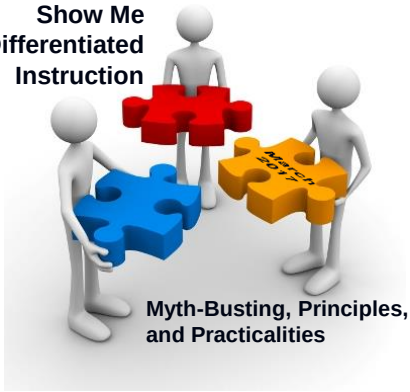
Show Me Differentiated Instruction



Myth-Busting, Principles, and Practicalities

For further conversation about any of these topics:

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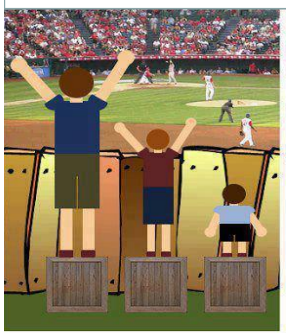
Schools aren't meant to meet the needs of diverse students.

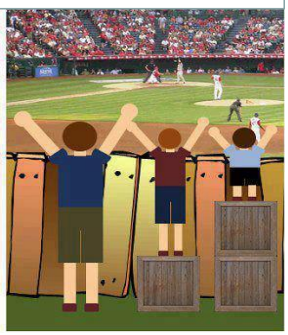
'Anyone out there know me?

It is counter-cultural, subversive, to differentiate instruction.

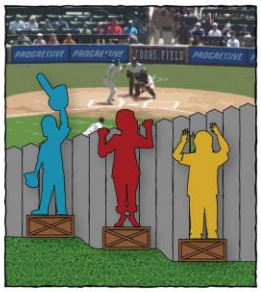
Equal



Fair

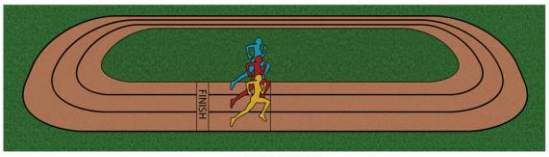


"The problem with that equity vs. equality graphic you're using," Paul Kuttner, culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/

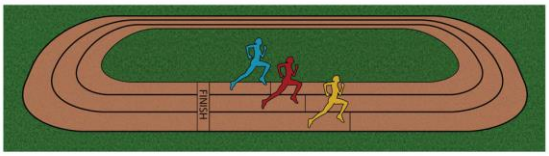


EQUALITY

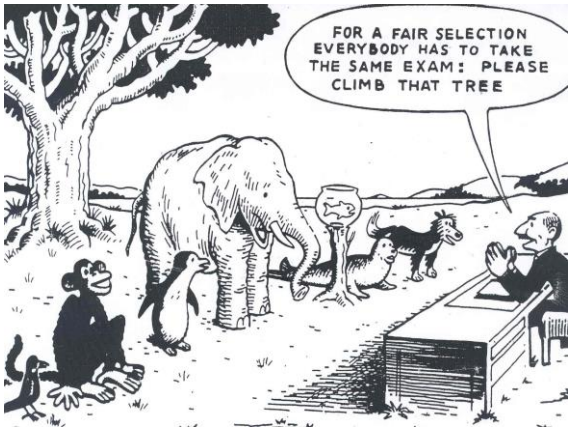
EQUITY



EQUALITY



EQUITY



Time is a variable, not an absolute.

"Nobody knows ahead of time how long it takes anyone to learn anything."

Dr. Yung Tae Kim, "Dr. Tae,"
Physics Professor,
Skateboarding Champion

Fair Isn't
Always Equal

Rick Lavoie
From F.A.T. City Workshop: How Difficult Can This Be?

Visual Perception

Rick Lavoie
From F.A.T. City Workshop: How Difficult Can This Be?

Visual Perception

"They don't differentiate instruction and assessment at the high school level, in college, or on the standardized tests, so we shouldn't differentiate in the elementary or middle levels."

Are we responsive teachers?

1. Are we willing to teach in whatever way is necessary for students to learn best, even if that approach doesn't match our own preferences?
2. Do we have the courage to do what works, not just what's easiest?
3. Do we actively seek to understand our students' knowledge, skills, and talents so we can provide an appropriate match for their learning needs? And once we discover their strengths and weaknesses, do we actually adapt our instruction to respond to their needs?
4. Do we continually build a large and diverse repertoire of instructional strategies so we have more than one way to teach?
5. Do we organize our classrooms for students' learning or for our teaching?

Are we responsive teachers?

6. Do we keep up to date on the latest research about learning, students' developmental growth, and our content specialty areas?
7. Do we ceaselessly self-analyze and reflect on our lessons — including our assessments — searching for ways to improve?
8. Are we open to critique?
9. Do we push students to become their own education advocates and give them the tools to do so?
10. Do we regularly close the gap between knowing what to do and really doing it?

Universal Design for Learning

Principle I: Provide Multiple Means of Representation (the "what" of learning), multiple ways for students to perceive and comprehend information

Principle II: Provide Multiple Means of Action and Expression (the "how" of learning), multiple ways for students to interact and process content and skills, including how to express what they know

Principle III: Provide Multiple Means of Engagement (the "why" of learning), multiple ways to build and sustain motivation and perseverance

- www.udlcenter.org/aboutudl/whatisudl/3principles

Definition

Responsive teaching, i.e. differentiating instruction, is doing what's fair for students. It's a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time. It's whatever works to advance the student if the regular classroom approach doesn't meet students' needs. It's highly effective teaching.

Tomlinson: "If I laid out on my kitchen counter raw hamburger meat still in its Styrofoam container, cans of tomatoes and beans, jars of spices, an onion, and a bulb of garlic *[and told guests to eat heartily]*….My error would be that I confused ingredients for dinner with dinner itself."

Tomlinson: "One can make many different dishes with the same ingredients, by changing proportions, adding new ingredients, using the same ingredients in different ways, and so on."

Clarify Thinking through Realistic Hypotheticals

- **Some students [get] more work to do, and others less. For example, a teacher might assign two book reports to advanced readers and only one to struggling readers. Or a struggling math student might have to do only the computation problems while advanced math students do the word problems as well." (Tomlinson, p. 7)**
- **Teachers have more control in the classroom.**
- **Teacher uses many different group structures over time.**

A science and math teacher, Mr. Blackstone, teaches a large concept (Inertia) to the whole class. Based on "exit cards" in which students summarize what they learned after the whole class instruction, and observation of students over time, he assigns students to one of two labs: one more open-ended and one more structured. Those that demonstrate mastery of content in a post-lab assessment, move to an independent project (rocketry), while those that do not demonstrate mastery, move to an alternative rocketry project, guided by the teacher, that re-visits the important content. (Tomlinson, p. 24)

Quick Reference: Differentiated Lesson Planning Sequence

A. Steps to take before designing the learning experiences:

1. Identify your essential understandings, questions, benchmarks, objectives, skills, standards, and/or learner outcomes.
2. Identify your students with unique needs, and get an early look at what they will need in order to learn and achieve.
3. Design your formative and summative assessments.
4. Design and deliver your pre-assessments based on the summative assessments and identified objectives.
5. Adjust assessments or objectives based on your further thinking discovered while designing the assessments.

Learner Profile: Any Factor that might Influence Learning

Family dynamics (if influential)	Transiency rate
SES	IEP
504	ELL
LD	Gifted/Advanced
Physical health	Emotional health
Speech and Language Issues	Behavior/Discipline concerns
Nationality (if influential)	Diet (if influential)
Religious affiliation (if influential)	Technology access/comfort
Multiple Intelligences	Arts – comfort/profiency
Personal background/experiences	Leadership qualities
Ethics	Collaboration
Personal interests: sports, music, television, movies, books, hobbies, other	Weekly schedule
	Politics (if influential)
	Anthony Gregorc Scale
Myers-Briggs Personality Inventory	Home responsibilities
Bernice McCarthy's 4MAT	ADHD
Tourette's Syndrome	Asperger's Syndrome
Down's Syndrome	Hearing Impaired
Visually Impaired	Auditory Processing issues

Quick Reference: Differentiated Lesson Planning Sequence

B. Steps to take while designing the learning experiences:

1. Design the learning experiences for students based on pre-assessments, your knowledge of your students, and your expertise with the curriculum, cognitive theory, and students at this stage of human development.
2. Run a mental tape of each step in the lesson sequence to make sure things make sense for your diverse group of students and that the lesson will run smoothly.
3. Review your plans with a colleague.
4. Obtain/Create materials needed for the lesson.
5. Conduct the lesson.
6. Adjust formative and summative assessments and objectives as necessary based on observations and data collected while teaching.

When Designing your Actual Lessons….

1. ***Brainstorm*** **multiple strategies**
2. ***Cluster*** **into introductory, advanced, and strategies that fit between these two**
3. ***Sequence*** **activities in plan book**
4. ***Correlate*** **<u>Class Profile</u> descriptors, <u>expertise in students</u> at this age, <u>Differentiation Strategies</u>, and <u>Cognitive Science Principles</u> to lessons – What do you need to change in order to maximize instruction for all students?**

Moving Content into Long-term Memory

Students have to do both,

Access ⟹ Sense-Making

Process ⟹ Meaning-Making

Quick Reference: Differentiated Lesson Planning Sequence

C. Steps to take after providing the learning experiences:

1. Evaluate the lesson's success with students. What evidence do you have that the lesson was successful? What worked and what didn't, and why?
2. Record advice on lesson changes for yourself for when you do this lesson in future years.

Elements of Responsive Teaching (Differentiated Instruction)

q	p
c	d

Which letter does not belong, and why?

According to:

Readiness

Interest

Learning Profile

Flexible Grouping: Questions to Consider

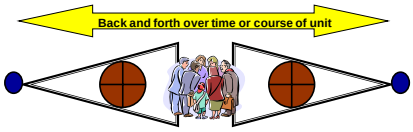
- Is this the only way to organize students for learning?
- Where in the lesson could I create opportunities for students to work in small groups?
- Would this part of the lesson be more effective as an independent activity?
- Why do I have the whole class involved in the same activity at this point in the lesson?
- Will I be able to meet the needs of all students with this grouping?
- I've been using a lot of *[insert type of grouping here – whole class, small group, or independent work]* lately. Which type of grouping should I add to the mix?

There's a range of flexible groupings:

- Whole class or half class
- Teams
- Small groups led by students
- Partners and triads
- Individual study
- One-on-one mentoring with an adult
- On-line communities
- Temporary pull-out groups to teach specific mini-lessons
- Anchor activities to which students return after working in small groups
- Learning centers or learning stations through which students rotate in small groups or individually.

Ebb and Flow of Experiences

[Tomlinson]



Basic Principles:

- **Assessment informs instruction – Diagnosis and action taken as a result of diagnosis are paramount.**
- **Assessment and instruction are inseparable.**
- **Change complexity, not difficulty. Change the quality/nature, not the quantity. Structured or open-ended?**

Basic Principles:
(Continued)

- **Use respectful tasks.**
- **Use tiered lessons**
- **Compact the curriculum.**
- **Scaffold instruction.**
- **Organization and planning enable flexibility.**

Basic Principles:
(Continued)

- **Teachers have more control in the classroom, not less.**
- **Frequently uses flexible grouping.**
- **Teachers and students collaborate to deliver instruction.**

Models of Instruction That Work

Dimension of Learning:

[Robert Marzano]

- **Positive Attitudes and Perceptions about Learning**
- **Acquiring and Integrating Knowledge**
- **Extending and Refining Knowledge**
- **Using Knowledge Meaningfully**
- **Productive Habits of Mind**

1/3 Model:

[Canaday and Rettig]

- **1/3 Presentation of content**
- **1/3 Application of knowledge and skills learned**
- **1/3 Synthesis of the information**

Concept Attainment Model:

[Summarized from Canaday and Rettig]

- **Teacher presents examples, students work with them, noting attributes**
- **Teacher has students define the concept to be learned**
- **More examples are critiqued in light of newly discovered concept**
- **Students are given practice activities in which they apply their understanding of the lesson concept**
- **Students are evaluated through additional applications**

Direct Instruction Model

[Summarized from Canaday and Rettig]

- **Review previously learned material/homework**
- **State objectives for today**
- **Present material**
- **Provide guided practice with feedback**
- **Re-teach (as needed)**
- **Assign independent practice with feedback**
- **Review both during and at the end of the lesson**
- **Closure (Summarization)**

Learning Profile Models:

Myers - Briggs Personality Styles, Bernice McCarthy's 4MAT System, Gregorc Scale and Teaching Model, Bramson's Styles of Thinking, Left Brain vs. Right Brain, Multiple Intelligences

Additional Differentiated Instruction Strategies

- **Use Anticipation Guides**
- **Create personal agendas for some students**
- **Use centers/learning stations**
- **Adjust journal prompts and level of questioning to meet challenge levels**
- **Incorporate satellite studies ("Orbitals")**

Personal Agenda for Michael R., December 5th, 2017

Daily Tasks:

- ___ Send last night's homework to electronic drop box, if not done so already.
- ___ Record warm-up activity from chalkboard into learning log.
- ___ Complete warm-up activity.
- ___ Listen to teacher's explanation of the lesson's agenda.
- ___ Record assignments from Homework Board into notebook or PDA.

Specific to Today's Lesson:

- ___ Get graphic organizer from teacher and put name/date at top.
- ___ Fill in examples in g.o. while teacher explains it to the class.
- ___ Read both sides of the g.o. so you know what you are looking for.
- ___ Watch the video and fill in the g.o. during the breaks.
- ___ Complete closing activity for the video.
- ___ Ask Ms. Green to sign your assignment notebook.
- ___ Go to math class, but first pick up math book in locker.

Building Responsibility and Self-Discipline in Students
[Talking points from June 2016 article – I'd be happy to send it upon request.]

Study and use the big three models/theories of personal maturation, cognitive regulation, and tenacity:

Executive Function – Check out these skills specifically housed in the pre-frontal cortex and not fully developed in most individuals until ages 18 to 25: Response inhibition, working memory, emotional control, flexibility, sustained attention, task initiation, planning/prioritizing, organization, time management, goal-directed persistence, metacognition (Guare, Dawson, Guare, 2013, p. 15-17). Everything listed would help students develop responsibility and self-discipline. Read the books and articles on executive function development and get specific, highly effective strategies. To help, I wrote an article on Executive Function that's available upon request.

Self-Determination Theory –

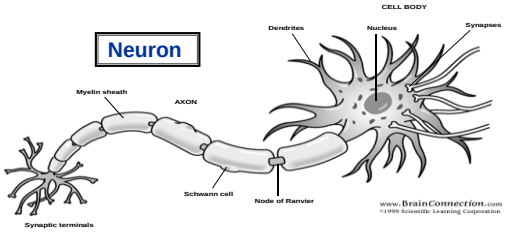
Originally developed by Professor Edward L. Deci and Clinical Psychologist, Richard M. Ryan, Self Determination Theory (SDT) has been vetted and implemented by many of us in education for quite some time. SDT focuses on how to motivate oneself and others to take action and persist, even in situations with which we find little value or when the elements are stacked against us. SDT looks at the, "…the interplay between the extrinsic forces acting on persons and the intrinsic motives and needs inherent in human nature." (http://selfdeterminationtheory.org/theory/)

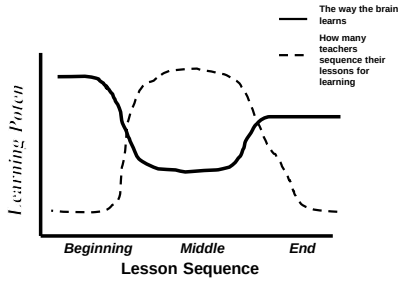
SDT emphasizes three psychological factors impacting students' academic performance and maturation: autonomy, competence, and relatedness, all three of which relate to elements listed above. It has very practical tips on what we can do as classroom teachers and building leaders to support students' development in all three areas.

Emotional Intelligence and Self-Regulation –

Emotional Intelligence was first developed by Peter Salovey and John Mayer and it referred to, "…the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." (1997, as quoted on www.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/golemman.htm). It was later popularized by Daniel Goleman in his highly recommended book, *Emotional Intelligence: Why It Can Matter More Than IQ* (2005).

One of Goleman's five elements of emotional intelligence is the capacity to self-regulate our emotions, and the clear connection between our capacity to do that and our behaviors, including how we impact people with whom we work. Teaching students how to monitor their emotions and think thoughtfully about how to respond to others and situations, including: impulsivity controls, committing to a group's success, desiring integrity in one's work, limiting distractions, and to persevere when we're not enjoying tasks are all common themes in his work.





The Primacy-Recency Effect

This quarter, you've taught:

- **Main idea, Theme, Thesis**
- **Literary Devices used to Evoke Reader Response**
- **Close Reading**
- **Annotating Text**
- **Resurgence in Post-Modernism in current, popular literature**
- **Cultivating a Writer's Voice**
- **From Classic Literature to Film**

The student's grade: B

What does this mark tell us about the student's proficiency with each of the topics you've taught?

This quarter, you've taught:

4-quadrant graphing
Slope and Y-intercept
Multiplying binomials
Ratios/Proportions
3-dimensional solids
Area and Circumference of a circle

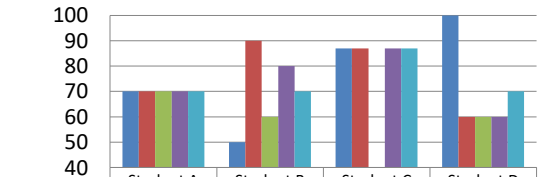
The student's grade: B

What does this mark tell us about the student's proficiency with each of the topics you've taught?

Unidimensionality – A single score on a test represents a single dimension or trait that has been assessed

Student	Dimension A	Dimension B	Total Score
1	**2**	**10**	**12**
2	**10**	**2**	**12**
3	**6**	**6**	**12**

Problem: Most tests use a single score to assess multiple dimensions and traits. The resulting score is often invalid and useless. -- Marzano, CAGTW, page 13

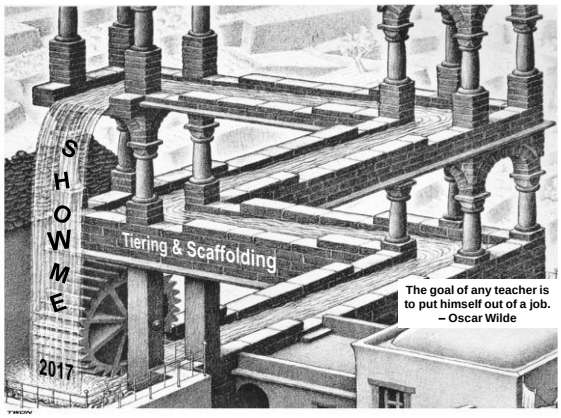


	Student A	Student B	Student C	Student D
Fiction	70	50	87	100
Non-Fiction	70	90	87	60
Writing	70	60	0	60
Speaking	70	80	87	60
Listening	70	70	87	70

1
1 1
2 1
1 2 1 1
1 1 1 2 2 1
3 1 2 2 1 1
1 3 1 1 2 2 2 1
1 1 1 3 2 1 3 2 1 1

Discern the Pattern and Fill in the Last Row of Numbers

- From, *Creative Thinkering*, 2011, Michael Michalko, p. 44



Tiering

Common Definition -- Adjusting the following to maximize learning:

- Readiness
- Interest
- Learning Profile

Tier in gradations

Rick's Preferred Definition:

-- Changing the level of complexity or required readiness of a task or unit of study in order to meet the developmental needs of the students involved (Similar to Tomlinson's "Ratcheting").

Tiering Assignments and Assessments

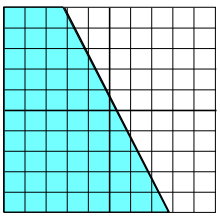
Example -- Graph the solution set of each of the following:

1. $y > 2$ 2. $6x + 3y \leq 2$ 3. $-y < 3x - 7$

2. $6x + 3y \leq 2$
$3y \leq -6x + 2$
$y \leq -2x + 2/3$

x	y
0	2/3
3	-5 1/3

Given these two ordered pairs, students would then graph the line and shade above or below it, as warranted.



Tiering Assignments and Assessments

For *early* readiness students:

- **Limit the number of variables for which student must account to one in all problems. ($y > 2$)**
- **Limit the inequality symbols to, "greater than" or, "less than," not, "greater then or equal to" or, "less than or equal to"**
- **Provide an already set-up 4-quadrant graph on which to graph the inequality**
- **Suggest some values for x such that when solving for y, its value is not a fraction.**

Tiering Assignments and Assessments

For *advanced* readiness students:

- **Require students to generate the 4-quadrant graph themselves**
- **Increase the parameters for graphing with equations such as: $-1 \leq y \leq 6$**
- **Ask students what happens on the graph when a variable is given in absolute value, such as: $|y| > 1$**
- **Ask students to graph two inequalities and shade or color only the solution set (where the shaded areas overlap)**

Primary Reading Example

Track eye movement across the line – Lines presented with lots of space in between each one:

1. Follow pattern of rotating shapes:

2. Follow pattern of alternating letters and similar patterns:

A B A B A B A B A B A B A B A B A B A B

C F C C F F C C C F F F C C C C F F F F

3. Follow increasingly complex letter patterns:

- B B D J D B B D J D B B E E R X R E E R X R
- W N M P O U I P L K G P A B N P Q V T P

4. Repeat with lines closer to together and with smaller fonts, making sure students focus doesn't stray higher or lower than the line:

eeiiaabbxxrruuwwxxyyzziittooppqqrrssaagg

ffff rrrr ttss ppii uuoo aaoo eeoo iioo oooo ffff rrrr

fop pof rip pir tap pat lot tol tab bat sir ris lip pil bor rob kep pek moo oom

5. Track along the line with simple words, adding simple punctuation:

Bob can bark. Bob can bark. Bob can bark.
Rob can purr. Rob can purr. Rob can purr.
Rat wears a hat. Rat wears a hat. Rat wears a hat.

Tiering Assignments and Assessments -- Advice

- **Begin by listing every skill or bit of information a student must use in order to meet the needs of the task successfully. Most of what we teach has subsets of skills and content that we can break down for students and explore at length.**

Tiering Assignments and Assessments -- Advice

- **Tier tasks by designing the full-proficiency version first, then design the more advanced level of proficiency, followed by the remedial or early-readiness level, as necessary.**

Tiering Assignments and Assessments -- Advice

- **Respond to the unique characteristics of the students in front of you. Don't always have high, medium, and low tiers.**

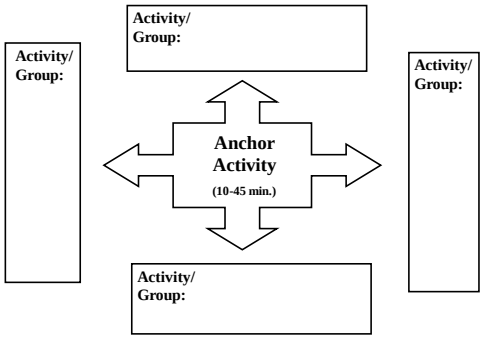
Tiering Assignments and Assessments -- Advice

- **Don't tier every aspect of every lesson. It's often okay for students to do what everyone else is doing.**

<u>Anchor activities</u> refer to two types of learner management experiences:

- **"Sponge" activities that soak up down time, such as when students finish early, the class is waiting for the next activity, or the class is cleaning up or distributing papers/supplies**
- **A main activity everyone is doing from which the teacher pulls students for mini-lessons**

Anchor Lesson Design



Anchor Activities Advice

- Use activities with multiple steps to engage students
- Require a product – 'increases urgency and accountability
- Train students what to do when the teacher is not available
- Start small: Half the class and half the class, work toward more groups, smaller in size
- Use a double t-chart to provide feedback
- Occasionally, videotape and provided feedback

Double-T Charts

[eye]	[ear]	[heart]
Char.'s of success we'd <u>see</u>	Char.'s of success we'd we'd <u>hear</u>	Char.'s of success we'd <u>feel</u>

What to Do
When the Teacher is Not Available

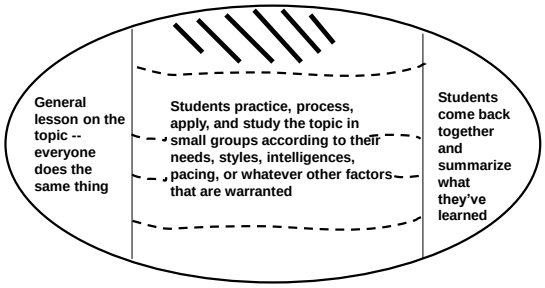
Suggestions include:

- Move on to the next portion; something may trigger an idea
- Draw a picture of what you think it says or asks
- Re-read the directions or previous sections
- Find a successful example and study how it was done
- Ask a classmate ("Ask Me," "Graduate Assistant," "Technoids")
- Define difficulty vocabulary
- Try to explain it to someone else

The Football Sequence

1. **First teach a general lesson to the whole class for the first 10 to 15 minutes.**
2. **After the general lesson, divide the class into groups according to readiness, interest, or learning profile and allow them to process the learning at their own pace or in their own way. This lasts for 15 to 20 minutes. We circulate through the room, clarifying directions, providing feedback, assessing students, and answering questions. This section is very expandable to help meet the needs of students.**
3. **Bring the class back together as a whole group and process what they've learned. This can take the form of a summarization, a Question and Answer session, a quick assessment to see how students are doing, or some other specific task that gets students to debrief with each other about what they learned. This usually takes about 10 minutes.**

The football metaphor comes from the way we think about the lesson's sequence: a narrow, whole class experience in the beginning, a wider expansion of the topic as multiple groups learn at the own pace or in their own ways, then narrowing it back as we re-gather to process what we've learned.



To Increase (or Decrease) a Task's Complexity, Add (or Remove) these Attributes:

- **Manipulate information, not just echo it**
- **Extend the concept to other areas**
- **Integrate more than one subject or skill**
- **Increase the number of variables that must be considered; incorporate more facets**
- **Demonstrate higher level thinking, i.e. Bloom's Taxonomy, William's Taxonomy**
- **Use or apply content/skills in situations not yet experienced**
- **Make choices among several substantive ones**
- **Work with advanced resources**
- **Add an unexpected element to the process or product**
- **Work independently**
- **Reframe a topic under a new theme**
- **Share the backstory to a concept – how it was developed**
- **Identify misconceptions within something**

To Increase (or Decrease) a Task's Complexity, Add (or Remove) these Attributes:

- **Identify the bias or prejudice in something**
- **Negotiate the evaluative criteria**
- **Deal with ambiguity and multiple meanings or steps**
- **Use more authentic applications to the real world**
- **Analyze the action or object**
- **Argue against something taken for granted or commonly accepted**
- **Synthesize (bring together) two or more unrelated concepts or objects to create something new**
- **Critique something against a set of standards**
- **Work with the ethical side of the subject**
- **Work in with more abstract concepts and models**
- **Respond to more open-ended situations**
- **Increase their automacity with the topic**
- **Identify big picture patterns or connections**
- **Defend their work**

- **Manipulate information, not just echo it:**
  - **"Once you've understood the motivations and viewpoints of the two historical figures, identify how each one would respond to the three ethical issues provided."**
- **Extend the concept to other areas:**
  - **"How does this idea apply to the expansion of the railroads in 1800's?" or, "How is this portrayed in the Kingdom Protista?"**
- **Work with advanced resources:**
  - **"Using the latest schematics of the Space Shuttle flight deck and real interviews with professionals at Jet Propulsion Laboratories in California, prepare a report that…"**
- **Add an unexpected element to the process or product:**
  - **"What could prevent meiosis from creating four haploid nuclei (gametes) from a single haploid cell?"**

- **Reframe a topic under a new theme:**
  - **"Re-write the scene from the point of view of the antagonist," "Re-envision the country's involvement in war in terms of insect behavior," or, "Re-tell Goldilocks and the Three Bears so that it becomes a cautionary tale about McCarthyism."**
- **Synthesize (bring together) two or more unrelated concepts or objects to create something new:**
  - **"How are grammar conventions like music?"**
- **Work with the ethical side of the subject:**
  - **"At what point is the Federal government justified in subordinating an individual's rights in the pursuit of safe-guarding its citizens?"**

The Equalizer

(Carol Ann Tomlinson)

Foundational ---------- Transformational
Concrete ---------- Abstract
Simple ---------- Complex
Single Facet/fact ---------- Multi-Faceted/facts
Smaller Leap ---------- Greater Leap
More Structured ---------- More Open
Clearly Defined ---------- Fuzzy Problems
Less Independence -------- Greater Independence
Slower ---------- Quicker

R.A.F.T.S.

R = Role, A = Audience, F = Form, T = Time or Topic, S = Strong adverb or adjective

Students take on a role, work for a specific audience, use a particular form to express the content, and do it within a time reference, such as pre-Civil War, 2025, or ancient Greece.

Sample assignment chosen by a student:

A candidate for the Green Party (role), trying to convince election board members (audience) to let him be in a national debate with Democrats and the Republicans. The student writes a speech (form) to give to the Board during the Presidential election in 2004 (time). Within this assignment, students use arguments and information from this past election with third party concerns, as well as their knowledge of the election and debate process. Another student could be given a RAFT assignment in the same manner, but this time the student is a member of the election board who has just listened to the first student's speech.

R.A.F.T.S.

Raise the complexity: Choose items for each category that are farther away from a natural fit for the topic . Example: When writing about Civil War Reconstruction, choices include a rap artist, a scientist from the future, and Captain Nemo.

Lower the complexity: Choose items for each category that are closer to a natural fit for the topic. Example: When writing about Civil War Reconstruction, choices include a member of the Freedmen's Bureau, a southern colonel returning home to his burned plantation, and a northern business owner

Rigor versus

Difficult
Difficult
Difficult
Difficult
Difficult
Difficult

Does providing more support mean it's less rigorous?

On the contrary, providing support for complex, multi-faceted applications is MORE rigorous.

Analyze…
Revise…
Decide between…
Why did…
Defend…
Devise…
Identify…
Classify…
Define…
Compose…
Interpret…
Expand…
Develop…
Suppose…
Imagine…

Construct…
Rank…
Argue against…
Argue for…
Contrast…
Develop…
Plan…
Critique…
Rank…
Organize…
Interview…
Predict…
Categorize…
Invent…
Recommend…

Practice Complex-ifying.
'Really.
'A lot.

Practice turning regular education objectives and tasks into advanced objectives and tasks.

We can learn without grades, we can't learn without descriptive feedback.

What are you supposed to be learning,

…and where are you in relation to that goal?

Dr. Dylan Wiliam
Video on Feedback

Video: www.youtube.com/watch?v=MzDuiqaGqAY
www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html

When providing descriptive feedback that builds perseverance and helps those who struggle with EF,

…comment on decisions made and their impact, NOT quality of work.

Two Ways to Begin Using Descriptive Feedback:

"Point and Describe"

(from ***Teaching with Love & Logic,*** **Jim Fay, David Funk)**

"Goal, Status, and Plan for the Goal"

1. **Identify the objective/goal/standard/outcome**
2. **Identify where the student is in relation to the goal (Status)**
3. **Identify what needs to happen in order to close the gap**

Effective Protocol for Data Analysis and Descriptive Feeddback found in many Schools:

Here's What, So What, Now What

1. Here's What: *(data, factual statements, no commentary)*
2. So What: *(Interpretation of data, what patterns/insights do we perceive, what does the data say to us?)*
3. Now What: *(Plan of action, including new questions, next steps)*

Item	Topic or Proficiency	Right	Wrong	Simple Mistake?	Really Don't Understand
1	**Dividing fractions**		✓		✓
2	**Dividing Fractions**		✓		✓
3	**Multiplying Fractions**		✓	✓	
4	**Multiplying fractions**	✓			
5	**Reducing to Smplst trms**	✓			
6	**Reducing to Smplst trms**	✓			
7	**Reciprocals**	✓			
8	**Reciprocals**		✓	✓	
9	**Reciprocals**		✓	✓	

Date

Mr./Mrs./Miss _____,

I understand….

I need assistance in….

I suggestion the following four steps for me to take in order to learn these content and skills:

Sincerely,

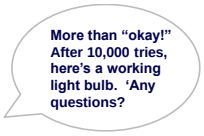
_____

Students should be allowed to re-do assessments until they achieve acceptable mastery, and they should be given full credit for having achieved such.

Recovering in full from a failure teaches more than being labeled for failure ever could teach.

It's a false assumption that giving a student an "F" or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.

Re-Do's & Re-Takes: Are They Okay?



Thomas Edison

F.A.I.L.

First Attempt in Learning

What does it mean to do advanced responsive teaching?

It means we become **mini-experts in increasingly diverse student populations**:

Learning disabilities	Artistic
504 and Otherwise Health Impaired	Speech and Language issues
Hearing challenges	Abused
Visual challenges	Extrovert/Introvert
Athletic/unathletic	Autistic
Gifted/advanced	English Language Learners
Emotionally challenged	ADHD
Military	Transient
Gang-affiliated	Tech-savvy/tech-illerate
Under resourced	Poor readers
Impoverished students	Single parent homes
Lesbian-Gay-Bisexual-Transgender (LGBT)	Depression/Suicidal
Gamers	Pregnant
Working full time or part time	Religious affiliation

What does it mean to do advanced responsive teaching?

It means we become **mini-experts in cognitive science principles specifically for the students we teach**:

- The mind craves structures, relationships, connections.
- Emphasize sense-making, meaning-making, and the growth mindset.
- Prime the brain.
- Create prior knowledge where there was none.
- The brain is a survival organ.
- Getting enough sleep is critical, not optional.
- Build in more movement and shifting from one activity to another.
- The mind retains information/skills through reiteration, recursive experiences.
- The brain needs a lot more water and protein than we think.
- Stress limits cognition.
- When assimilating too much, a child's default response is anger, frustration.
- There is no such thing as laziness.
- While there may be varied experiences and frames of reference as well as learning preferences depending on the situation or topic, most of the time students can learn most content in more than one way – we don't pigeon-hole students.
- Motivation, resilience, "stick-to-it-ness" are specific fields of expertise.

What does it mean to do advanced responsive teaching?

It means we become **mini-experts in assessment and grading practices that support responsive teaching principles**:

- Evidenced-based assessment
- Formative feedback, including getting training on descriptive feedback
- Gradebooks cumulative for the year
- Subject-like teachers collaborate on evidence descriptors
- Allow/Require re-do's for full credit
- Time becomes a variable
- Revising instruction based on assessment
- Distinguish between formative and summative
- Increase the role of pre-assessment in our lesson design
- Develop a constructive response to late work
- Report work habits, efforts, character elements separately from academic progress and performance
- Welcome alternative assessments (This is different than most interpretations of "Credit Recovery")
- Disaggregate scores/topic evaluations to see strong and weak areas
- Accept grades as what students know and can do at the end of learning, not during the learning.

What does it mean to do advanced responsive teaching?

It means we become **mini-experts in building a personal repertoire of differentiated responses, cultivating pedagogical dexterity:**

- Read professionally. Subscribe to at least one professional journal.
- Think reflectively.
- Keep up to date in our expertise regarding the disciplines we teach.
- Attend at least one national or regional conference/seminar each year.
- Exchange lesson plans for collegial review.
- Participate in PLC's, Teacher Action Research, Critical Friends Networks, or as a Lab School for a local university
- Actively pursue new ways to do differentiation elements like flexible grouping, scaffolding, tiering, adjusting instruction to readiness levels, etc.
- Participate in the national and local conversations of our discipline.
- Participate in a professional on-line community and/or course.

What does it mean to do advanced responsive teaching?

It means we become **mini-experts in building a personal repertoire of differentiated responses, cultivating pedagogical dexterity: (part 2)**

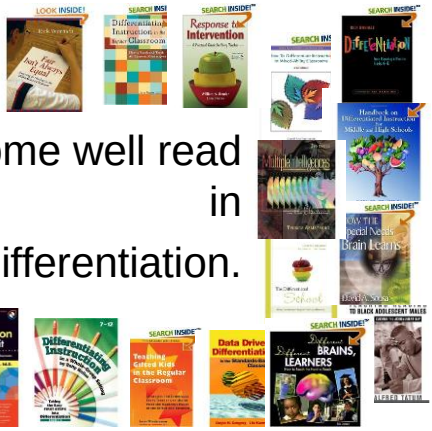
- Analyze practices/decisions regularly, and revise/change/drop those that aren't working.
- Invite professional critique from colleagues, students, parents.
- Coach others.
- Participate/Conduct discussions of hypotheticals/scenarios.
- Cultivate personal creativity and innovation.
- Ask students for how to teach something best.
- Co-teach.
- Blog or write for publication.

Questions to Begin and Maintain Conversation in your Differentiated Lesson Critiques

A. "Tell me about the students in this class."
B. "What were you trying to accomplish with this lesson?"
C. "May I see your class profile?" (also known as a, "learner profile")
D. "How did you determine who was in which group today?"
E. "Why are you teaching this topic this way to these specific students?"
F. "How did you alter your instruction based on the unique needs of these students?"
G. "What did you do with students prior to this lesson to prepare them for it?"

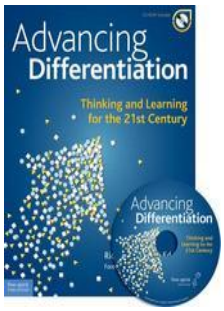
Questions to Begin and Maintain Conversation

H. "How will you have students respond to this information tomorrow or later in the week?"
I. "How did(does) assessment inform your decisions?"
J. "Is there anything you would change in this lesson the next time you teach it?"
K. "How will (or did) you know you were successful in this lesson with every student?"
L. "'Fair isn't always equal,' is a popular sentiment in differentiated classrooms. Please show how this is manifest in your classroom.

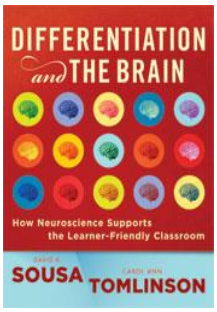


Become well read in differentiation.

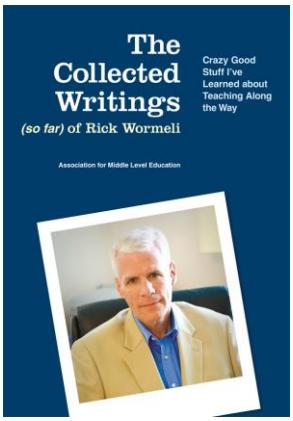
Fantastic books!



Richard Cash



David Sousa
Carol Ann Tomlinson



Great Resources to Further
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Great Resources to Further
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  How to Differentiate Instruction in Mixed-Ability Classrooms, ASCD, 1995
  The Differentiated Classroom: Responding to the Needs of All Learners, ASCD, 1999
  At Work in the Differentiated Classroom (VIDEO), ASCD, 2001
  Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9. ASCD, 2003 (There's one for K-5 and 9-12 as well)
  Integrating, with Jay McTighe, 2006, ASCD (This combines UBD and DI)
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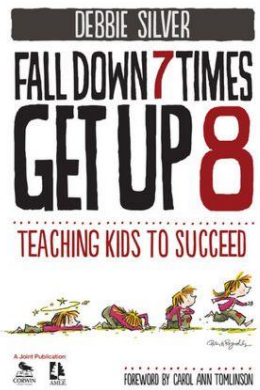

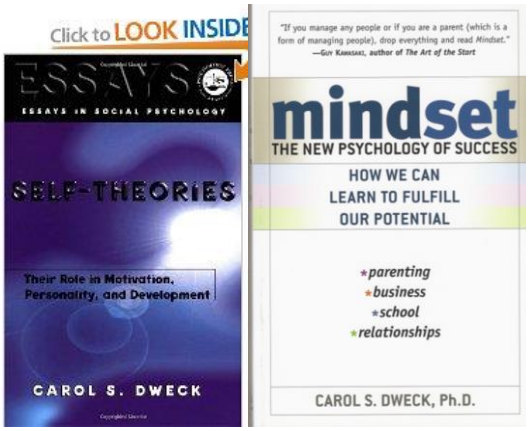

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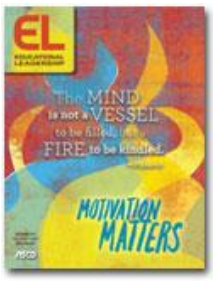
Relationships First
"What to Do in Week One?"
Pages 10-15



Motivation Matters

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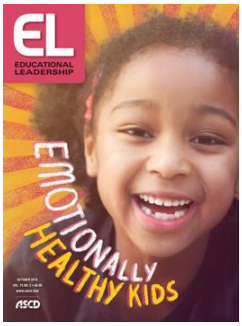

ASCD's *Education Leadership*
"Emotionally Healthy Kids"

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