



Planning for Differentiation: **Varying Instructional** **Methods + Resources**

July 2016

NESSC Teaching + Learning Institute

TODAY'S PRESENTERS

From the Great Schools Partnership

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Outcomes

Clarify the elements of effective differentiation

Outcomes

Identify at least one strategy to support differentiation in my classroom or school

Mastery

is a student's ability to transfer learning in and/or across content areas.

Just to be clear- No matter what your state calls your standards-based system- Mastery-based

Competency

is a student's ability to transfer learning in and/or across content areas.

Proficiency

is a student's ability to transfer learning in and/or across content areas.

or a Proficiency-based system the pyramid graphic remains the same because the outcome is...a student's ability to transfer learning in and/or across content areas.

This definition demands a shift from standards-based teaching to proficiency-based learning. It isn't enough for teachers to teach the standards- students need to demonstrate what they have learned by applying their learning of those standards formatively and summatively over time.

Agenda

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Check for Understanding

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Develop a common definition

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Cooperative groups focused on content + process

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Reflection + next steps



Survey

1. Go to socrative.com
2. Click on “student login”
3. Sign in as 338BV5ZZ
4. Answer the survey

Defining Differentiation

Differentiation is...

Differentiation is NOT...

Respond to each prompt on post-it notes
and place under the appropriate heading.

We will need to write these headings either on the white board to the right of the screen or on chart paper.

Have participants post, observe/review responses. Ask a couple to bunch them into like minded responses. What do we notice?

What differentiation **IS**

A set of practices that identify learner needs and seek to match instruction, assessment, and supports and interventions to those needs.

What data do we have to ensure that we are truly planning for learning? How do we know that our targeted learning experiences impact student achievement? What does it look like to do this?

What differentiation **IS NOT**

- Individualized lesson plans
- Another way of tracking students

This is not about having 30 lesson plans daily for our learners. Learning is a social experience and requires application of the gradual release of responsibility model where students move through a system of teacher as model, through joint responsibility, through independent practice and then application by the learner. It is often observed that in the implementation of this approach there is a noticeable absence of “joint responsibility.” This model is a combination of:

Piaget’s (1952) work on cognitive structures and schema

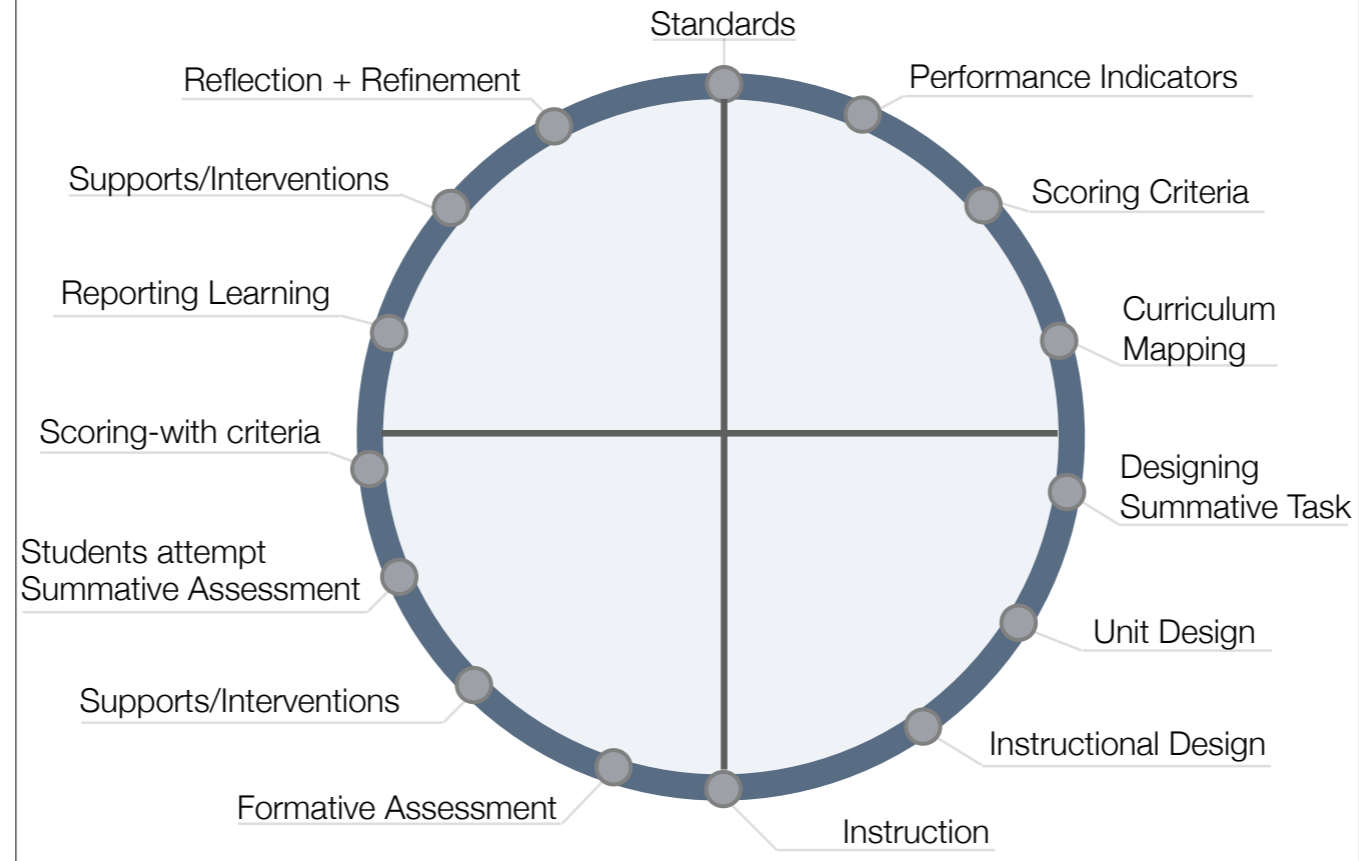
Vygotsky’s (1962, 1978) work on zones of proximal development

Bandura’s (1965) work on attention, retention, reproduction, and motivation

Wood, Bruner, and Ross’s (1976) work on scaffolded instruction

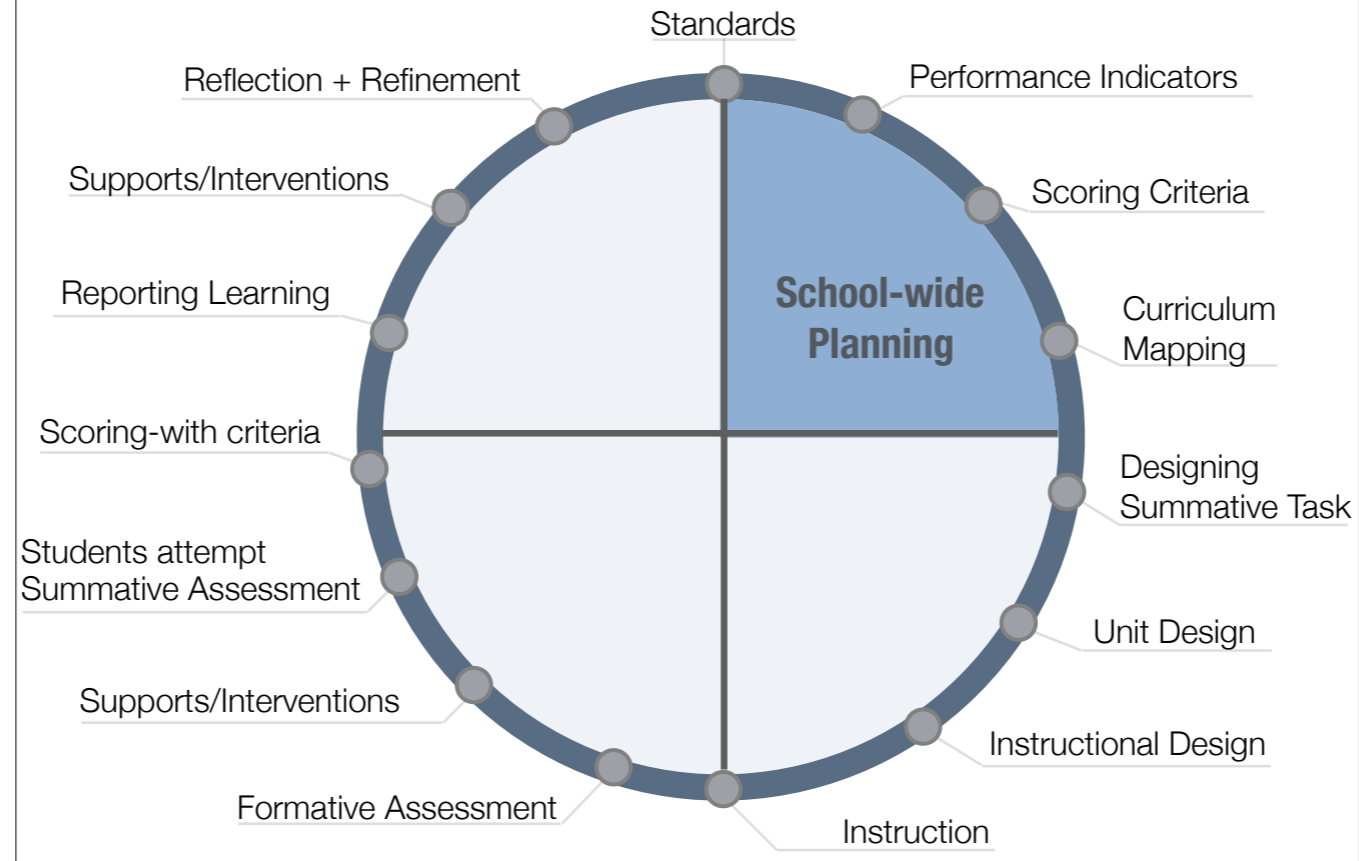
Essentially, combined they indicate that learning occurs through intentional interaction with others for all learners. I do it, we do it, you do it together (peer to peer), you do it alone.

PBL Cycle of Teaching + Learning



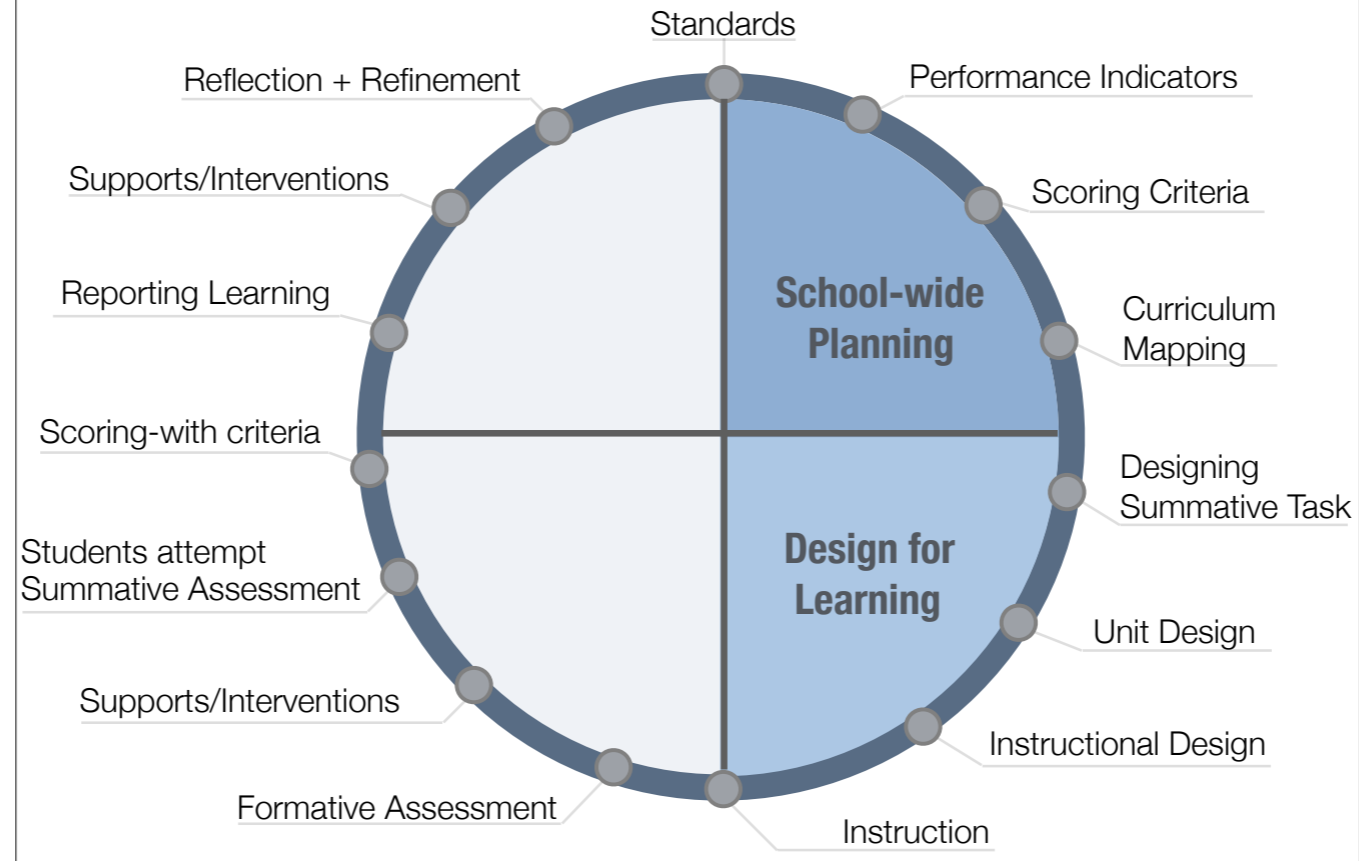
Differentiation happens in a number of places on the wheel: summative assessment design (product), instructional design (process), and supports and interventions. It only works if we have the initial outcomes and success criteria established for all learners.

PBL Cycle of Teaching + Learning



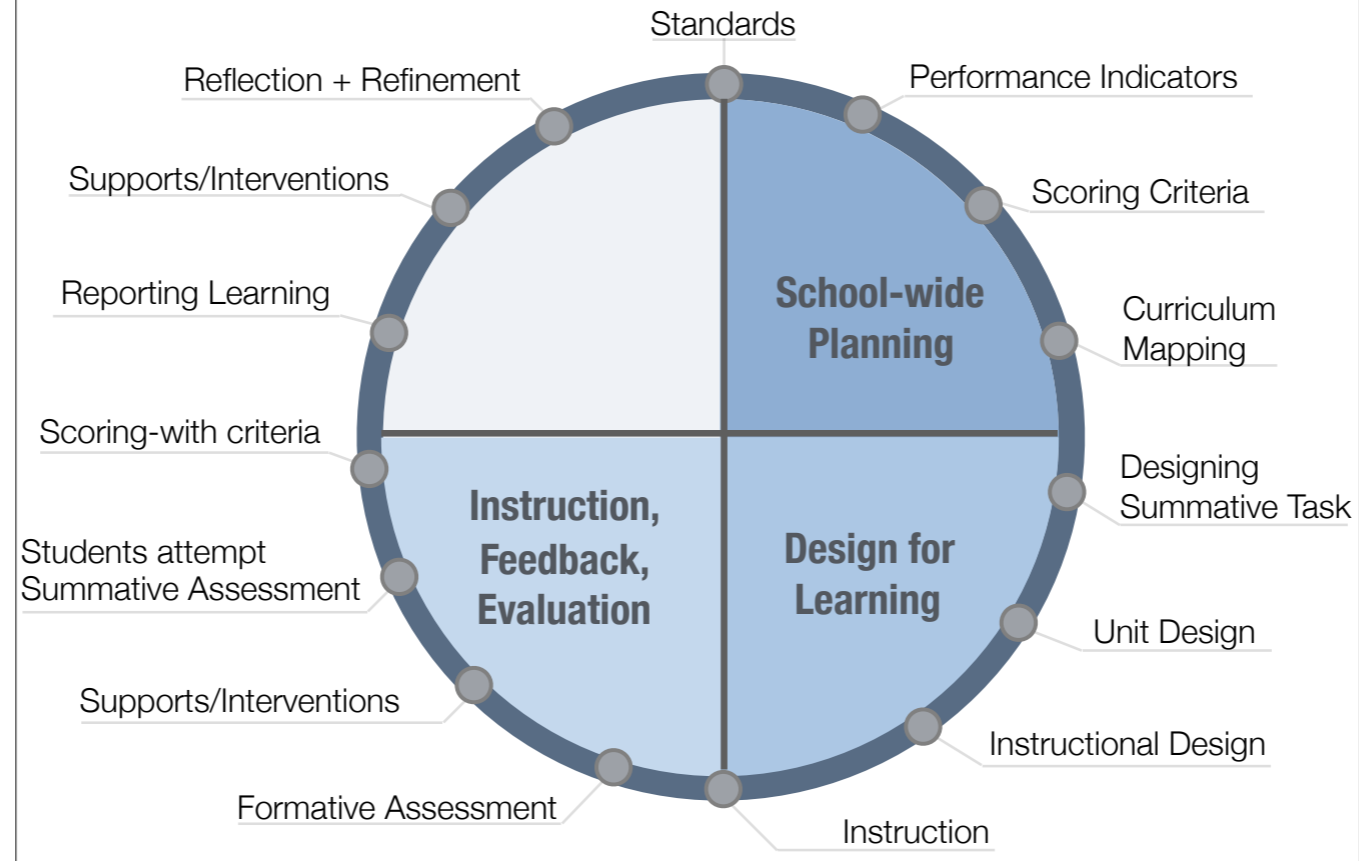
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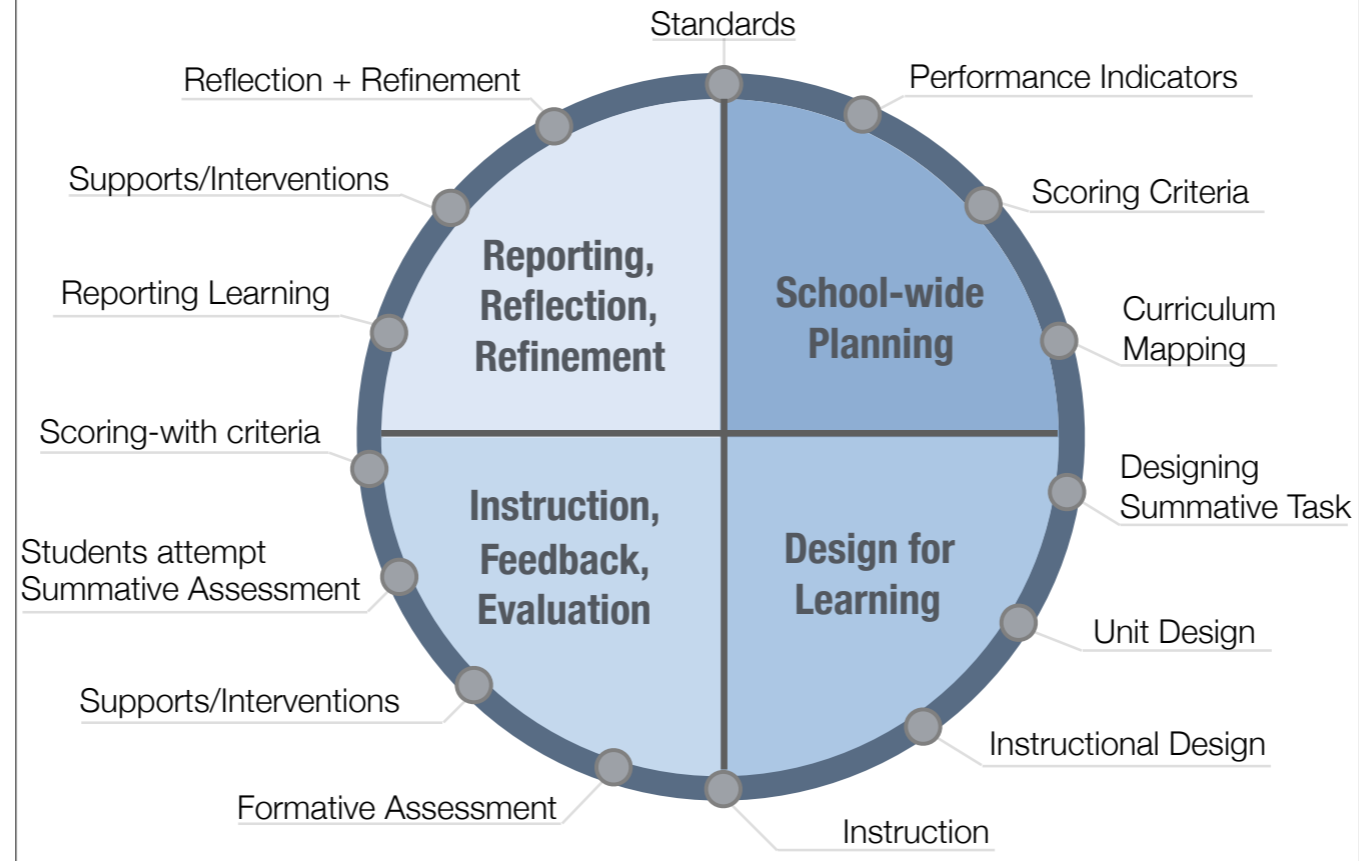
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Survey Results



Survey Results

- What do you **notice**?



Survey Results

- What do you **notice**?
- How might the **data inform our next steps** together?

Norms

Time

Task



Differentiating by Content + Resources

- View the excerpt by classroom educator, Kasie G, on content
- Turn + talk; discuss implications on your practice
- View the learning map. How does this attend to the various needs for differentiation of content and resources?

FL webinar: Global Studies Unit (high school)
7:30 – 21:38 = 14 minutes of video

<http://bit.ly/2ag0rVb>



Differentiating by Process

- View the excerpt by classroom educator, Kasie G on process or TC Differentiating with Learning Menus
- Turn + talk; discuss implications on your practice
- View a process and refine to ensure that more students are able to engage deeply

Kasie's MPA presentation

<http://bit.ly/2ag0Qaf>

3:59 – 19:00 = 15 minutes



Leading Differentiation

- Text Based Seminar using “On the Road to Differentiated Practice” and “The Content of Staff Development on Differentiation”
- What implications and opportunities are raised through the reading of these texts?

Learning from each other



Introductions

Brief summary of experience + a take-away from each person

Questions to clarify + seek understanding

VISIBLE LEARNING

“When teachers are activators, they are key agents in all the interventions...active and guided instruction is much more effective than unguided, facilitative instruction. **Students profit from the facility, active use, and flexibility of various learning strategies,** and the use of various strategies is a major attribute of expertise in many domains.”

- Hattie, John. Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. p. 243. Routledge. 2009

Teacher as Activator

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Reciprocal Teaching

0.74

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Feedback

0.72

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Mastery learning	0.57
Goals - challenging (at readiness level)	0.56

Teacher as Activator

Reciprocal Teaching	0.74
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Meta-cognition strategies	0.67
Direct Instruction	0.59
Mastery learning	0.57
Goals - challenging (at readiness level)	0.56
Behavioral organizers	0.41
Individualized instruction (facilitator role)	0.20

Implications on Planning

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- Where are we headed?

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- Where are we now?

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- Where are we headed?
- Where are we now?
- What will success look like?

Implications on Planning

- Where are we headed?
- Where are we now?
- What will success look like?
- How might we get there?



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Thank You

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