> 5 min Elementary

1. What did you see in the classrooms that showed?

- **Content**
- **Process**
- **Product**
- **Learning Environment with SEL**

What do we want them to DO with the learning

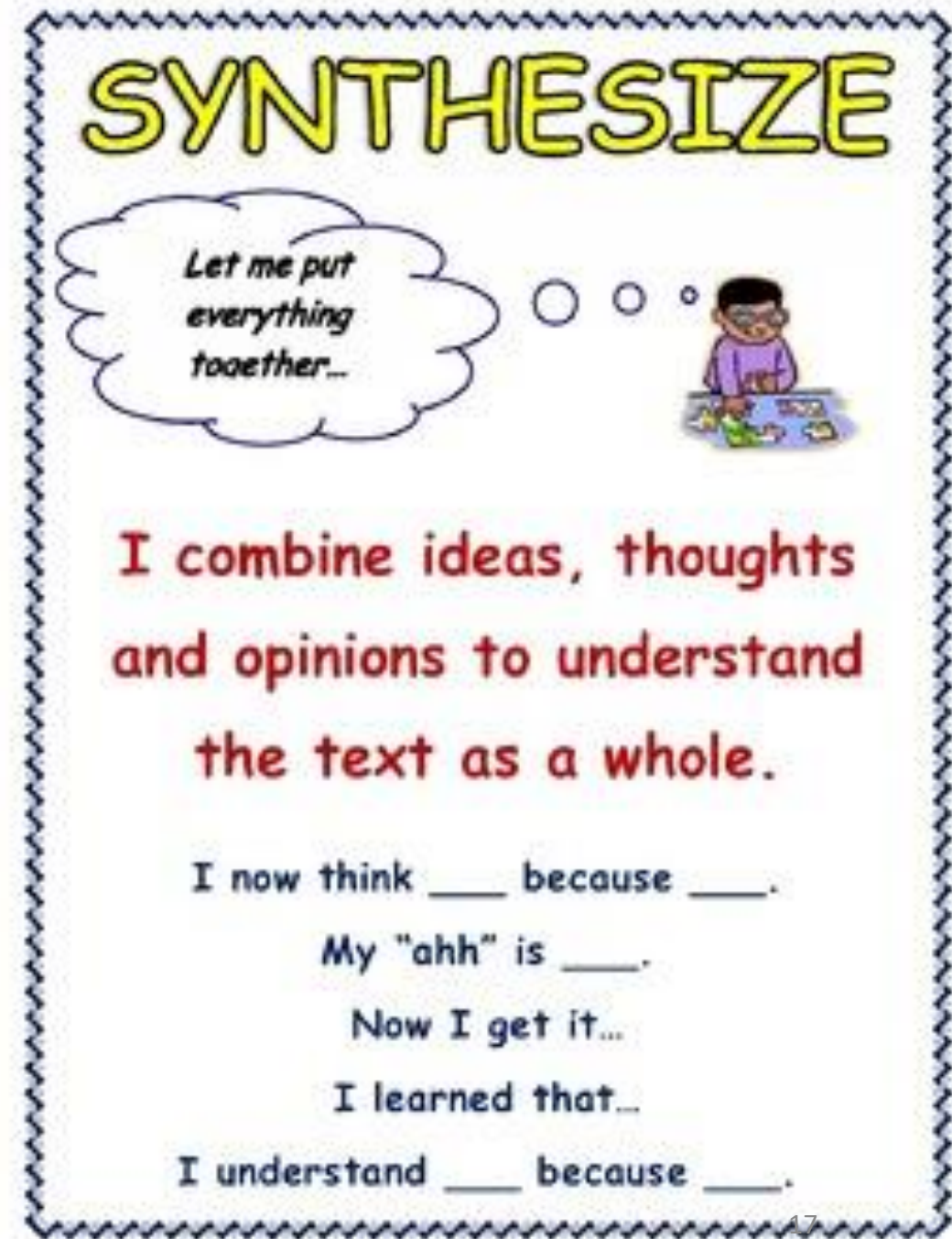
- Let's look at the different products students can do to show mastery.



Synthesize The Work They

Closing of the Lesson or Unit

1. Small group or whole group discussion on what went right and what they learned from their mistakes
2. Connecting to another content or to the real world
3. Focus back on the essential What did you want them to KNOW, UNDERSTAND, AND DO (KUD)
4. Let them summarize and reflect on their own learning
5. Filling out a Post Assessment or Exit Ticket



10 Brain Facts All Teachers Need to Know

Brain Fact 1

- **Reading is unnatural** – The Brain is wired for language, not symbols- Reading is the connection to knowledge in school.
- **How a learner feels** about a situation determines the focus of his/her attention
- **Establishing a classroom community** that is safe, secure, and welcoming; where **all students can articulate** the expectations; and can find **joy in learning** are the first steps toward engaging and motivating students. Rituals and procedures are in place.

Brain Friendly 2

- **The aim of all our behavior is to meet one or more of our innate basic human needs.** Erwin 2006
 - Survival, love and belonging, power, freedom, fun (Maslow)
- **Take a personal interest in students**
 - Informally chat with them
 - Greet them when they come in
 - Talk with a few students each day to connect with-**Keep track of this so that you get to everyone**
 - Being aware of important events in their lives
 - Complimenting them on achievements- **perseverance, engagement**
 - Noticing haircuts or politeness they show others
 - Modeling respect for yourself and to others.

Brain Friendly 3

- **Use What You HAVE- eyes, feet, mouth-** it will release acetylcholine which stimulates attention:
- Making **eye contact**, **scanning the room** as you speak, **freely moving around** all sections of the room. Let them know that what you are doing is important and you are **excited about teaching it**.
 - Moving around as they work, don't grade papers or sit at the computer, be there when they need help.
 - **Use their names** when sharing out different group comments (As you move around while they are working, use a sheet of paper to put down some of their ideas with their name beside it and show it at sharing time)
 - Give appropriate **wait time (3-5 seconds)**
- **NOVELTY-(Bollinger) Do new things. Say new things. Bring new things in to learn. Bring new people in.**
- **Most original thinking comes through collaboration** and through the stimulation of other peoples' ideas.
- **Physical Activity can increase the production of new brains cells**, a process highly correlated with learning, mood, and memory. (Pereira 2007)

Brain Friendly 4

Music training enhances self-discipline, wide brain function, and verbal memory. (Chan, Ho, And Cheung 1998)

- The music we listen to as teens becomes the music of our life, generally.



- **Playing chess** can increase students' capability in reading and math by increasing attention, motivation, processing, and sequencing skills. (Margulies 1991, Cage and Smith 2000)



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Brain Friendly 5

Rich Cash's 30, 15, 24 Idea

Richard's Rule

10:2 Ten minutes of instruction, 2 minutes of discussion or movement

20:2 Perseverance comes from knowing you will get to talk (social) through the learning with someone

How a learner feels about a situation determines the focus of his/her attention.

BRAIN TIME ZONES

30 seconds to catch learner's attention

15 minutes attention to new learning

24 hours –Homework has NO EFFECT on learning

Hattie Visible Learning p.236- "Homework in which there is no active involvement by the teacher does not contribute to student learning."

Stanford study showed that after 90 min of homework, kids regress in their retention.

Home Study suggestions: Get ready for the next day, review the day of learning, tweet what you learned to the teacher, watch a video for the next day, talk to someone about what you learned and audio tape it, measure your own room and make a model of it by drawing or building, etc.,.

30 seconds to get their buy in -Start with a HOOK as they walk in the door.
4 corner preview-artifact treasure hunt-music, painting, sculpture, primary source, new person.....

15 min. attention to new learning -**Summarize** during the 15 minutes because the **brain needs to hear things 3 times for short term beginning memory. Long term memory needs 21 times used in different contents.**

- Visuals should be up for students to see
- Rituals in place, work routines understood
- Activity in the classroom
- Students should be talking about the learning
- Students should be moving to learn the content
- High expectations for you and them
- Low stress
- Teach in chunks.

Brain Friendly- 6 Learning Styles Matter

What type of learners are in your room?

- Visual
- Auditory
- Kinesthetic
- Global
- Analytical
- Extrovert
- Introvert

Learning by...
Listening,
Seeing,
or Doing

WHAT TYPE OF LEARNER ARE YOU?

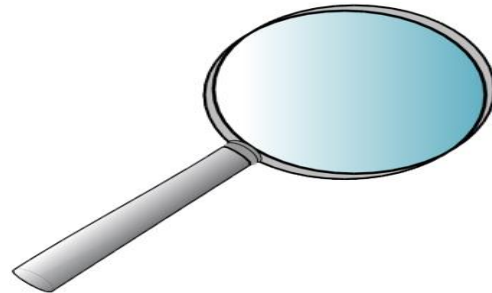
Logical
Sequential
Organized



Emotional
Sensitive
Contextual



Critical
Analytical
Problem Finder



Creative
Abstract
Random



Magnifying glass (convergent) to the Slinky (divergent) makes for good problem solving.

<http://www.whatismylearningstyle.com/> site with different student tests to take.

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

Task Five -What type of learner are you?

- 1. What is the way you learn best? Generally how we teach is the way we learn.**
- 2. What are you doing as a teacher to make sure that all the learning types are being served in your classroom?**

Global and Analytic Learners

Global Learners

- **Global learners are spontaneous and intuitive.** They **do not like to be bored.** Information needs to be **presented in an interesting manner using attractive materials.** **Cooperative learning strategies** and holistic reading methods work well with these learners. Global learners learn best through:
- choral reading
- recorded books
- story writing
- computer programs
- games
- group activities



Analytic Learners

- **Analytic learners plan and organize their work.** They **focus on details** and are **logical**. They **prefer to work individually**. They learn best when:
- information is presented in sequential steps
- lessons are structured and teacher involved.
- goals are clear
- requirements are spelled out



Convergent vs. Divergent thinkers

How would this affect instruction & learning?

Convergent and divergent thinking are two poles on a spectrum of cognitive approaches to problems and questions (Duck [1981](#))

On the divergent end, thinking seeks multiple perspectives and multiple possible answers to questions and problems. More **liberal thinkers**.

There are in between thinkers, too. Remember that.....

On the other end of the spectrum, **convergent thinking assumes that a question has one right answer and that a problem has a single solution** (Kneller [1971](#)). More **conservative thinkers**

What is a definition for INTROVERT?

http://www.ted.com/talks/susan_cain_the_power_of_introverts_video_about_introverts_and_their_place_in_this_world 19 min

This is how Susan Cain sees it: She is a Lawyer and Author –Watch this if you want to know more about an introvert learner.

INTROVERTS:

It's how you respond to stimulation, including social stimulation. So introverts prefer lower-stimulation environments, that's where they feel at their most alive.

Whereas extroverts really crave stimulation in order to feel at their best. It's important to see it this way because people often equate introversion with being antisocial, and it's not that at all – it's just a preference.

Task Six -Introverts and Extroverts

Are you an Introvert or an Extrovert?

Can you be only one of them at a time, or could you be both?

We are told to have students collaborate and work in small groups. What does this do to an introvert?

What impact does that have on learning?

Brain Friendly 7

- Provide flexible learning goals (use rubrics instead of grades to show improvement)
- Responding to incorrect responses
 - Emphasize what was right
 - Encourage collaboration so they can seek help from peers
 - Restate the question with rephrasing, clues
 - Provide the answer and ask for elaboration
 - Respect their option to pass sometimes
 - Celebrate mistakes
- Use color-Use sound for transitions-Use humor and fun



Role Play, Mnemonic devices, Graphic Organizers, Non- linguistic representations, Games, Brainstorming, Field Trips, Technology, Internships, Storytelling, Map Making for any content, Reader's Theatre

BF 8 – Teach Students to Reflect

Create **rubrics with students** for rating themselves.

- Study habits, how am I doing?
- Organizational skills, how am I doing?
- Expectations for myself?
- Have I reached any of my goals?
- Have I asked for help?
- What do I do if I become distracted? What worked?
- Am I using the thinking tools learned?
- Do I use my creativity?

**Have students
create a
reflection sheet
they use weekly.**

<https://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/SelfMonitoringStudentsasSelfManagersofBehavioralChange.pdf> Lots of self-monitoring checklists and rubrics here .

Name: _____ Date: _____

Time Management Planning Graphic Organizer

I can prioritize my work in the classroom.

Check One: ☐ Project ☐ Class Activity ☐ Writing Task ☐ Other: _____

My Time Management Plan



Plan

What are the steps you need to take to complete the project? Check off each step when it's done.



Predict

How long do you think it will take?



Check

How long did it actually take?

1. ☐

2. ☐

3. ☐

4. ☐

5. ☐

6. ☐



Reflect on Your Time Management

Did you manage your time effectively during this project? ☐ Yes, I did! ☐ I can do better

Describe one way you can improve how to manage your time for the next activity.



Checklist

	Am I seated correctly?
	Do I have all of the materials I need?
	Did I listen to, or read the directions?
	Am I looking at the right page?
	Did I <u>try</u> , try <u>again</u> and then try <u>harder</u> ?
	Do I have a <u>thoughtful</u> and <u>specific</u> question?

If you need teacher help during independent work, try using these sentence starters:

- "Could you give me an example of....?"
- "Can you help me remember....?"
- "This is challenging because...."

Self Monitoring Checklists
Make one that fits your needs.

MIDDLE SCHOOL

Self-Monitoring Contract

Name: _____ Date: _____

Grade	ELA	Math	Sci	SS	World Language	Art	Music	Physical Education	Health	Other
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Parent Signature: _____ Date: _____

Put in a box for this on Friday for a next best!
Date: _____ Time: _____ Teacher Signature: _____

Independent Work Self-Monitoring Checklist

My timer tells me I have this much time to work before I can hand the assignment in: 00:14:54

Did I...	Student Self-Check	Teacher Feedback #1	Teacher Feedback #2	Mini Conference
Take apart the pages and read the directions?				
Read over the questions I need to answer BEFORE I started to read?				
Did I highlight in the text where I found my answers?				
Review all multiple choices before selecting the best answer?				
capitalization				
all sentences make sense				
punctuation				
spelling				
spacing				
My Effort Rating is a				

Basic Teacher Directions:

1. Student will keep this checklist in a smart pal or sheet protector to use a dry-erase marker with.

Lighthouse Learning Lab LLC

End each day with....

What was I proud about today?

What would I have changed about today?

What goal am I getting closer to?

What one thing did I work hard at today?

What error did I make today that I can learn from?

Have students put these questions on an index card and tape to their desk or choose one to reflect on each day.

BF 9-Give students tips for Overcoming Distractions

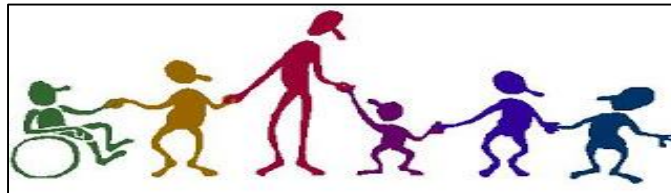
1. Time limit for work 15-20 min. take break
2. Shift locations
3. Peaceful sounds or place
4. Lighting
5. Space that is organized and clear
6. Reward yourself
7. Reflect on what works and doesn't work.

These are all SEL
and Learning
Environment ideas

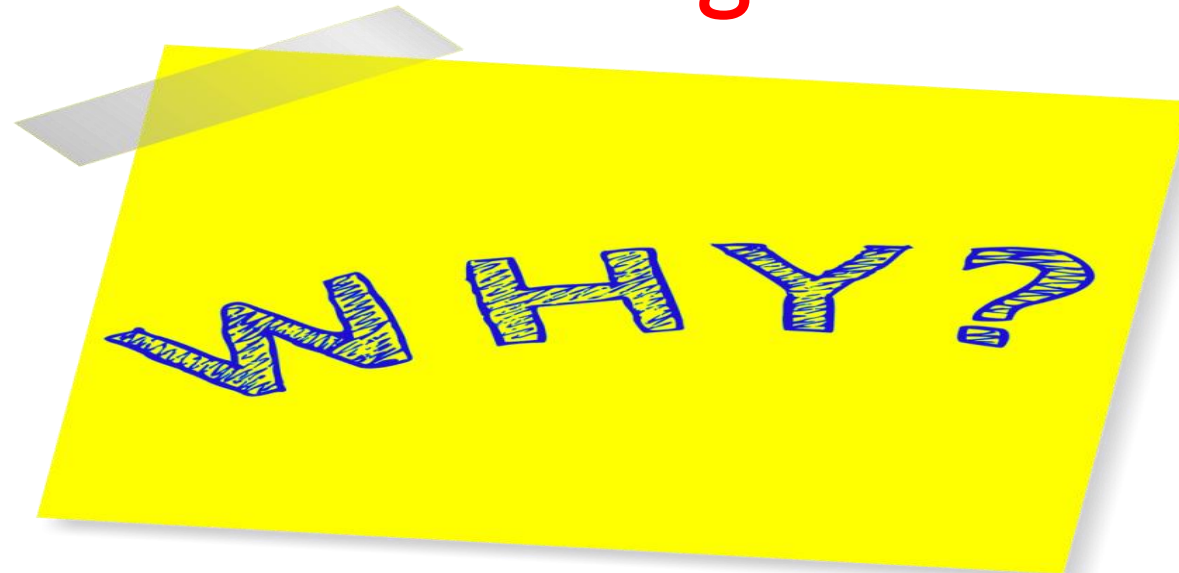
NO PUNISHMENTS FOR DISTRACTIONS, PLEASE!

Brain Friendly 10 Relationships

It is all about RELATIONSHIPS FIRST.
Build them and learning will come.



Task Seven -Why do you think I gave facts about the brain in a Differentiation Training and why is it necessary to know something about the brain and learning?



Imagine these characters as students in your classroom....

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



Imagine these characters as students in your classroom...Differences in **interests** – law enforcement, dancing, action, literature..



Imagine these characters as students in your classroom...

Differences in **learning profile** – visual, auditory, kinesthetic



Carol Tomlinson- Differentiation

Content Information we want students to know-Standards, curriculum,
Need to Knows-How will it be presented to students? Chunks, article,
chart paper, ppt., video, audio, speaker, short reading,

Process How will they work with authentic practice of the content they
just learned? Worksheet???, building something, drawing, partner
share, Leveled questions to work on, ????

Product How will they show mastery of the content or standard?

Learning Environment What will the environment they learn in feel like,
sound like, look like etc.,. as they work individually, partnering, small
groups, half class, or whole class?

Differentiation

HO 2

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

ifferentiation

- 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

Finished.... Try one of these.

Keep a selection of general tasks to encourage students to extend on what they done, assess themselves or reflect on their learning.



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

- Analyze students' readiness 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)**

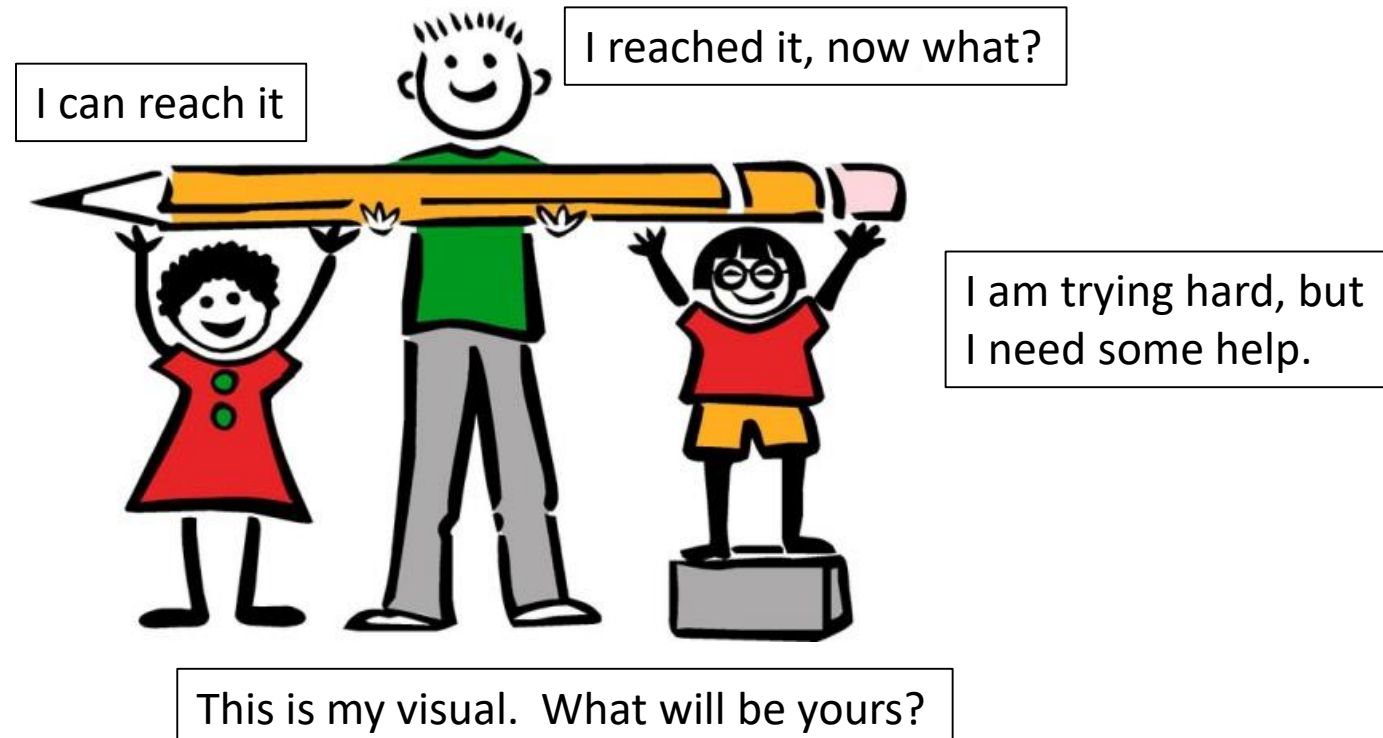
What does an effective differentiated classroom look like?

- ☐ What standards are being taught? **CONTENT**
- ☐ What models of teaching are being implemented? **ALL**
- ☐ What specially designed instruction is taking place? **PROCESS**
- ☐ What strategies are implemented? **PROCESS**
- ☐ What is the level of student engagement? **ALL**
- ☐ How will instructor know that students are mastering the content?
PRODUCT
- ☐ How is the room arranged? **LEARNING ENVIRONMENT**
- ☐ How does the room feel like for learning? **Affective Learning Env.**

TASK 8 minute quick write or draw

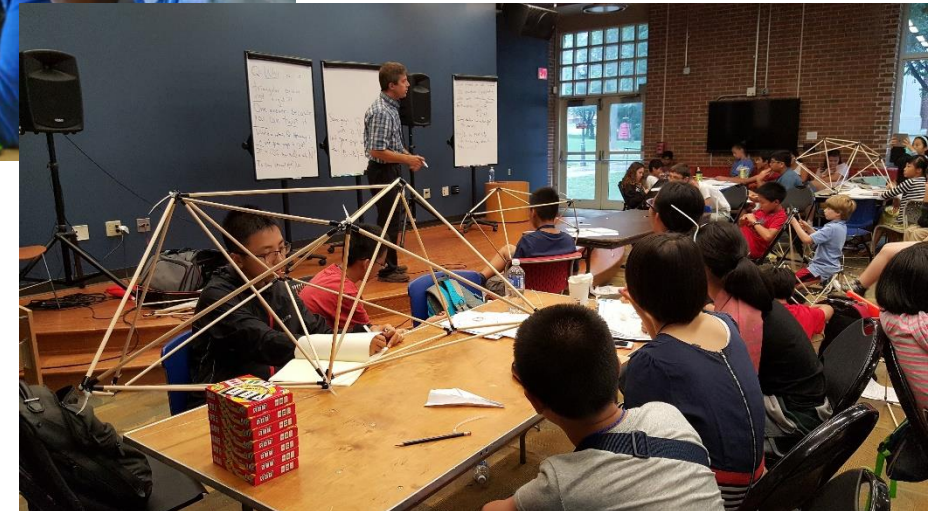
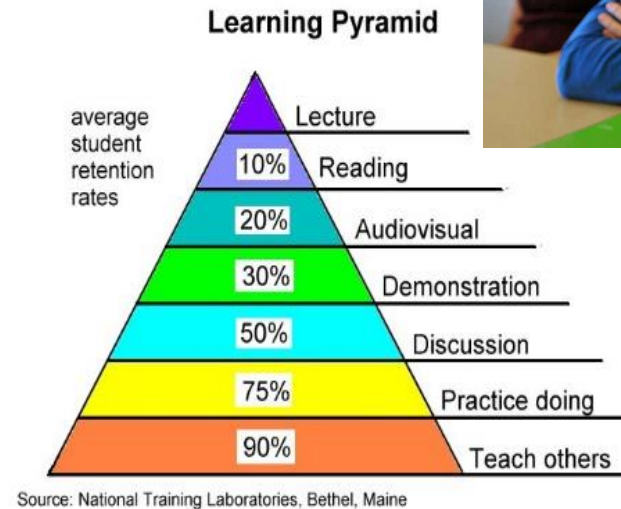
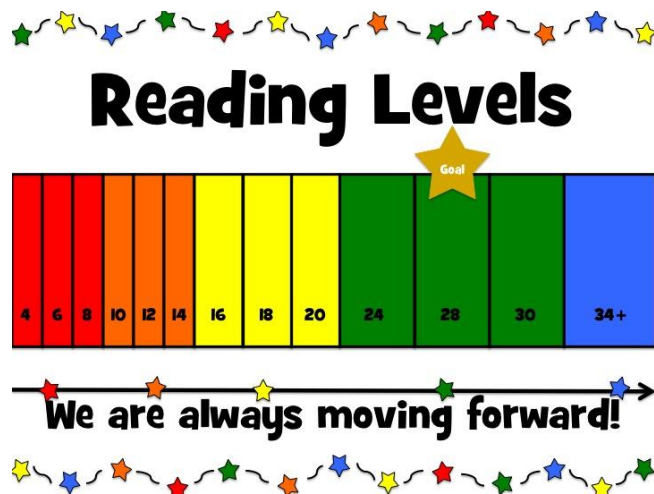
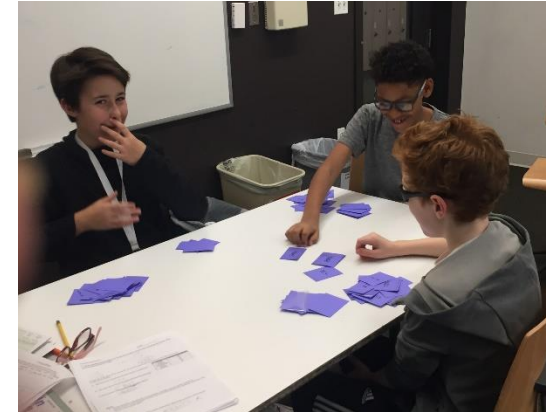
What do you know about differentiation now?

- Differentiation strategies you have tried or know about and can explain
- **Create a visual on paper that shares your knowledge. Use words and pictures, symbols, poem, rap, theater, etc.,.**



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



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.

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

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? Yes they can.

Modification Examples

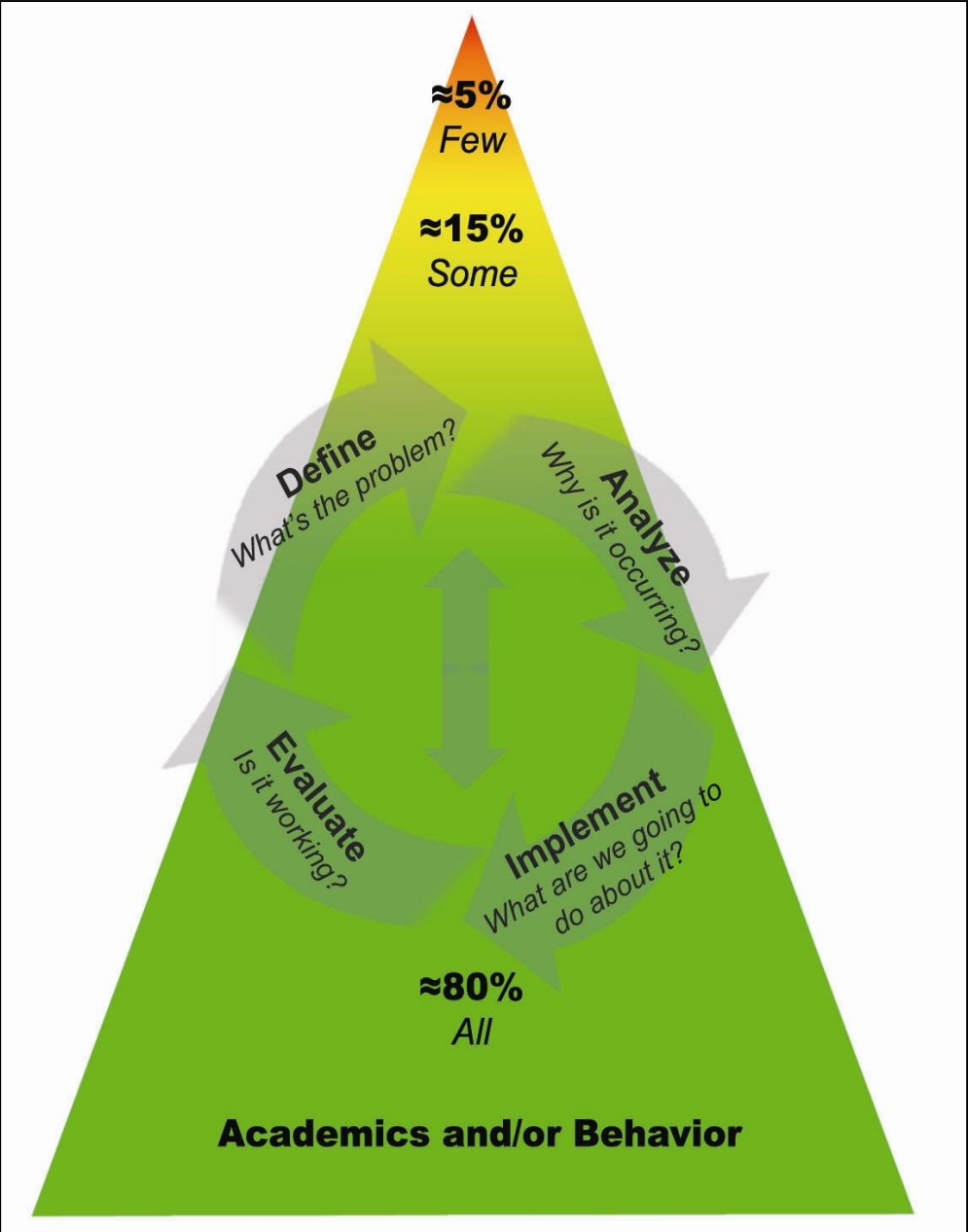
- Reduce assignments
- Assign different reading material
- Use lower-level texts containing the same subject matter presented in a simplified form and in less depth
- Test on a subset of the covered content

ACADEMIC SYSTEMS

Tier 3: Comprehensive & Intensive *Students who need individualized interventions.*

Tier 2: Strategic Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions *Students who need individualized intervention.*

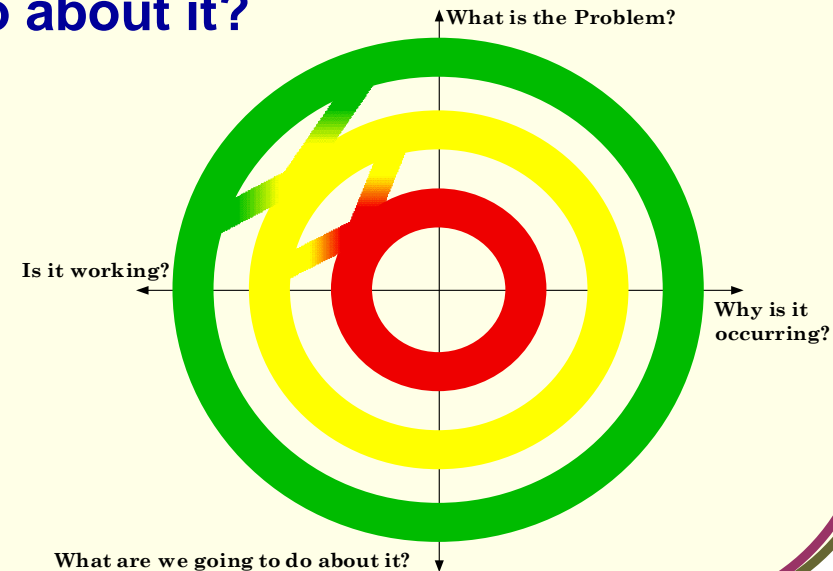
Tier 2: Targeted Group Interventions *Students who need more support in addition to school-wide positive behavior program.*

Tier 1: Universal Interventions *All students in all settings.*

Problem Solving Process

A reflective, collaborative problem solving framework is implemented to determine effectiveness of instruction and used to make decisions within a multi-tier model:

1. Is there a problem? What is it?
2. Why is it happening?
3. What are we going to do about it?
4. Is it working?



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?

KUD

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 Nine -How Many Skills In One Standard ?

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. H0 3

		DIFFERENTIATION AND FLEXIBLE GROUPING		
<p>This sheet can record where students are in mastering this goal by the Screening results.</p> <p>It should let the teacher know who will need more help and who will need to learn the skills necessary to master this standard.</p>	Student Names HO	Assessment /Screening	Assessment Framework : I can interpret information in charts, graphs, diagrams, and tables to comprehend a nonfiction reading passage.	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. <div>Target</div> 	
	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			
Adapted by Barbara Preston 2010 <div>54</div> Standard Aligned Classrooms				

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?

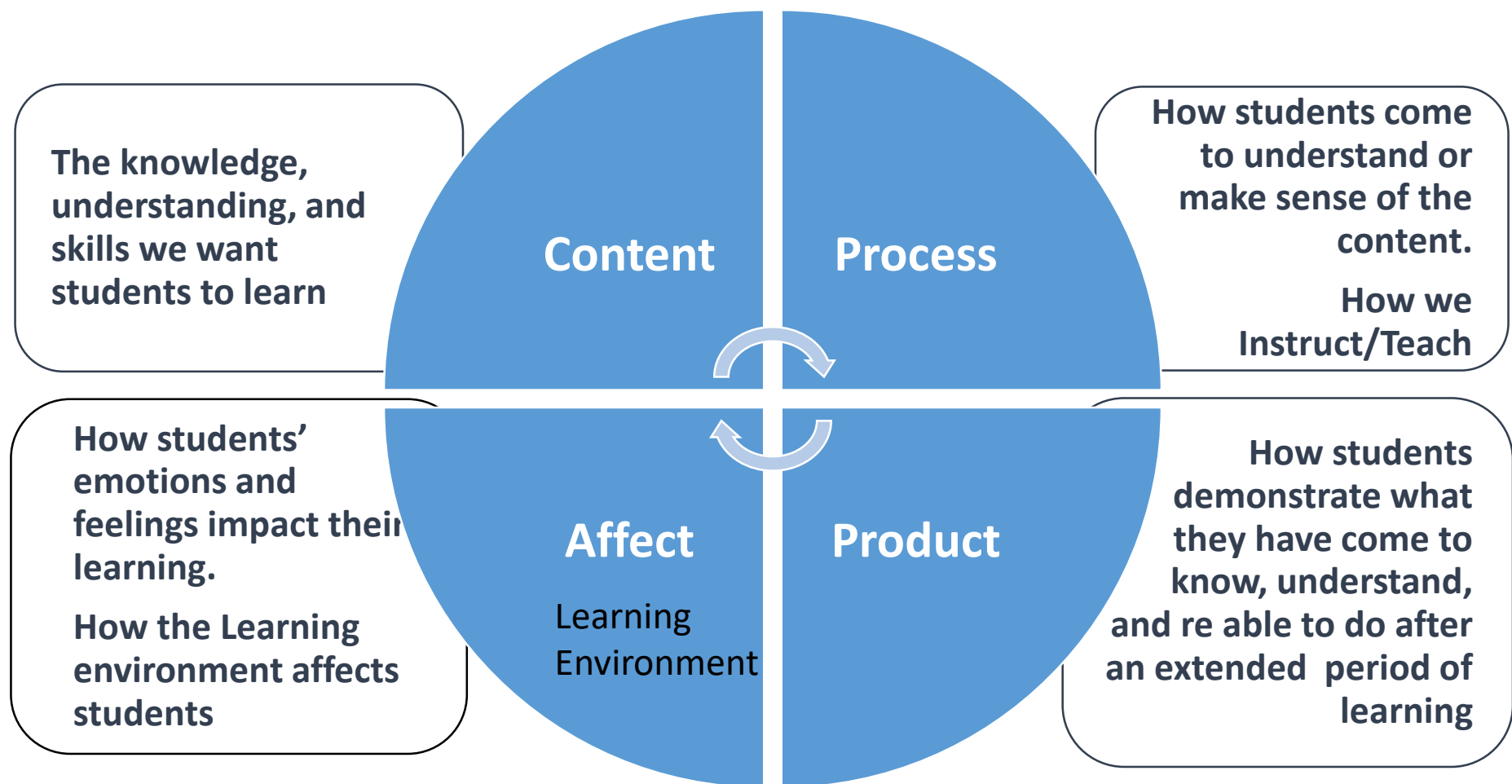
Task Ten- Let's Look at the previous slide more closely...

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CCSS 5th gr. Answer in any form that you can. If you want to copy and paste into the previous slide or you can draw it on paper, send me a picture of it 217-855-8531 in text form, or you can just answer the question in a word document.

1. Look at the sheet.
2. Read the left hand side first
3. Now look across the top at the categories
4. Put this standard above in red into the 3rd Box (Common Core Standard)
5. Next to that box, list the skills students will have to learn in order to master this standard.
6. Now look at the bottom left hand box-Intensive Tier 3. Ask yourself: "Looking at this standard, what would the lowest student need to know first in order to master this standard?" Fill it in.
7. Then go to the Box above Strategic Tier 2, Core and More- What would this student need to know?
8. Go to Benchmark Tier 1 Core Curriculum- What would you teach the whole class first in order to master the entire standard?
9. What if you have students that have already mastered this standard? That is the box above Benchmark.

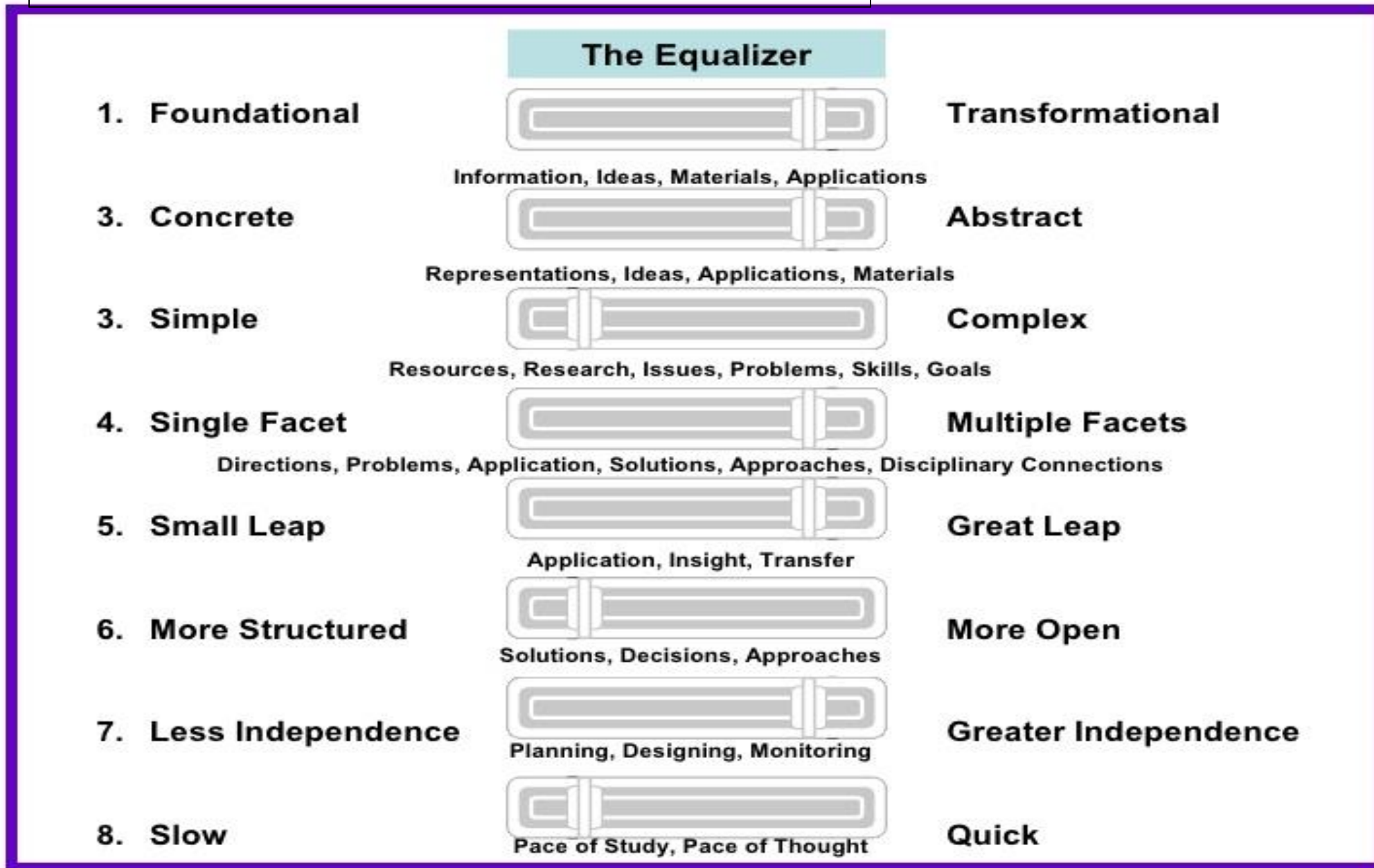
This is a helpful way to look at standards so that all students can master them. It will help you plan for the content, process, and product.

Review of the 4 Areas of Differentiation



Key Principles of a Differentiated Classroom

- The teacher is **clear about** what matters in **subject matter**.
- The teacher understands, appreciates, and **builds upon student differences**.
- **Assessment** and **instruction** are **inseparable**.
- The teacher adjusts **content, process, and product** in response to student **readiness, interests, and learning profile**.
- All students participate in **respectful work**.
- Students and teachers are **collaborators** in learning.
- Goals of a differentiated classroom are **maximum growth** and **individual success**.
- **Flexibility** is the hallmark of a differentiated classroom.



Please look at the website below and learn about the Differentiation Equalizer.

This will help you decide what and how you want to differentiate on some mastery items for some students.

It is a helpful tool.

THE EQUALIZER

To visualize the various ways an assignment or activity can be adjusted or “tweaked” for students at varied readiness levels, it’s helpful to use the Equalizer, a tool devised by Carol Ann Tomlinson (Tomlinson, 1999).

The Equalizer suggests nine continuums along which the difficulty level of lesson content, process, or product may be located. It can help teachers expand the repertoire of ways they think about varying the challenge level of a specific task.

The Equalizer works in the same way that you might adjust the volume, bass, treble, or balance on your audio equipment. In general, as a task is moved to the right on the continuum, the more challenging it becomes. The idea is for the teacher to adjust one or more of the continuums in an effort to vary the difficulty level of student work.

PURPOSE If there is not purpose, why teach the lesson?

ASK YOURSELF for each lesson: **WHAT IS THE PURPOSE FOR THIS LEARNING?**

THEN TELL THE STUDENTS....

SHARE THE OBJECTIVES AND OFFER SOME SUGGESTIONS ON HOW TO LEARN THEM. (offer some different ways to approach the learning and choose a product that fits their learning style. Anchor charts, exemplar models of mastery, rubrics to follow)

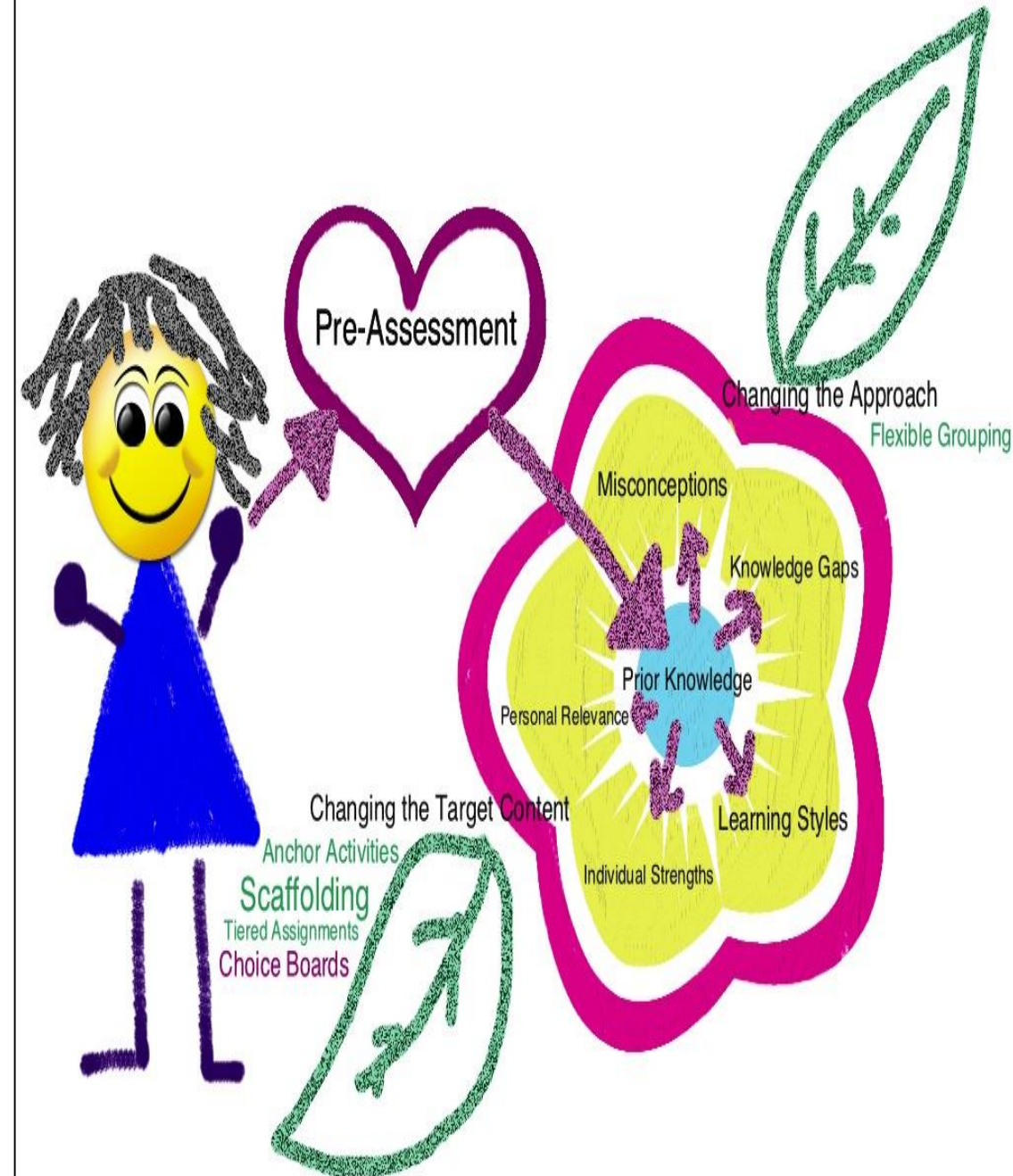
TELL THEM HOW THE LEARNING IS OF VALUE TO THEIR REAL LIVES

TELL HOW THE LEARNING WILL BE MEASURED. (students might be able to build their own rubrics for the learning)

Pre Assess to have Success

Pre assessment will lead the teacher to:

- A student's readiness level
- How much background knowledge must be built before starting instruction
- How many different learning groups will I have to accommodate in this unit
- What content I should level?
- What process should I use to instruct?
- What product choices should I give?



Formative Assessment leads Support and Reflection and maybe motivation -

End of the chapter or unit tests in chunks

Skill Sheet that is in symbols

Give them the most difficult problem or question first and let them grapple with it.

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-Concept Sort

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-White Boards

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.

Can and Cannot

We have been learning about instruments that are used in space.

1. What can these instruments do and show?
2. What can't these instruments do and show
3. What is one thing we know now that we did not know before?

That Reminds Me

The way that cells function reminds me _____because....

That's Important!

Ecosystems are dependent on_____.
The most important thing about them is_____.

True or False?

$200 + 54 = 254$
Is it T or F?
How do you know?

Show and Tell

Show and Explain the difference between a primary source and a secondary source using a life event from your own life. It could be any event now or from the past.

Do's and Don'ts

Give me three Dos and Don'ts when conducting an online search. Include examples so that someone reading your advice finds you Credible.

SOME FORMATIVE ASSESSMENTS

Leveling Questions for Differentiation

Three Different Sources

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
Argue	Generalize	Speculate	Check
Hypothesize	Support	Critique	If/Then
Defend	Judge	Value	Predict
			Select
			Detect
			Test
			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)

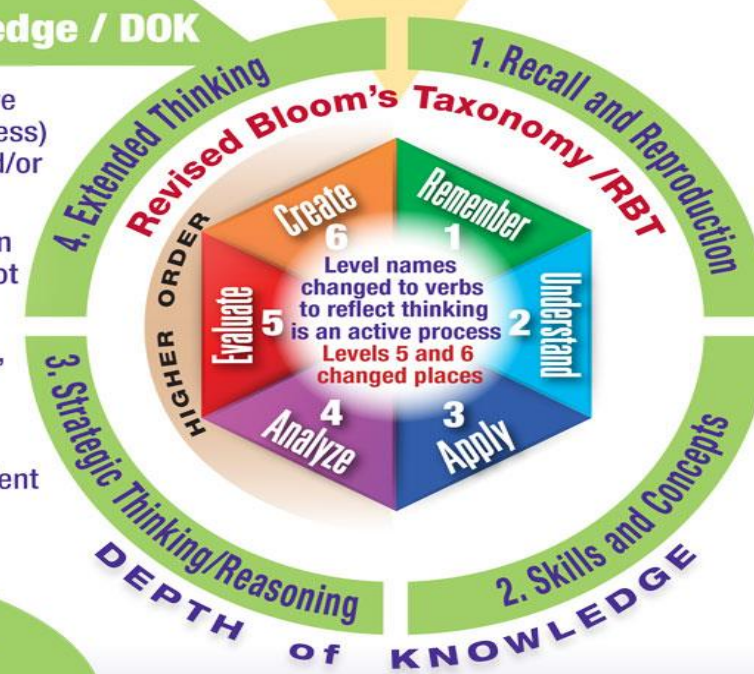
- Focuses on the tasks that students complete to deepen student understanding.
- Relies mainly on the verb to indicate or classify the level of thinking.



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.

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>>.

Fold a Piece of Paper Hamburger/Hamburger

Right There Question-In the Book-How do you know that?

Think and Search Questions –In the Book What pages did you find that answer on?

Author and Me Questions-Inference-What experience did you connect to that supported your answer and why? Where was this in the content?

On My Own Questions-No book needed-How did you come up with this answer. Tell me about it?

Let's Practice Cinderella

Tell me what type of question?

1. What is the name of the main character in the fairy tale? Where does it say that?
2. Identify all the secondary characters in the fairy tale. What pages are these characters on?
3. List the chores Cinderella has to complete each day? What pages did you find them on?
4. Why is Cinderella treated differently from her stepsisters? Use evidence from the story, words or illustrations.
5. If Cinderella would not have dropped her slipper, would she have seen the prince again by rushing home at midnight? Use evidence from the story to make your inference.
6. Assess the family dynamics in which Cinderella lived. Then with evidence from the story to back your assessment, what do you think the relationships with her stepsister and stepmother will be after she marries the prince? Use evidence from the story that supports your answer.
7. If you lived with a family that truly did not show you any love, what would you do?

Task Twelve

- **How often do you level questions for students?**
- **How does leveling questions differentiate for students?**
- **Tell me what you will try to do in the next week or so to level questions for the students who are NOT YET getting mastery, for the students who are on target, and for the students who are BEYOND the mastery.**

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

SEL standards are in each lesson



Learning environment

- 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 Thirteen

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>

Task Fourteen -Learning Environment In the Real World



<https://azrielcreativelearning.weebly.com/learning-environment.html>

Scroll down to the video - Differentiated Instruction Learning Environment. 8.22 min 1st video on the site. 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?

TASK Fiftenn Watch this video, it is the 2nd visible video

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?

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

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-or other products that are parallel to their interests
 - Connect the learning to their real lives

EXPLICIT TEACHING AND DIFFERENTIATION

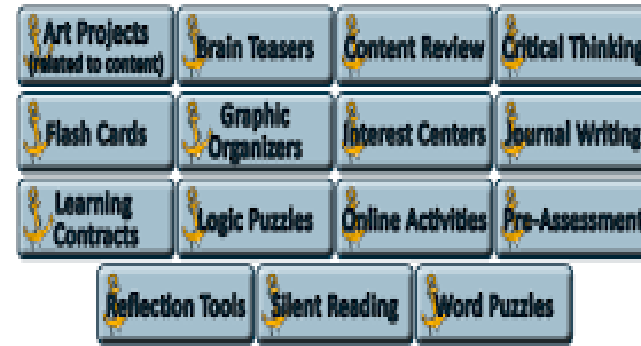


- **I DO** Teacher models
- Teacher does with whole group (Teacher monitors)
- Partners or small groups do it (Teacher monitors)
 - Each student does it with a partner(Teacher monitors this and makes decision from the monitoring on who needs more help or who is getting the gist and can move on) Formative Assessment time.
- Then **YOU DO** by yourself

WHERE COULD DIFFERENTIATION FIT INTO THIS EXPLICIT TEACHING MODEL?

Resource sites below:

- <http://differentiationcentral.com/>
Go to Videos and watch what you need
- <https://www.internet4classrooms.com/k12links.htm> Go to Links PreK-12-choose your grade level and look around.
- <http://differentiatedinstruction4766.weebly.com/anchor-activities.html>
Look at Tiered Activities and Curriculum Compacting—they are at the top of the website. Click on them.



Examples of Anchor Activities

- journal writing
- games
- mini lab centers
- computer work
- science questions of the week
- draw vocabulary pictures
- add to the "Science in the News" board
- create mind/thinking maps on content
- write a letter to a famous scientists about their accomplishments and ask questions.



Anchor Activity Ideas:

Anchor Activities

↑Anchor activities are ongoing assignments that students can work on independently throughout a unit, a grading period or longer.



Examples



- + Create Bulletin Board about current topic
- + MAP Practice Packets
- + Learning Centers
- + Magazine Articles
- + Math Puzzles/Games
- + Research Projects
- + Commercial Kits
- + Write a skit or talk show about a current topic.
- + Learning Logs
- + Journal Entries
- + Activity Box
- + Silent Reading
- + Create a storyboard for a commercial

Teaching UP

- **Teaching up means raising the 'ceiling' for all students.** All students should be **working at a level of complexity that is just above their individual comfort levels.**
- By providing each student with **reasonable levels of challenge and instructional scaffolding as needed,** students learn that hard work results in successful growth.
- One tip for achieving this is to **plan the most complex learning activity first – one that would challenge the most advanced learner in your class.**
- Then **modify that activity for students who are currently at lower readiness levels.**



Carol Dweck – Mindset (How we can learn to fulfill our potential)

- “People with a ***fixed mindset*** believe intelligence is innate. This belief can make school a threatening place. It becomes a place to go to learn how smart you are — or how smart you’re not.
- People with a ***growth mindset***, on the other hand, believe intelligence can be developed. For these students, school can be an exciting place, as it provides them with an opportunity to learn and develop their intelligence.”

Mindsets in the Classroom by Mary Cay Ricci

- **Students need to be aware of beliefs they have and how they affect attitude and success. You can’t do better unless you know better.**

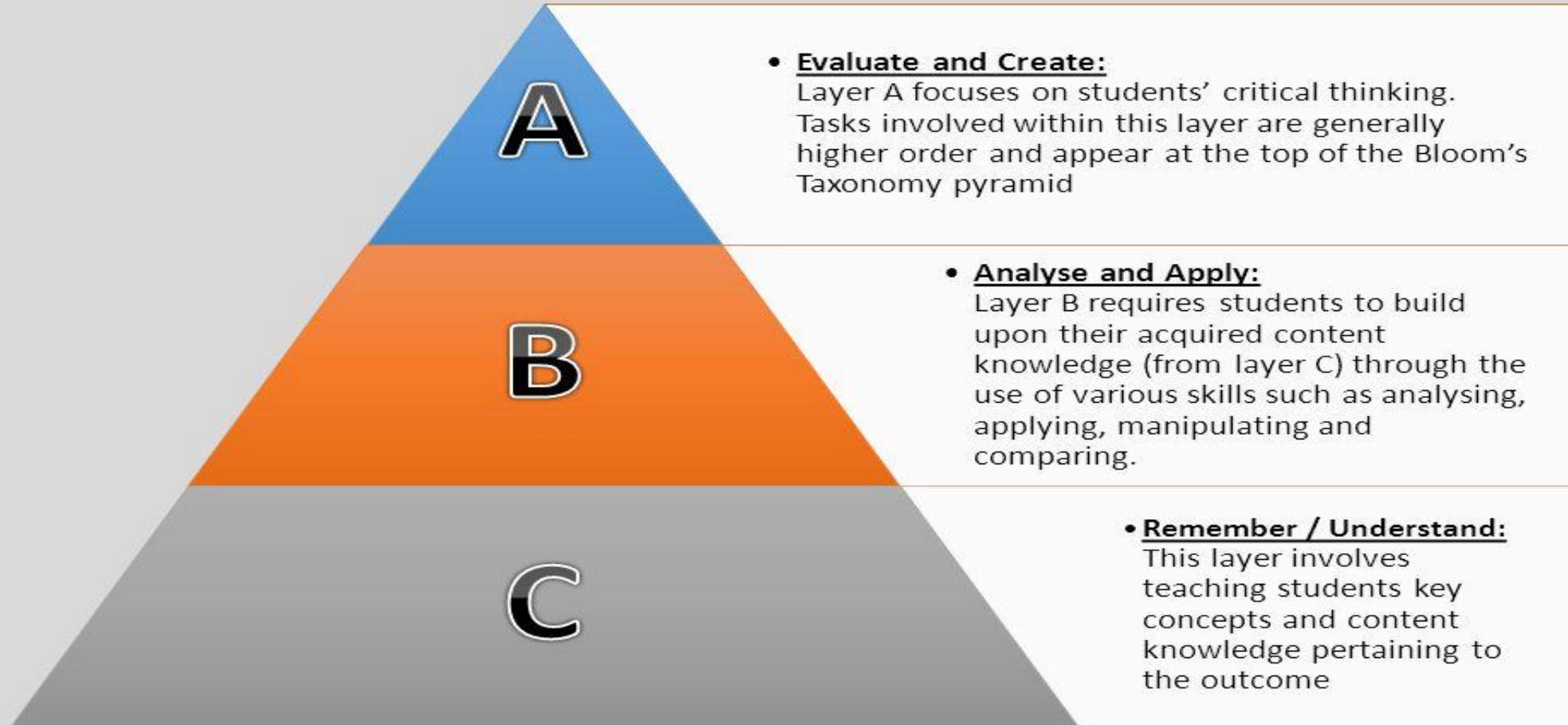
Co-Teachers should

- Teach on multi-levels-**DIFFERENTIATION**
- Use differentiated instruction techniques
- Assess with authentic assessment
 - **Assessment that builds on strengths:** **Rubrics** are one great way to create clear ways for students to show they have mastered the materials. A **portfolio** may be another way. Rather than asking a student to write, you may ask a student to **sort or group pictures according to criteria you have learned, name pictures**, or have the students **answer questions that help them display knowledge** of new materials.
- Modify lessons on the spot. These observed phenomena of spontaneous differentiation have not been addressed in the literature on differentiated instruction thus far (Chapman & King, 2003; **This could be something that you keep data on and write an article about it as a school.**

Differentiating Assessment

1. Can this assessment be arranged in a different format?
(orally, cut up into smaller chunks, bigger font, on computer)
2. If this is a project or a product are there alternatives to them that would fit the student's learning profile?
3. Is there assistive technology software that could be utilized to assist students in the assessment?

INTRODUCTION TO LAYERED CURRICULUM



Differentiation in Product to show mastery

- Some students have trouble **linguistically**. They can't find the words to describe brilliant thoughts they have about learning.
- Some students have trouble **visually**. Listening is so much better for this learner.
- Some students have trouble with **hands on learning**. They can't understand from the directions because of reading problems.

Mastery



Task Sixteen-Product Ideas-Look at website below and choose products you might use with students. Share with me


- <https://www.teachthought.com/learning/60-things-students-can-create-to-demonstrate-what-they-know/>



Think outside the box

Once you know students' reading levels:

1. Start gathering leveled material on the areas of mastery in each content.
2. Get audio tapes, highlighted texts, or big print material of these too.
3. Print and non-print US documents
<https://www.archives.gov/education/lessons/worksheets>
4. Primary resources for content
<https://www.archives.gov/education/special-topics.html>
5. Line up Speakers for content that has to be mastered
6. Get pamphlets of content
7. Level graphic organizers that you choose to use across grade levels
8. Diaries
9. Newspapers, magazines
10. Chapter books that relate to content to be mastered

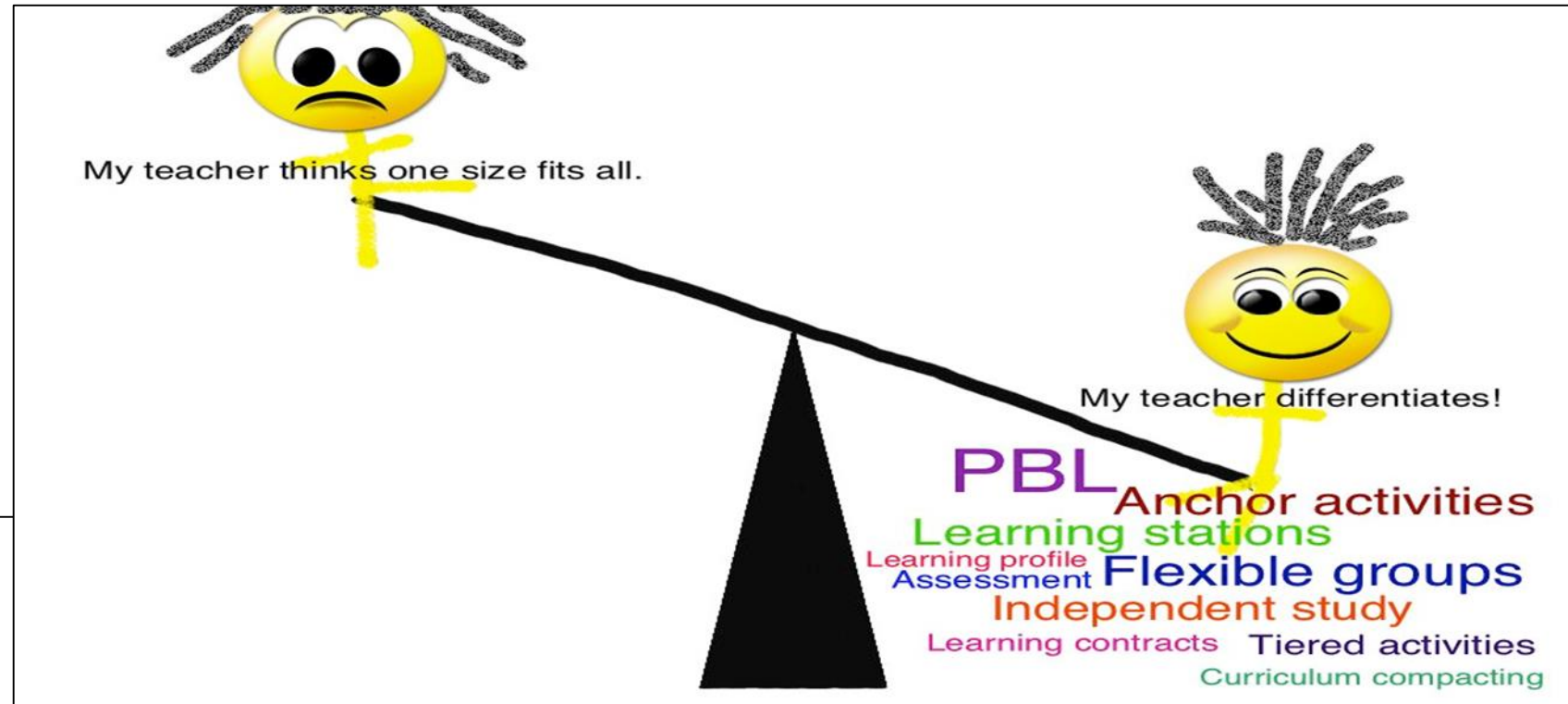


“ We spend an inordinate amount of time asking children to think outside the box, but we continue to ask them to learn inside one. ”

By Michael Fisher on Curriculum21 Ning: <http://curriculum21.ning.com/profiles/blogs/more-new-forms-this-time-at>

Let's End with This-Teachers Using Differentiation on a Close Read.

- <https://eleducation.org/resources/learning-that-lasts-challenging-engaging-and-empowering-students-with-deeper-instruction-differentiating-instruction-chapter-6> There are several videos on this site to watch. Very good examples.



High School Differentiation for ELA

It offers many ideas to use

- https://www.ccsbh.us/cms/lib/OH01913306/Centricity/Domain/207/Building_Fluency_Guide_6_12_ELA.pdf Differentiation for HS

Thank you for taking the training. If we all know more about the brain, learning, and how to differentiate inside our classrooms, I believe the world will be a better place. Hope you do too.