

Differentiation Made Simple



Teacher 2 Teacher
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Presenters

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Session Outcomes

- Discuss the key elements of effective differentiated instruction
- Explore strategies for assessments that inform teaching and learning
- Explore strategies for differentiating in various content areas



Alphaboxes

Differentiation

What do you already know?

- Key Elements
- Examples

Topic: _____

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				



Key Elements of Effective Differentiated Instruction

Differentiation

is a teacher's **proactive** response to learner needs

shaped by **mindset**

and guided by general principles of differentiation

An environment that encourages and supports learning

Quality curriculum

Assessment that informs teaching and learning

Instruction that responds to student variance

Leading students and managing routines



Key Elements of Effective Differentiated Instruction

Teachers can differentiate through			
Content	Process	Product	Affect/Environment
The information and ideas students grapple with to reach the learning goals	How students take in and make sense of the content	How students show what they know, understand, and can do	The climate or tone of the classroom

Key Elements of Effective Differentiated Instruction

according to the student's		
Readiness A student's proximity to specified learning goals	Interests Passions, affinities, kinships that motivate learning	Learning Profile Preferred approaches to learning

Key Elements of Effective Differentiated Instruction

through a variety of instructional strategies, such as

- | | |
|---|--|
| <ul style="list-style-type: none">● Learning/interest Centers● RAFTs● Graphic Organizers● Scaffolded Reading/Writing● Intelligence Preferences● Tiered Assignments | <ul style="list-style-type: none">● Learning Contracts● Menus● Tic-Tac-Toe● Complex Instruction● Independent Projects● Expression Options● Small-Group Instruction |
|---|--|



Turn and Talk

Share new learning and affirmations

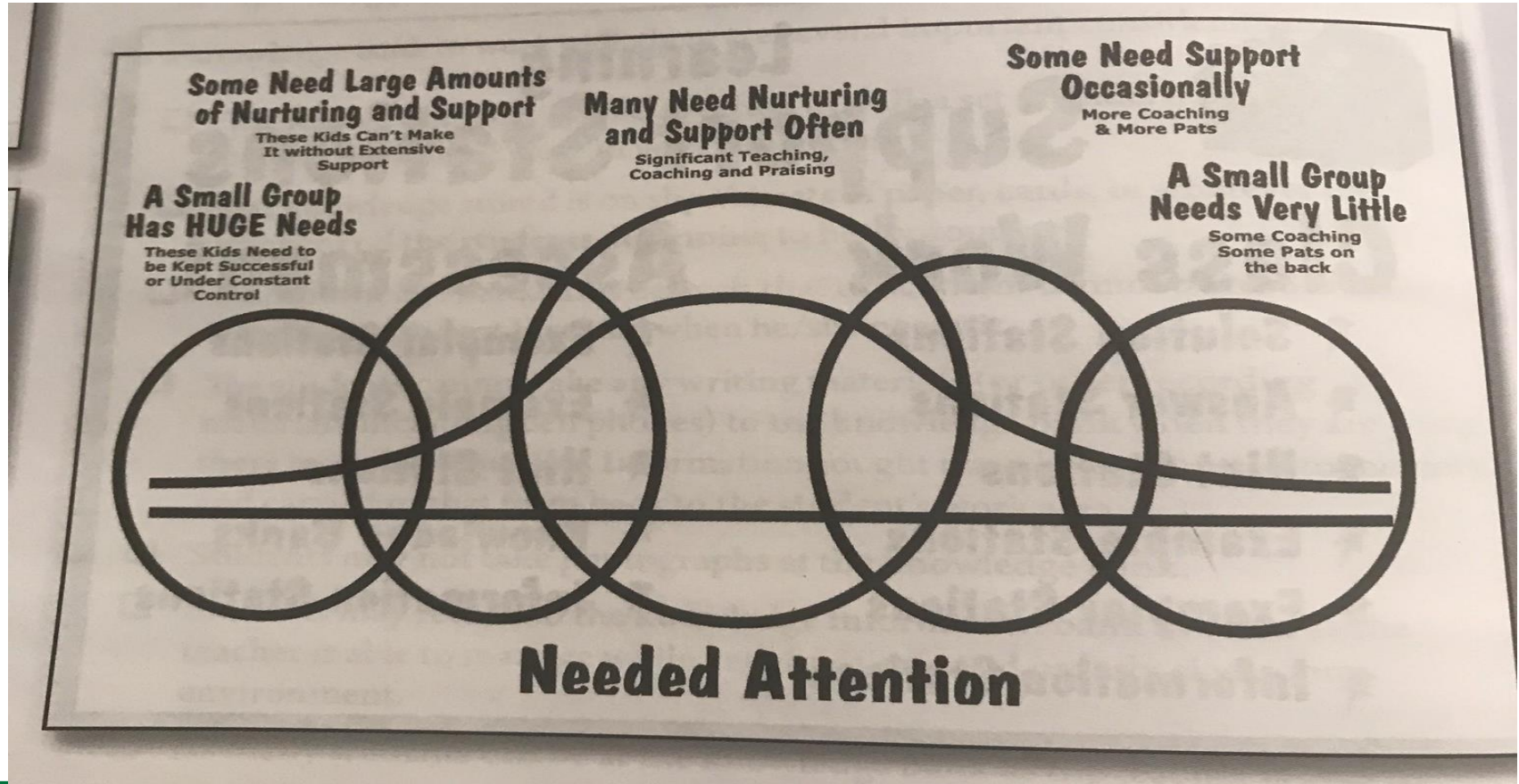
Continue adding to your Alphaboxes throughout the session

Topic: _____

A	B	C	d	E
F	G	H	I	J
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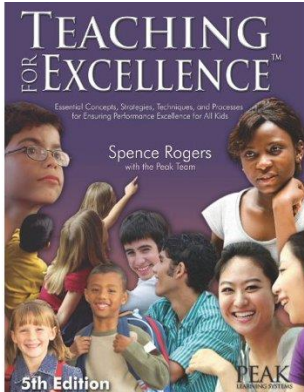
Learning Support Stations



Learning Support Stations

Purpose #1: to ensure students are never just sitting idle because they can't do what is asked

Purpose #2: to ensure students are practicing correctly



“No Writing Zones”



What are Learning Support Stations?

Benefits

- Provides needed support to make sure students are always “practicing” or “processing” correctly
- Students who only need quick checks or hints are able to get them without taking teacher time
- Teachers can devote time to students who need it.

Types

- Solution Stations
- Answer Stations
- Hint Stations
- Example Stations
- Knowledge Banks
- Information Stations

“No Writing Zones”



Let's Table Race!

distance.

Table Race Procedures

1. Send the **RETRIEVER** to get the first question so the group can begin responding in complete sentences or showing work.
2. Send the **CHECKER** to the Learning Support Station as often as desired.
3. When everyone in the group has written the answer as a complete sentence (or with all work shown), send the **CHECKER** back to the Support Station to ensure the answers are correct & obtain the **QUALIFYING CODE** for everyone to record on their papers.
4. When your group is finished, send your group's **QUALIFIER** with **ALL YOUR GROUP'S** papers (with qualifying codes) to the teacher for initials.
5. When the checker returns, send the **TABLE RACER** to your section of board (chart paper) to record just the answer or solution.
6. As the table racer is recording, assign new roles and send the **NEW RETRIEVER** to get the next question.



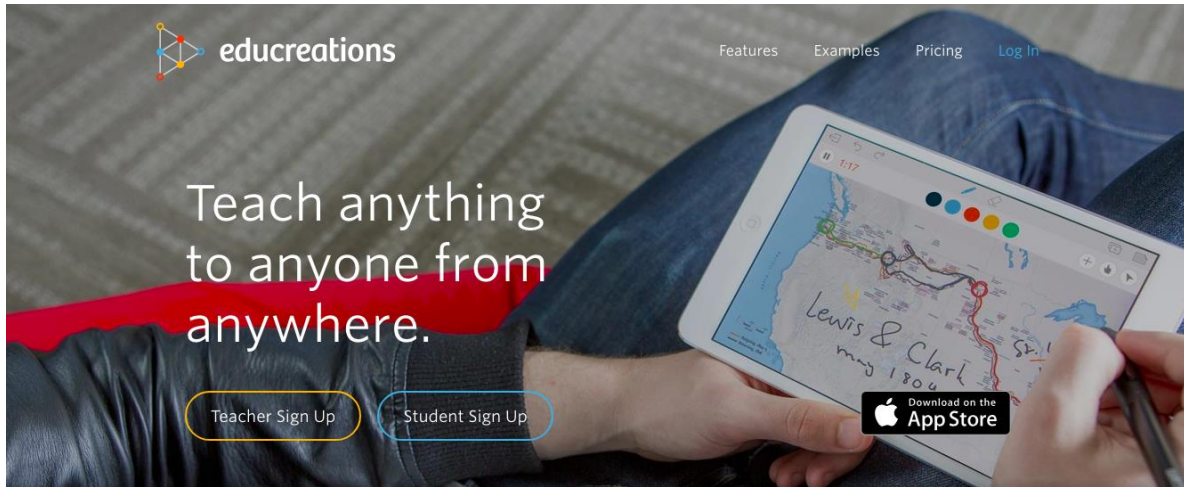
Learning Support Stations

What key elements of differentiation is present in learning support stations?



Clone Yourself to Differentiate

Check out this tools for cloning yourself?



The image is a screenshot of the educreations website. At the top left is the logo for 'educreations' with a colorful geometric icon. To the right are navigation links for 'Features', 'Examples', 'Pricing', and 'Log In'. The main content area features the text 'Teach anything to anyone from anywhere.' in white over a background image of a person's hands holding a tablet. The tablet screen shows a map with a red route and handwritten text that reads 'Lewis & Clark May 1804'. Below the text are two buttons: 'Teacher Sign Up' and 'Student Sign Up'. At the bottom right of the tablet screen is an 'App Store' download button.

[Click here for an example!](#)



Social Studies- Quotation Mingle

1. While the music is on, take your excerpt and mingle around the room.
2. As you walk around the room, compare your quote to a partners. Your job is to figure out the topic of the article by using quotes that other people may have.
3. When you hear the music fluctuate in volume, make your way back to your seat.
3. Discuss with your table, what you think the article might be about.



Social Studies- Quotation Mingle

5. Make a prediction based on what you think the article might be about.

Sentence Frames:

I can predict _____. I think this because _____.

At first I thought _____, but now I think _____.



Social Studies- Quotation Mingle



Literacy Choice Boards

Name _____ Date _____

Literature Choice Board

Novel _____

Select a character. Write a message this character would write on social media.	Select a character trait that best describes the main character of the story. Create an acrostic poem using each letter.	Illustrate an important plot event. Explain why this event is relevant.
What is the theme of this story? How does the author use time, place, and character to convey this theme?	Make a prediction about an event that you believe will occur in the next chapter.	Identify a metaphor, simile, personification, or imagery. What does the author's use of this reveal?
Create a story map of the major events that have occurred so far in the plot.	Words are powerful. Identify specific words the author uses to convey meaning and ideas in this story.	Make connections across stories. Compare and contrast this story to another one that you have read.

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Name _____ Date due _____

Word Study Choice Board

Choose and complete three of the following activities on this choice board. Try to aim for "three in a row." You may use a separate sheet of paper to record your word study work.

Word Generator Using one of the roots for this lesson, generate as many words as you can that contain this root.	Sentence Stalker Try to find at least 3 sentences containing words that are derived from the root(s). If you can't find them, create them!	Pictionary Cards Make five picture cards. Be sure to draw and compare each word on the back of the card.
WORD HISTORY Words have interesting histories. Do some research. Discover some interesting facts about a word we use every day. Write a paragraph.	Word Choices (Teacher-approved activity) Create a spin-a-lasser for a word of your choice. Whirly Spin Spin Spin Spin Spin Spin Spin Spin Spin	Word Find Go on a hunt for as many words as you can that contain the root. Be sure to list where you found the word.
MAKING WORDS Use the letters in the word(s) to make as many words as you can.	Root Word Riddles Select three words containing the targeted root(s). Write riddles for these words. Remember: Do not give away the root class.	

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Show What You Know Bingo

Digital Storytelling

I can create, access, evaluate, collaborate and share digital stories.

Storyboard That Video tutorial iPads ONLY	PandaVideo Tutorial Red Panda Example
WeVideo Sign in with your Google Account Video tutorial	Animapalooza Tutorial
Storyboard That Video tutorial iPads ONLY	PandaVideo Tutorial Red Panda Example
Storyboard That Video tutorial iPads ONLY	Storyboard That Video tutorial iPads ONLY

Scratch	Canva	Storyboard That
CoSpaces	SUBMIT HERE	Timeline
Pixton	LINK TO SUBMIT	Padlet
Pixton	Sp	Padlet

UNC CHARLOTTE

Steps to Create

1. Identify the instructional focus and learning outcomes of a unit of study.
2. Determine student readiness, interests, and needs using assessment data.
3. Design nine different tasks that meet the focus.
Arrange each task so it has its own grid on the Tic-Tac-Toe board.

1.2.3



Steps to Create

4. Select one required task for all students. This task should be placed at the center of the board.

5. Ask your students to complete three tasks, one of which must be the one in the middle. Tic-Tac-Toe!



Examples

TIC-TAC-TOE YOU PICK THREE IN A ROW!

RL.1	RL.3	L.4
Write three questions about the story. Find a partner and take turns asking and answering your questions.	Draw a picture of the main character and write their major traits underneath your drawing.	Select two unfamiliar words from the story and complete a row on your Words/Clues/Meaning Google sheet .
Complete the who, what, where, when Google form when you've completed your story.	Describe your main character using our Padlet wall .	Draw a picture of at least 3 unfamiliar words, using the context to determine their meaning.
Participate in the online discussion board . Post a question and reply thoughtfully to at least 3 classmates.	Imagine you are the main character and write a journal entry from their perspective in your own Penzu journal .	Complete the Edgenuity review activity.

Show What You Know Bingo Digital Storytelling

I can create, access, evaluate, collaborate and share digital stories.

 Storyboard That Storyboard That video tutorial How to turn-in	 Toontastic Video tutorial iPad ONLY	 PandaVideo Tutorial Red Panda Example
 WeVideo Sign in with your Google Account Video tutorial	Turn in your creations to: 	 Animate Tutorial
 Blendspace Video Tutorial Example	 Explain Everything iPad ONLY video tutorial Android App version	 Powtoon Video tutorial: App



Common Pitfalls



Other Adaptations

- Allow alternate row completion
- Highlight more than 1 task you require
- Add additional spaces
- Incorporate mid-week check-ins
- Turn it into a menu of “must do’s” and “may do’s”



Exit Tickets

<p>Design to Pinpoint Depth of Student Understanding</p>	<ul style="list-style-type: none">• Start your lesson planning with the <i>Exit Ticket</i> question in mind. That way, you'll hit the key points that will convey the most important content of the lesson.• Vary format (for example, use both multiple choice and open-ended questions) and rigor (for example, drafting questions that build on each other) for a more complete picture of student comprehension. The sequence of questions can help you identify exactly where understanding breaks down.• Include "why" and "how" questions in your <i>Exit Ticket</i> to see whether students demonstrate reliability in their mastery of concepts.• Keep questions short. <i>Exit Tickets</i> should take no more than 5 minutes for students to complete.
<p>Analyze Data Efficiently</p>	<ul style="list-style-type: none">• Sort data immediately, either tallying student responses or sorting into piles based on correct/incorrect responses.• Identify the "why's" behind both successes and errors in student responses.• Make quick notes directly on the <i>Exit Ticket</i> for areas that need future reinforcement.• Figure out what to do with the data you glean from the <i>Exit Tickets</i>: reteaching if the entire class needs more work on the concept; giving the entire class small additional practice on a concept; or putting together small tutoring groups for those students that need it.• Consider giving <i>Exit Tickets</i> back to students the next day to correct or redo.



Exit Tickets

Prompts That Provide Formative Assessment Data	Prompts That Stimulate Student Self-Analysis	Prompts That Focus on Instructional Strategies	Prompts That Are Open Communications to the Teacher
<p>How would you rate your current level of understanding of what we did today?</p> <p>3- I understand everything we did and can even think of ways to use this learning.</p> <p>2- I understand everything we did but can't think of how you would use this information right now.</p> <p>1- I understand some of what we did today but I am confused about some important parts.</p> <p>0- I understand very little of what we did today or I am completely lost.</p>	<p>How hard did you work today?</p> <p>Explain why you think you worked at the level you did.</p>	<p>How did the group work today help you understand the content?</p> <p>What are some things you would like to see during group work in the future?</p>	<p>What is something I should be doing to improve your understanding of the content?</p>
<p>What are you most confused about regarding what we did in class today</p>	<p>What could you have done today to help yourself learn better?</p>		



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Survey

Do we need to do a survey??

