Defensible Differentiation:
Separating Wheat from Chaff

Learning Network, NZ
June, 2009

Carol Ann Tomlinson
William Clay Parrish, Jr. Professor
University of Virginia
<cat3y@virginia.edu>

KNOW
Key principles (non-negotiables) of differentiation
- Key Vocabulary: readiness, interest, learning profile, content, process, product,
- pre-assessment, on-going/formative assessment, flexible grouping,
- "teaching up," respectful tasks

UNDERSTAND
Effective differentiation stems from a teacher's growth mindset.
- A growth mindset opens the way teacher-student connections and community.
- Student learning differences shape student learning experiences.
- Instructional fit is necessary for real learning.
- Curriculum, instruction, and assessment form a system with interdependent parts.
- Defensible differentiation is proactive in its response to both student needs and content requirements.
- Quality differentiation stretches learners.

BE ABLE TO
- Analyze examples of differentiation for indicators of quality appropriately using
  key vocabulary of differentiation and key principles of differentiation
- Relate principles and practices of differentiation to your experiences

What is Differentiation?
Differentiation is teaching with planned intentionality
to ensure maximum growth of each learner
in—and hopefully beyond—essential learning outcomes.
A Dozen Non-negotiables

1. Teacher-kid connections
2. An environment that is a catalyst for learning
3. A sense of community in the classroom
4. Curriculum focused on student understanding for all students
5. Persistent assessment to inform teaching & learning
6. Shared responsibility for the classroom
7. Respectful tasks for each student
8. Flexible grouping
9. Attention to student readiness, interest, and learning profile
10. Modification of content, process, product, affect, and learning environment to address student need
11. Teaching up
12. Routines that support flexibility

Movie Time....

In Judy's Class, Look For:

- How the non-negotiables are/are not reflected in the class
- Strategies she uses to address students' variance in readiness, interest, and learning profile
- Evidence of "planning for management"
- Your questions
Differentiation

Is a teacher's response to learner's needs

Shaped by mindset & guided by general principles of differentiation

Respectful tasks

Flexible grouping

Continual assessment

Big/Continuing

Differentiation

Teachers can differentiate through

Content

Process

Product

Affect/Environment

According to students' readiness, interest, and learning profile.

Content

Process

Product

Affect/Environment

Teachers can differentiate through

Content

Process

Product

Affect/Environment

According to students' readiness, interest, and learning profile.

Through a variety of instructional strategies such as:

- RAFTS
- Graphic Organizers
- Scaffolded Reading
- Cubing
- Think-Tac-Toe
- Learning Contracts
- Tiering
- Learning/Interest Centers
- Independent Studies
- Intelligence Preferences
- Orbitals
- Complex Instruction
- AMAT
- Web Quests & Web Inquiry
- ETC.

Quality DI

Addresses student readiness, interest, and learning profile.

What’s the Point?

Readiness

Interest

Learning Profile

Growth

Motivation

Efficiency

5

Quality DI

Addresses student readiness, interest, and learning profile.

What’s the Point?

Readiness

Interest

Learning Profile

Growth

Motivation

Efficiency

Copyright Carol Tomlinson 2009
Think about whether the strategies are most useful in addressing readiness, interest, or learning profile—or a combination.

Ways in which you might use or adapt these strategies to address varied learning needs of your students.

Questions you have about how to implement the strategies successfully in your subject and with your students.

Learner Cards

Jamala Fisher

Front

Rdg Level
-321 - 123-
Int
Soccer
Mysteries
Video Games

ELL

LP
AP/W

Back

Nancy Smith '03

There are Many Low Prep Ways...

- Use small group instruction
- Teach in multiple modes
- Offer work alone/work with a friend options
- Put key materials on tape
- Offer Let's Make a Deal options
- Provide mini-workshops
- Regularly connect details to the big picture of meaning
- Connect ideas to student interests
- Ask student advice on class

- Offer varied ways of exploring and expressing ideas
- Connect schoolwork with life beyond the classroom
- Set personal criteria for student success
- Encourage students to develop personal criteria for success
- Use key reading strategies regularly (e.g. close reads think-alouds)
- Watch more, listen better

...to Make a Difference
Look at Sample #___

You may see small particles of rock and other materials. The particles may look rounded. You may see layers in some rocks.

You may see large crystals in some of these rocks. Others will not have crystals, but you will see air holes. Some may look like glass. There are no layers.

These rocks may have crystals or layers. They are formed from other rocks that have been changed by heat and pressure.

The class does the same activity, but more guidance is given for those who may need it.

Reading Homework Coupon
Name:________
Date:________

1. Please ask your child to tell you the story in the book he or she brought home today by looking at the pictures.

Reading Homework Coupon
Name:________
Date:________

1. Please echo read the book your child brought home. (Echo reading means you read a line, then your child reads or echoes the same line.)

Reading Homework Coupon
Name:________
Date:________

1. Ask your child to show you some words in the story he or she recognizes.

Reading Homework Coupon
Name:________
Date:________

1. Ask your child to read with expression as if he or she were reading to entertain someone.

Reading Homework Coupon
Name:________
Date:________

1. Ask your child to give you several reasons why he or she likes (or dislikes) the book.

Reading Homework Coupon
Name:________
Date:________

1. Have your child tell you what feelings the character in the book has. Ask for evidence from the book.

Adapted from Managing A Diverse Classroom by Carol Cummings - by Tomlinson '02

DOUBLE ENTRY JOURNAL
(Basic)

As you Read, Please Note:

• Key phrases
• Important words
• Main ideas
• Puzzling passages
• Summaries
• Powerful passages
• Key parts
• Important graphics
• Etc.

After you Read, Please Explain:

• How to use ideas
• Why an idea is important
• Questions
• Meaning of key words, passages
• Predictions
• Reactions
• Comments on style
• Interpretation of graphics
• Etc.
### DOUBLE ENTRY JOURNAL (Advanced)

#### NOTE
- Key passages
- Key vocabulary
- Organizing concepts
- Key principles
- Key patterns
- Links between text & graphics

#### EXPLAIN
- Why ideas are important
- Author's development of elements
- How parts and whole relate
- Assumptions of author
- Key questions

#### ANOTHER VOICE
- Teacher
- Author
- Expert in field
- Character
- Satirist
- Political cartoonist
- Etc.

### Writing

**Group 1**
- Meet with teacher
- Brainstorm for hot topics
- Web ideas for possible inclusion
- Develop a word bank
- Storyboard a sequence of ideas
- Make support ladders
- Begin writing

**Group 2**
- Alone or in pairs, develop a topic
- Make a bank of power ideas
- Web or storyboard the sequence and support
- Meet with teacher to "ratchet"
- Begin writing
- Paired revision
- Paired editing

### A Simple & Important Example

#### Varied Homework
- Why'd we ever think the same homework for everyone makes sense anyhow?

#### Homework Checkers
- Sure you can check homework when kids do varied tasks!!

---

Copyright Carol Tomlinson 2009
This is a process for checking multiple homework assignments simultaneously in a classroom so that the teacher feels free to differentiate homework as necessary to address particular student learning needs.

**Background:**
1. The teacher checks to make sure each student has completed assigned homework.
2. Students who have not completed the assignment work in a designated area of the room to complete the assignment (teacher floats to provide guidance/feedback).
3. Students who completed the HW work in groups of 4 to check all 4 sets for agreement/disagreement.
4. All students mark each answer for agreement/disagreement as well as explanations of why an answer is wrong and how to make it right.
5. Students sign indicating agreement, staple set of 4 together, turn in.
6. Teacher spot checks, “grades” one per set.

**Some Ways to Address Student Readiness**
- Books/materials/resources at different readability
- Highlighting texts
- Materials in a student’s first language
- Content digests
- Peer teaching
- Varied homework assignments
- Pacing adjustments
- Mini-workshops
- Additional segments of a subjects (e.g. math, reading)
- Books on tape
- Models of quality at the student’s current readiness level
- Experts of the day
- Skills-based learning centers
- Computer tutorials
- Learning contracts
- Tiering

---

**Book Match**

- **Materials:**
  - Tissue paper
  - Tacky glue
  - Crayons
  - Construction paper
  - Pencils

- **Learning Objective:**
  - Matching books by categories (e.g., farm animals, sea animals).
  - Identifying real-life images.

- **Preparation and Storage:**
  - Fold the tissue paper in half to create a triangle.
  - Apply a small amount of glue to one side of the paper and fold it over to form a pocket.
  - Glue the pocket to the back of the book cover, just below the spine.
  - Write the title of the book on the front cover and the author's name on the spine.
  - staple the cover to the book.
Electricity

<table>
<thead>
<tr>
<th>Description</th>
<th>Kinds of Electricity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity is one kind of energy</td>
<td>There are two kinds of electricity, static and current. Static electricity is on electric charge that does not move. Current electricity is the movement of electrons.</td>
</tr>
</tbody>
</table>

**Electric Circuits**
- There are two kinds of electric circuits: a series circuit is one in which current can follow only one path. A parallel circuit is one in which current can follow more than one path.

**Producing Electricity**
- A generator is a machine that changes mechanical energy into electrical energy. A dry cell uses a chemical paste, carbon rod, and zinc to produce a flow of electrons. A wet cell uses acid and water, which react with metal plates, to produce a flow of electrons.

**Using Electricity**
- Electricity is an important source of light and heat. Electrical energy can be changed to mechanical energy.

**Measuring Electricity**
- The amount of electricity used is measured in kilowatt-hours.

**Using a Strength to Support a Weakness
One Example**

**100% Me poems**

I'm 9% math
10% soccer
4% science
2% clean locker
I'm 21% wilderness
6% blue
I'm 6% braces
And 2% shoe
I'm 33% smiles 3% brown hair
4% pineapple
I'm very rare!

Kelsey—Grade 6

*In Practical Poetry: A Non-Standard Approach to Meeting Content-Area Standards*  
By Sara Holbrook (2005), Portsmouth, NH: Heinemann, p. 79
Math Ticket

<table>
<thead>
<tr>
<th>Graphics</th>
<th>Problem of the Day</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangram Ex (p.14#1)</td>
<td>Complete the odd # problems from the POD board.</td>
<td>Complete the blue task cards</td>
</tr>
<tr>
<td>GeoBoard Pentagon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GeoBoard Hexagon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Writing</th>
<th>Math with Legs</th>
<th>Teacher Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Explain in clear step by step way how you:</td>
<td>Develop a real problem someone might have which graphing might help them. Explain and model how it the problem &amp; solution would work.</td>
<td>When you are called</td>
</tr>
<tr>
<td>*Solved your problem of the day or solved your Tangram/GeoBoard challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Use pictures and words to teach someone how to do one of your five math tasks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Window Forecasting

Meteorologist:
You are a meteorologist working for Channel 29 News. The show will “air” in 10 minutes with the weekend’s forecast, but all the equipment is failing. Look out your “windows” and use the clouds to predict the weather forecast for the local community. You can either write your script for the news show explaining your prediction and your reasons for the prediction, create a poster or prop for the news show that shows the audience what you think the weather will do and why, or role-play the part of the meteorologist and verbally present your forecast predictions to the audience.
A. Why did Max go to visit the wild things? Do you think it was a good idea or a bad idea? Why do you say so?

B. If you were Max’s mom or dad, write about what you would think when he went to his room, when he went to where the wild things are, and when he decided to come home.

C. Max sometimes talks to himself. Tell us what he says when he goes to his room, as he goes through his visit with the wild things, when he decides to come home, and when he returns to his room. What do he and his parents say the next morning?

D. What does it really mean to go where the wild things are? Write a story about a time when that happened to you or to someone you know. Tell enough so we can see how the stories are alike and different.

**Varied Journal Prompts**

**Primary Reading Comprehension**

A. Write a step by step set of directions, including diagrams and computations, to show someone who has been absent how to do the kind of problem we’ve worked with this week.

B. Write a set of directions for someone who is going to solve a problem in their life by using the kind of math problem we’ve studied this week. Explain their problem first. Be sure the directions address their problem, not just the computations.
Highlighted Texts

About 15% of a chapter—e.g.
Introduction
Conclusion
Critical passages
Key graphics

Intended for English language learners
Also helpful for students:
with ADHD
with learning disabilities
who have difficulty making meaning
who are weak readers

Word Jars

Word Jars

Word Jars

Word Jars

Word Jars

Word Jars


Movie Time....

In Monica's Classroom, Look For:
Comfort with students
Nature of the learning environment
Clarity of learning goals
The assessment/instruction connection
Ways in which the teacher addresses learning profile (as well as readiness & interest)
Also, note your own questions
Sara Kajder used a wide range of approaches to engage adolescents turned off to reading.

In using the ideas, she engaged their strengths and interests, kept them thinking, and proved to them that they were indeed thoughtful and capable readers.

There is also a high degree of relevance involved in the strategies because they tap into literacies central in the students’ worlds.

It’s likely that there is often a link between a student’s interests and/or learning preferences and what that student finds to be relevant.


In the beginning:
From no response to Reading as tearing things apart, Destructive, Overwhelming

Iconic representations of self as reader
Graphic notes (storyboards or comics w/ summaries)
Visual read alouds/think alouds
Digital word walls
Image flash cards with digital word collections (including international contributions of images from epals.com)
Digital essays
On-line blogs with images, video, and sound to interpret and communicate ideas about text (blogs, vlogs)
On-line yearbook of learners’ journeys
"I don't know what it is about this assignment but I have never taken so much time to read something before. I think maybe it's because I'm taking the time to let the picture unfold in my head."

"Part of me thinks I was tricked a little into this, but in watching my video, I see myself as a reader. It isn't pretty, but it's there in ways that I don't see it if I just read through these notes. Don't know what's up with that, but I'm going to keep coming so I can figure it out."

"It's the author's words working with my pictures and my words. I understand in a completely different way."

"What I think about reading is like the pencil sketch under a painting. What I hear and see when I read provides some of the layers. And I'm adding layers all the time when I think about something new, or something happens that changes the me that is doing the reading. To me, this is real reading, and I finally see what it looks like."

Spending A Million Dollars on My Dream: Tapping Interest in Math

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
<th>Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land (40 acres)</td>
<td>$240,000</td>
<td>24%</td>
<td>0.24000</td>
</tr>
<tr>
<td>Bedding Material</td>
<td>$490,000</td>
<td>49%</td>
<td>0.49000</td>
</tr>
<tr>
<td>4 Horses</td>
<td>$400,000</td>
<td>40%</td>
<td>0.40000</td>
</tr>
<tr>
<td>Farm Equipment</td>
<td>$300,000</td>
<td>30%</td>
<td>0.30000</td>
</tr>
<tr>
<td>Food (initial)</td>
<td>$20,000</td>
<td>2%</td>
<td>0.02000</td>
</tr>
<tr>
<td>Horse Supplies</td>
<td>$50,000</td>
<td>5%</td>
<td>0.05000</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>$16,000</td>
<td>1.6%</td>
<td>0.01600</td>
</tr>
<tr>
<td>2 Farm Hands</td>
<td>$30,000</td>
<td>3%</td>
<td>0.03000</td>
</tr>
<tr>
<td>Utilities</td>
<td>$10,000</td>
<td>1%</td>
<td>0.01000</td>
</tr>
<tr>
<td>Insurance</td>
<td>$4,000</td>
<td>0.4%</td>
<td>0.00400</td>
</tr>
</tbody>
</table>

Later in the Year...


FRONT LOADING VOCABULARY

WHAT WORDS SHOULD YOU FRONT LOAD?
Ones that are essential for understanding how the information makes sense,
Ones you know the students will struggle with,
Ones that lack adequate support in the text for making meaning.

HOW MANY WORDS SHOULD YOU TEACH UP FRONT?
About 3-4 for the lower grades
About 5-6 for the upper grades

When You Front Load Vocabulary
Be Sure:

- Students have a context for the word
- Or that you establish a context
- To show students how to use root words to make meaning
- You maintain a focus on the words throughout the chapter
- That you hold up the words in subsequent chapters as prior knowledge

Diff erentiation By Interest
Social Studies

Mrs. Schlim and her students were studying the Civil War. During the unit, they did many things -- read and discussed the text, looked at many primary documents (including letters from soldiers, diaries of slaves), had guest speakers, visited a battlefield, etc.

As the unit began, Mrs. Schlim reminded her students that they would be looking for examples and principles related to culture, conflict change and interdependence.

Diff erentiation By Interest (cont’d)
Social Studies (cont’d)

She asked her students to list topics they liked thinking and learning about in their own world. Among those listed were:

- music
- reading
- food
- books
- sports/recreation
- transportation
- travel
- mysteries
- people
- heroes/villains
- cartoons
- families
- medicine
- teenagers
- humor
- clothing
Differentiation By Interest
Social Studies (cont'd)

Students had as supports for their work:
- a planning calendar
- criteria for quality
- check-in dates
- options for expressing what they learned
- data gathering matrix (optional)
- class discussions on findings, progress, snags
- mini-lessons on research (optional)

6

Quality DI

Teaches up!
Our goal should always be to create the richest, highest quality curriculum we know how to create...

Then, differentiate to enable most students to succeed with it.

Differentiation should always be about lifting up—never about watering down!!

Defensible Differentiation:

- Teaches Up
- Waters down

**TASKS:**
- Clear KUDs
- Require careful thought
- Focus on understanding
- Problems to solve/Issues to address
- Use key knowledge & skills to explore, or extend understandings
- Authentic
- Require support, explanation, application, evaluation, transfer
- Criteria at or above “meets expectations”
- Require metacognition, reflection, planning, evaluation
Alien invasion

Target Group
Student A selects one of the aliens. Student B asks questions in an attempt to figure out which Alien student A selected. Student A answers the questions in complete sentences. All questions must be "yes" "no" questions having to do with the aliens’ features. Students then switch roles.

Advanced Group
Student B also asks questions about why the alien is formed as it is. Student A makes up responses. In the end, the students write a descriptive statement about the structure and function of the alien. Students then switch roles.

Struggling Group
If there are students who cannot succeed with the Target Activity, the teacher can provide one of the following:
1. A list of possible questions in the language
2. A list of helpful vocabulary
3. A brief period of teacher coaching to help students develop a model for the task

Following this initial activity, students design, describe, and name their own alien. These are displayed in the classroom and the whole class engages in a questioning activity to determine who created each alien.
(For example: Does William’s alien have four ears? Does William’s alien have long legs?)

Based on a differentiated Spanish I activity developed by Ellie Gallagher, Park City Utah and Enhancing Foreign Language Instruction in Your Classroom by Barbara Snyder

“Teaching up” is strongly connected to both teacher & student “mindset…”

How does that work?
7 Quality DI
Requires effective, flexible classroom management.

Where can teachers be flexible...
...to ensure that they connect essential content...
...with each student in their class(es)?

What specific suggestions would you give teachers?

How Can We Be More Flexible With:

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Time</th>
<th>Materials &amp; Tasks</th>
<th>Groups</th>
<th>Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide notes for students who struggle with taking them</td>
<td>Allow students to move ahead in texts &amp; with skills</td>
<td>Provide reading &amp; web material at different levels</td>
<td>Meet with students in small groups to re-teach or extend</td>
<td>Provide space for peer collaboration</td>
</tr>
<tr>
<td>Stop often for student sharing and questions</td>
<td>Provide 2nd opportunities for mastery</td>
<td>Use contracts, tieing, mini-workshops, etc.</td>
<td>Use heterogeneous review groups</td>
<td>Use cue walls, help boards, word walls</td>
</tr>
<tr>
<td>Use past student work as models</td>
<td>Allow drafts to be turned in early for teacher review</td>
<td>Use computer programs for review &amp; extension</td>
<td>Use homogeneous work groups (esp. for adv. learners)</td>
<td>Provide space for learning &amp; enrichment centers</td>
</tr>
</tbody>
</table>

To Address Readiness
### How Can We Be More Flexible With:

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Time</th>
<th>Materials &amp; Tasks</th>
<th>Groups</th>
<th>Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attach key understandings to student interests</td>
<td>Use some time in each unit for relevance</td>
<td>Use interest-based materials</td>
<td>Use interest-alike groups</td>
<td>Devote some space in the room to student inquiry</td>
</tr>
<tr>
<td>Share your interests &amp; how key ideas &amp; skills relate to them</td>
<td>Make time for student-generated inquiry (e.g. Orbitals)</td>
<td>Focus RAFTs journal prompts, etc. on interests</td>
<td>Use student expert-groups</td>
<td>Make space available for student collaboration</td>
</tr>
<tr>
<td>Invite students to co-teach on interests</td>
<td>Conclude lessons with &quot;so what&quot; time</td>
<td>Use biography &amp; autobiography</td>
<td>Use Jigsaw groups</td>
<td>Use interest centers or boards</td>
</tr>
</tbody>
</table>

**To Address Interests**

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Time</th>
<th>Materials &amp; Tasks</th>
<th>Groups</th>
<th>Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present in multiple modes (visual, auditory, demonstration)</td>
<td>Provide time to work alone and time to work with peers</td>
<td>Use Analytical, Creative, &amp; Practical Applications</td>
<td>Use Complex Instruction groups</td>
<td>Have quiet space available</td>
</tr>
<tr>
<td>Give students advance signals/cues to prompt thinking</td>
<td>Honor student pace of working when possible</td>
<td>Provide both competition &amp; collaboration</td>
<td>Use similar &amp; mixed learning profile groups as part of flexible grouping</td>
<td>Ensure places to work without visual distractions</td>
</tr>
<tr>
<td>Use examples related to both genders &amp; many cultures</td>
<td>Honor cultural perspectives on time</td>
<td>Help students use auditory vs. visual preferences</td>
<td>Use synthesis groups to express ideas in varied modes</td>
<td>Use an &quot;independent study area&quot;</td>
</tr>
</tbody>
</table>

**To Address Learning Profile**

### Personal Agenda*

**Agenda for ________**

**Starting date: ________**

#### Task

- Complete a Hypercard Stack showing how a volcano works
- Read your personal choice biography
- Practice adding fractions by completing number problems and word problems on pages 101-106 of the workbook
- Complete research for an article on why volcanoes are where they are for our science newspaper
- Write the article and have the editor review it with you
- Complete at least 2 spelling cycles.

#### Special Instructions

- Be sure to show scientific accuracy
- Keep a reading log of your progress
- Come to the teacher or a friend for help if you get stuck
- Watch your punctuation and spelling! Don’t let them hurt your great skill at organizing ideas.

*Remember to complete your daily planning log
*Remember I’ll call you for conferences and instructions sometimes

---

**Reference:** Tomlinson '98
A Scenario

Ms. Aleen is a second year teacher and she often watches and listens to her more experienced colleagues to learn which classroom practices she should apply. Right now, however, she is confused about how she should group her students for learning in her classroom.

Mr. Jaspers, who teaches in the room to her left, lets students select their work groups and he says he uses that approach because his students really like choices and he doesn’t like the idea of “forcing students on one another.”

Ms. Rider, who teaches in the room to her right, uses test data the district provides at the beginning of the school year to put her students in skills groups for math and reading. She lets students select other groupings.

In the school where she did her student teaching, teachers “scrambled” students from their homerooms so that students who were advanced in math were taught math by one teacher, those who were roughly on grade level in math were taught by another teacher, and those who were behind were taught by a third teacher. They did the same for reading, but students came back together for social studies and science.

Flexible Grouping

Intentional teacher movement of students within a relatively short period of time among a variety of contexts related to student readiness, interests, & learning preferences with the intent to “audition” students in varied settings, allowing both students and teacher to see other students and themselves through fresh eyes.

Flexible Grouping Options

- By Readiness, Interest, and Learning Profile
- By Group or Make up (student similarities, size, variance)
- By Teacher Choice, Student Choice, or at Random

Copyright Carol Tomlinson 2009
Pre-Assigned “Standing” Groups

10 O’Clock Groups

Interest/Strength-Pairs
Similar Interests/Strengths

11 O’Clock Groups

Similar Readiness Quads

12 O’Clock Groups

Learning Profile-Based Quads
Similar Learning Preferences

2 O’Clock Groups

Student – Selected Triads

The Flow of a Differentiated Classroom: An Example

A differentiated classroom is marked by a rhythm of whole class preparation, review, and sharing followed by opportunity for individual or small group exploration, sense-making, extension, and production.

Pre-Assigned “Standing” Groups

Text Teams
Similar Readiness
Reading Pairs

Synthesis Squads
Sets of 4 with visual, performance, writing, metaphorical (etc.) preferences

Teacher Talkers
Groups of 5-7 with similar learning needs with whom the teacher will meet to extend and support growth

Think Tanks
Mixed Readiness
Writing Generator
Groups of 4 or 5

Dip Sticks
Groups of six with varied profiles used by teacher to do “dip stick”, cross-section checks of progress, understanding

Peer Partners
Student selected
Groups 3 or 4

Grouping By The Clock

10 O’Clock Groups

11 O’Clock Groups

12 O’Clock Groups

2 O’Clock Groups
Side by Side Tasks

**Group A:**
Complete the packet of worksheets on force and motion. You may choose to work with a partner if you like. Check your work with the answer key in the back of the room.

**Group B:**
Using your understanding of force and motion, drafting tools and your strengths as a scientist, make a blueprint for a new swing set for Parker Elementary students to use during recess.

Respectful Tasks

- Equally interesting, appealing, engaging
- Focused on the same essential understandings & skills
- Requires all students to work at high levels of thinking (to apply, argue, defend, synthesize, transform, look at multiple perspectives, associate with, etc.)

Scenario

For several days in Mrs. Jacobsen's sixth grade science class, students have been investigating the impact of simple machines on modern technology and our current lifestyles. The study is part of an on-going attempt to help students make connections between science and daily life. Students have been assigned to one of two "task force" groups by Mrs. Jacobsen based on her on-going assessment of their readiness levels, interests and learning profiles. Task Force #1 will work in smaller groups of three or four students (self-selected). They are looking at simple machines at work in more complex ways in the school. They will complete a photo safari (using digital photos) of places in which they hypothesize one or more simple machines are "disguised" as part of something more complex, complete photo layouts naming their found objects and stated hypotheses of which simple machines are involved and why they think so, and search out evidence which supports or refutes their hypotheses (including classroom & library reference books and designated school staff). Students must then add if a "tested hypothesis" was accurate and why or why not.

Students in Task Force #2 must determine a school, personal or societal need which is unsolved, research the need so they understand it in some detail, and develop a device for addressing the problem. The device must contain at least three simple machines working in concert with one another (and other elements). They must make a written or graphic design of their device, carefully delineating its parts and how they work together as a whole. They may then make a working model, humans take on the roles of the parts of the device and demonstrate how it works, or another student-proposed demonstration.

Students then have a whole class discussion around the question, "How do simple machines matter in a complex world?"
## Teaching Up

If we assume that students can do more than we think they can and plan to prove our assumption is correct, it most likely will be.

The most powerful differentiation will always occur when we ask ourselves the questions, "What are the essential understandings and skills that serve as a baseline for my most able students?" and "How can I plan to support all my students in achieving those baselines?"

Always scaffold up. Never dumb down!!

---

### Reading Response Journal

When you read your student choice book, remember to write in your journal at least 3 times a week. Use one or more of the questions or prompts below to guide your thinking.

1. Your job as a skilled reader is to make ahas happen when you read. What's an insight you had while reading today -- or what connection did you make between the book and your life (or life in general)?


3. What's a big idea (for example: fear, competition, belonging, hero, villain, misunderstanding, etc.) in the part of the book you're reading now? Find examples of the same big idea in other places (music, TV, newspapers, magazines, plays, other books, art). How does looking at the same idea in more than one place affect your thinking?

4. Sketch what's going on in 2 characters' heads at this point in your reading. Be sure to reflect their thinking about events and not just the events themselves. Label your drawings so they're clear to others.

5. Pick one character that interests you. Write about how the character reminds you of someone you know. Write also about times when you've been most like this character. To what degree do you think the character is "universal?"

6. Assume the following are criteria of effective writing:
   - It captures your attention, hooks you,
   - It makes you think even after you stop reading.
   - It paints pictures in the reader’s mind,
   - It surprises the reader - seems fresh, not predictable or cliched
   - It helps you reflect on your own life or world.

   Using these criteria, evaluate the quality of the book you're reading.

7. Think about places where you feel the author is particularly effective in his/her writing. Analyze why you feel that way! What literary devices (or other techniques) may contribute to the effect.

8. Write a poem or lyric that you think gets at what really matters in the book at this point.

9. The choices we make shape our lives for better or for worse. Remember that often “not to decide is to decide.”

   How does a major character in the book make choices? Could the character do better in that regard? Given a continuing pattern of choice making over time, what would you predict would be his/her quality of life?

10. To what degree if a character of our choice a representative of a particular culture. Write or make a bubble map to prove your conclusion. Be sure to address multiple elements related to culture (language, clothing, values, customs, geography, food, etc.)
When you read your student choice book, remember to write in your journal at least 3 times a week. Use one or more of the questions or prompts below to guide your thinking.

1. A good reader thinks about what he or she reads. What’s something you think is especially important or interesting in your reading? Reflect on why these things stand out in your mind.

2. In our own lives, where we are and conditions (weather, time of day, who we’re with, where we are) can really affect us. Talk about how setting has affected you in the past -- and how it affects characters and actions in the book.

3. What can we learn from characters in the book and their experiences? For example: that sometimes we are victims of our circumstances, that getting to know someone helps us appreciate them more, that we should accept responsibility for our actions, etc.). In addition to saying what we can learn, explain how that could apply to your life or the life of someone you know.

4. Create a fortune line diagram of what has been going on in a character’s life. Annotate your fortune lines with events and an explanation of why you drew each segment as you did. Include at least 5 events.

5. Pick one character that interests you. Write about how the character reminds you of someone you know. Write also about times when you’ve been most like this character.

6. Assume the following are criteria of effective writing:
   - It captures your attention—hooks you.
   - It makes you think even after you stop reading.
   - It paints pictures in the reader’s mind.
   - It surprises the reader — seems fresh, not predictable or cliched.
   - It helps you reflect on your own life or world.

   Using these criteria, evaluate the quality of the book you’re reading.

7. Use words or phrases, comparisons, figures of speech and other elements you select to help us see where you think the author is most effective in writing. Tell why you think your selection(s) work as they do.

8. Find quotations (in Bartlett’s or a similar source), song lyrics, a cartoon, or a real world symbol that you think represents what the author wants us to think about. Explain your choice and be sure to link it with the book.

9. What advice would you give a character at this point in the book. Defend why you think it’s good advice. Do you think the character would accept your advice? Why or why not?

10. Be a detective. Develop a profile of a character of your choice by giving details about the character and why you think each one is important for us to know. Create a T matrix for your lists. Add to the list as you continue to read. See if you can figure out what makes the character tick.

---

Excerpts from

A Street Through Time

Written by Anne Millard
Illustrated by Ryoe Toon

Copyright Carol Tomlinson 2009
STONE AGE HUNTERS (10,000 BC)

Hunters and gatherers lived by hunting, fishing, and gathering food. People made tools and moved in small groups, looking for food and weather conditions. This tribe has just found a place to spend the winter. The camp is the start of our story.

FIRST FARMERS (2000 BC)

More than eight thousand years have passed and people have learned how to grow crops and keep animals. They have also developed new skills, such as pottery-making, cloth weaving, and metalworking. The site is now a permanent settlement with homes.
MEDIEVAL VILLAGE (1200s)

More than three hundred years have passed. The king has given the land to a lord, who has built a castle to protect the people from Viking raids. The lord has maintained warriors, called knights, to sort out trouble-squ. In return, more people have had to give up work of their freedom.

THE PLAGUE STRIKES! (1500s)

The Black Death entered to Europe from Asia in 1347, spread by fleas living on black rats. Over the next 30 years, the population of Europe was cut in half. People who caught the plague died. Whole towns were left to decay and rot.

UNDER ATTACK! (1600s)

War has broken out. The people are fighting over religion and about who should rule the country. The castle and towns are both under attack, and the people are losing. Not even the castle walls can withstand the pounding of the impetuous cannons.
GRIM TIMES (EARLY 1800s)
Coal has been discovered, causing new smalltowns and factories to spring up across the land. People have moved to these places to work in the factories.

FROM TOWN TO CITY (LATE 1800s)
Thanks to the factories, the town has grown into a city. Many people are better off, and working and living conditions have improved. A new type of housing begins to spring up in the city and suburbs, and people can choose to live where they want.

THE STREET TODAY
In many ways there has been much change in our city. Modern businesses have replaced some old ones, and the town has become more environmentally aware, and housing choice is increased for the people.
A Street Through Time:
A Lesson Combining Social Studies and Literacy

As a result of this lesson, students should:

KNOW:
- Definition of culture
- Elements of culture (explain, illustrate)

UNDERSTAND:
- All cultures share common elements.
- Each cultural element is shaped by time, place, and each other cultural element.
- People shape their culture and are shaped by it.

BE ABLE TO:
- Gather information
- Organize information
- Use information to draw informed conclusions
- Evaluate conclusions based on evidence

Our goal is to use clues effectively to answer three questions:

1. How do the elements of culture change over time?
2. What causes the elements to change over time?
3. How are people affected by their culture?

Later, we’ll be able to test our guesses or hypotheses to see how well we read clues.

Directions:
Historians are a lot like detectives. They look at clues, try to figure out what the clues mean, use what they know to make an educated guess or hypothesis about the meaning of the clues, check out their guesses, and evaluate the quality of their guesses.

Use clues in the book A Street Through Time to help you develop educated guesses or hypotheses about the elements of cultures and how they change over time. You’ll have a chart to help you gather clues and organize your clues. Then you’ll need to make an educated guess or hypotheses based on your clues and how you think about them.
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element of Culture</td>
<td>Description of What the Element is Like During the Time Period</td>
</tr>
<tr>
<td>Food, Clothing, Shelter, Basic Needs</td>
<td></td>
</tr>
<tr>
<td>Technology/Tools</td>
<td></td>
</tr>
<tr>
<td>Family/Social Groups</td>
<td></td>
</tr>
<tr>
<td>Economy/Jobs</td>
<td></td>
</tr>
<tr>
<td>Customs/Traditions</td>
<td></td>
</tr>
<tr>
<td>Beliefs/Values</td>
<td></td>
</tr>
</tbody>
</table>

Question #1: How do the elements of culture change over time?

**Hypothesis**

**Evidence**

Question #2: What causes the elements of culture to change over time?

**Hypothesis**

**Evidence**

Question #3: How are people affected by their culture?

**Hypothesis**

**Evidence**

**Your Turn...**

Sketch out a plan to ensure that a wide range of students in your class will have access to the goals and ideas in this activity that was planned at a high level—and that they will have the support necessary to succeed (own the understandings, be engaged with the task).

You may work with a partner or alone.

Please be ready to share your work with some colleagues.

(Your goal is NOT to create all of the materials for the new version of the lesson, but rather to be able to talk through what your plan would look like and how you’d accomplish it.)
Differentiation—and, in fact, student willingness to risk learning begins with a teacher's connection with students.

In turn, connections begin with a teacher's mindset about learners and his/her commitment to know them well in order to teach them well.

The quality of the learning environment in a classroom as well as student motivation to learn and the teacher's sustained energy for teaching are greatly impacted by the teacher's skill and will in building bridges between themselves and their students.

**Teacher-Student Connections**

**Leading to Respect & Community**

**TALK ABOUT IT...**

How does teacher mindset impact who, where, what, & how we teach?

What are the implications of mindset for differentiation?

**Coverage vs. Whatever it Takes**

Who

Shapes Student Self-Percetion

Mindset

What

Builds or Erodes Group Trust

I Teach what I believe you can learn

**Who**

**What**

**Where**

**How**

**Movie Time...**

In This Classroom, Look For:

Teacher mindset
Teacher-student connections
Nature of the learning environment
Sense of community
What difference these things likely make
Also, note your own questions

Please use the three slides that follow to discuss mindset, connections, community and the challenges & opportunities they present in Chad's class and yours.
Respecting Individuals

With genuine respect comes a desire to know a person more fully, understand him or her more deeply, connect with that person. Respecting individuals looks, sounds, or feels like:

--listening
--asking for input
--making time for
--using positive humor
--accentuating the positive
--accepting the person "as is," while helping him or her grow
--learning appreciation for each student’s culture and background
--providing the best (respectful tasks—everyone’s work equally important, equally engaging)
--expecting the best—always "teaching up"
--holding the person to a high standard
--ensuring a positive environment for growth

Owing Student Success

When a teacher “owns” the success of a student, that teacher operates with a “whatever it takes to make this work” approach. Owning student success looks, sounds, or feels like:

--making sure students know what’s required for success
--viewing success as the only acceptable outcome
--persistently studying student progress
--ensuring student access to information, materials, supplies, support
--being unwilling to overlook gaps in knowledge
--being unwilling to let a student wait for others to catch up
--teaching the student how to make wise decisions and choices that support success
--giving useful feedback
--ensuring student action on the feedback
--finding another way to teach/learn
--being a persistent, positive presence in the student’s life

Building Community

A teacher who focuses on community-building understands that teams don’t just happen. They are built. Building community looks, sounds, or feels like:

--modeling democracy in the classroom
--speaking of students with respect
--teaching students to be respectful of one another
--pointing out legitimate student strengths
--making sure everyone has an essential role to play
--helping students experience and understand the power of positive interdependence
--establishing positive shared experiences (building positive group memories)
--making students aware of common goals with varied routes to achieving them
--helping students learn how to help one another in productive ways
Newspapers: A window to the world

- Make a collage of words and pictures from the newspaper that describe your neighborhood.
- Look for a place outside the United States. Highlight story elements (person, setting, etc.).
- Find and read an advertisement. Write a persuasive paragraph describing why (or why not) someone should buy this product.
- Find an article about a hero. Write a story about a hero you know.
- List today's weather from 5 different cities. Show the results in a chart to share with others.
- Cut out three people pictures from the newspaper. Write a paragraph about a way these three people are connected to each other.
- You have been asked to write an editorial for this newspaper.

Curriculum focused

Differentiation should stem from curriculum that leads to understanding of how a topic/discipline works for each student.

Curriculum should focus on understandings/big ideas/concepts & principles—and skills and knowledge should be used in service of "owning" those essential understandings.

Such curriculum helps students answer the questions, "How does this make sense?" "Why does it matter?" It also helps students organize, retain, apply & transfer what they learn.

Poetry Contract

Name_________________

**Poetry Contract**

- Use a Rhyming Wheel
  - Use your spelling lists as a way to get started
  - Use KidPix or other clip art to illustrate a simile, metaphor, or analogy on our class list, or one you create

- Write a Cinquain (check that you have the right pattern)
  - Write a poem that sounds like Shel Silverstein might have written it
  - Use good descriptive words in a poem that helps us know and understand something important about you

- Interpret
  - "How to Eat a Poem"
  - Search a Famous Person
  - Take notes, Write a cartoon, illustrate it to help show its meaning

- Student choice #1
  - Write an Acrostic Poem
  - Research a Famous Person
  - Write About You

- Student choice #2
  - Computer Art
  - Write a cinquain (check that you have the right pattern)
  - Illustrate a Poem

- Student choice #3
  - Write a Rhyming Wheel
  - Write a Cinquain (check that you have the right pattern)
  - Interpret

---

Copyright Carol Tomlinson 2009
# Poetry Contract

<table>
<thead>
<tr>
<th>Creating a Rhyming Wheel</th>
<th>Use Your Rhyming Wheel</th>
<th>Write an Acrostic Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use your vocabulary lists as a way to get started</td>
<td>Use your rhyming wheel</td>
<td>Be sure it includes alliteration, allusion, and metaphor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Write</th>
<th>Computer Art</th>
<th>Write About You</th>
</tr>
</thead>
<tbody>
<tr>
<td>A diamante (check that you have the right pattern)</td>
<td>Use kid pix or other clip art to illustrate a simile, metaphor, &amp; analogy for one idea or image</td>
<td>Use good figurative language in a poem that helps us know and understand something important about you</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpret</th>
<th>Research a Famous Person</th>
<th>Illustrate a Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Unfolding Bud&quot;</td>
<td>Take notes, Write a bio-poem that says what you learned.</td>
<td>Find a poem we've read that you like. Illustrate it to help reveal its meaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student choice #1</th>
<th>Student choice #2</th>
<th>Student choice #3</th>
</tr>
</thead>
</table>

---

## From Level 1 to Level 2

Write the poems about a topic you care about to help you think about that topic more fully and to express your ideas and interest

- **KNOW**: haiku, cinquain, etc.
- **UNDERSTAND**:
  - Poets explore things that matter to them.
  - Poetry helps us and the poet understand self and world.
- **DO**:
  - Write with expression
  - Use effective mechanics

---

## Level 2 to Level 3

**Concepts**: evolution, exploration, expression, perspective

- As we explore ideas the ideas evolve & so do we.
- Exploration leads to understanding.
- Exploration of varied perspectives broadens our understanding.
- Expression reveals the writer.
Movie Time....

In This Classroom, Look For:

- How the teacher uses standards/benchmarks in her planning.
- Degree of student engagement in the lesson.
- Degree of student understanding in the lesson.
- What the teacher learns from the tiered lesson.
- Ways in which the teacher is growing.
- What's the good news about this teacher?
- How would you help her continue to grow—especially in regard to student understanding.

Planet MI Task

<table>
<thead>
<tr>
<th>V/L</th>
<th>L/M</th>
<th>M/R</th>
<th>B/K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a story about your planet</td>
<td>Make a chart that compares your planet to Earth</td>
<td>Make up a song about your planet</td>
<td>Make up or adapt a game about your planet (Saturn ring-toss, etc.)</td>
</tr>
</tbody>
</table>

Beware of Twinky DI
Differentiation Using MI

1. Skills Standards:
   - Identify how the theme of a work represents a view or comment on life.
   - Express understanding of theme through a variety of products

2. Concept:
   - Heroism

3. Generalizations:
   - Individual values and community values are often in conflict
   - Heroes often reflect the values of a community
   - Heroes are born in conflict

Lesson Sequence: MI

- All students read “The Lottery” and “A&P”
- All students engage in Socratic Seminar: Students investigate the lesson generalizations through the stories: Do these generalizations hold up?
- Differentiated Activities according to intelligence preference (learning profile)

Differentiation With MI

- **Verbal:** Think about your definition of heroism. Create a short story in which the main character is forced into a heroic role for which he or she is not naturally suited. Use the tools of an author to reflect the tensions inherent in your story.

- **Intrapersonal:** Create a grid with your characteristics of a hero in one column. Then write your qualities in the corresponding rows. Are you, by your own definition, a hero? Explore your heroic qualities. In what facets of life might you be a hero? Create a verbal means of expressing your heroism, creating a plan for how you might apply your heroic qualities to help others.
Differentiated Activities: MI

- **Visual:** Create a visual representation of your concept of a hero. Make sure to consider all of the generalizations we have discussed. In a page, discuss what you created and how it reflects your definition of heroism. Be sure your visual representation conveys the impressions you want it to convey about the nature of heroism as you understand it.

- **Musical:** Relate the concept of heroism to the principles of harmony in music theory. Express the relationship in either the lyrics of a song, the music of a song, or both. In a page, discuss what you created and how it reflects your definition of heroism.

---

A Powerful Activity

*is one in which*

Students make or do something
Using essential knowledge and essential skills
In order to arrive at or explore an essential understanding.

*The knowledge and skills are in service of understanding, NOT ends in themselves!*

---

Copyright Carol Tomlinson 2009
Providing High Quality Curriculum
Teachers who understand the centrality of high quality curriculum in differentiation know that students can only become powerful learners if what they are asked to learn is powerful.
Providing high quality curriculum looks, sounds, and feels like:
--teaching for understanding (emphasizing the concepts/principles/essential understandings of a discipline)
--teaching for transfer (making sure students use what they learn in authentic contexts)
--insisting on and supporting consistent growth in high level thought
--guiding high quality discussions to explore important ideas
--ensuring that students examine varied perspectives and the relative merits of those perspectives
--helping students connect the important ideas of content with their own lives and experiences
--vigorously supporting students in developing the skills and attitudes necessary to do quality work
--starting with what the most able students need and supporting all students in success with that level of curriculum

Sharing Responsibility for Teaching and Learning
Teachers who share responsibility for teaching and learning understand that students have valuable perspectives on teaching and learning, and that students learn to take charge of their own academic success by being taught how to do so.
Sharing responsibility for teaching and learning looks, sounds, or feels like:
--ensuring student voice in establishing classroom guidelines
--carefully defining and teaching classroom routines to ensure student success
--consistent debriefing about classroom routines to help students compare how things worked with how they were supposed to work
--helping students understand the teacher’s work, goals, feelings about progress toward goals, and need for assistance
--assigning “teacher roles” to students (passing out materials, providing help while the teacher works with small groups, designing interest centers, establishing due dates for projects, etc.)
--asking for student input on how the class is working for them and what could make it work better
--teaching for independence

An Assignment-Based Question
Elementary
Secondary
Mr. Reicher and his colleagues have worked hard over the last few years to develop concepts and principles that guide their work and that of their students in the social studies department.

They have carefully developed tasks at different levels of difficulty and with different support systems around the concepts and principles to ensure that all students have the opportunity to work with important ideas and to come away from the classes with a real understanding of how the content makes sense in their lives and in the larger world.

The school has “collapsed” the tracks in the high school so that in grades 9 and 10 there are only college prep classes and in grades 11 and 12 there are only college prep and AP classes—so the availability of varied teacher supports and tasks at varied challenge levels is critical.

The teachers have also worked hard and successfully to help students understand and contribute to their differentiated classrooms and to create positive environments in the classrooms.

In the classrooms, you will now routinely see students selecting from tasks that differ in complexity but all have a clear focus on the same essential KUDs.

“Teaching in the dark is questionable business!”

We are unlikely to achieve a good student/task match in the absence of consistently evolving assessment data that helps us chart a student’s current status—particularly in regard to readiness.

...at the article on assessment.

Jot down reactions, questions, and points you’d like to discuss.

Please read silently for about ten minutes.

You’ll have time to talk with colleagues after the silent reading time.
On-going Assessment:
A Diagnostic Continuum

Preassessment
(Finding Out)
- Pre-test
- Graphing the Data
- Inventory
- KWL
- Checklist
- Observation
- Self-evaluation
- Questioning

Formative Assessment
(Keeping Track & Checking -up)
- Conference
- Peer evaluation
- 3-minute pause
- Observation
- Journal prompt
- Reflecting
- Whipping

Summative Assessment
(Making sure)
- Exit Card
- Portfolio Check
- Frayer diagram
- Journal Entry
- Self-evaluation
- Quick-poll
- Unit Test
- Performance Task
- Product/Exhibit
- Demonstration
- Portfolio Review

Feedback and Goal Setting

Share by Role

Please find one or two others whose roles are like yours and discuss the prompts in the column that matches your role.

Newer Teachers
Veteran Teachers
Administrators

Which of the steps in the author’s progression do you feel you were prepared to implement when you entered teaching & which are newer ideas to you? What encourages you to try these ideas? What discourages you from trying them?

In what ways has your journey toward understanding and implementing rich assessment practices been like the author’s? In what ways has it been different? What would you add to, eliminate from, or modify in the article based on your experience?

If you were to do a walkthrough in your school, which of the author’s conclusions would be common? Which would be rare? What might you do to enhance ‘informative assessment’ in your building or district?

In what ways has your journey toward understanding and implementing rich assessment practices been like the author’s? In what ways has it been different? What would you add to, eliminate from, or modify in the article based on your experience?

If you were to do a walkthrough in your school, which of the author’s conclusions would be common? Which would be rare? What might you do to enhance ‘informative assessment’ in your building or district?

READINESS
INTEREST
LEARNING PROFILE
It's a Matter of Balance

In Academically Diverse Classrooms, It’s Helpful to Ensure that Students have Balanced Opportunities to Work Along these Continua.

<table>
<thead>
<tr>
<th>Conformity</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part to Whole</td>
<td>Whole to Part</td>
</tr>
<tr>
<td>Competition</td>
<td>Collaboration</td>
</tr>
<tr>
<td>On-Demand Response</td>
<td>Reflective Response</td>
</tr>
<tr>
<td>Written Expression</td>
<td>Multi-Mode Expression</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Emphasis</th>
<th>Group Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
<td>Helpfulness</td>
</tr>
<tr>
<td>Information</td>
<td>Feeling</td>
</tr>
<tr>
<td>Controlled</td>
<td>Expressive</td>
</tr>
</tbody>
</table>

Two Views of Assessment

<table>
<thead>
<tr>
<th>Assessment is For:</th>
<th>Assessment is For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filling Gradebooks</td>
<td>Informing Instruction</td>
</tr>
<tr>
<td>Gate Keeping</td>
<td>Nurturing</td>
</tr>
<tr>
<td>Judging</td>
<td>Guiding</td>
</tr>
<tr>
<td>Right Answers</td>
<td>Self Reflection</td>
</tr>
<tr>
<td>Control</td>
<td>Information</td>
</tr>
<tr>
<td>Comparison to Others</td>
<td>Comparison to Task</td>
</tr>
<tr>
<td>Use with Single Activities</td>
<td>Use Over Multiple Activities</td>
</tr>
</tbody>
</table>

Tomlinson
Assessing to Inform Instruction

The teacher who emphasizes assessment to inform instruction understands that only by staying close to student progress can he or she guide student success.

Assessment to inform instruction looks, sounds, or feels like:

--systematically observing students at work
--using pre-assessments to understand students’ starting points—
  including status of precursor skills
--using on-going assessments to trace student progress and identify trouble spots
--asking students to share interests
--listening and looking for student interests
--asking students about learning preferences
--observing students working in different contexts and modes
--asking students what’s working for them and what’s not
--acting on student suggestions
--using assessment information to plan for re-teaching, teaching in a different mode, extending understanding, developing tasks, modifying time expectations, and so on

Choose Your Perspective

What possibilities does this approach to assessment suggest?
•
•
•

OR

What liabilities does this approach present?
•
•
•

Shared Responsibility

When teachers and students work together as a team to ensure that the classroom is working for everyone:

• Students feel an ownership of the classroom
• Teachers are more effective and efficient in helping students
• Students are more metacognitively aware of teaching and learning
• Students develop greater independence as learners & as people
• There is a greater sense of community

for the success of the classroom
Movie Time…. In Judy's Class, Look For:

- Who the classroom "belongs" to
- Roles of students
- Roles of the teacher
- What difference shared responsibility makes in this classroom
- Ways in which Affect, Environment, and Instruction are Interdependent

Developing Flexible Routines

Until differentiation is actually integrated into "how we do things in here," it remains an add-on rather than a way of thinking about teaching and learning. It is an "extra" rather than a core part of teacher and student success.

that integrate differentiation into the fabric of the classroom

SAMPLE ROUTINE

Introduce and teach concept (idea, skill) → Provide examples to illustrate → Allow for in-class practice → Assign homework

What subject does this look like?

What students might experience the most success within the structure of this routine?

What students might experience the least success within the structure of this routine?
Susan’s Routine

Opening question → Student self-evaluation → Teacher records on clipboard

Extension

Anchor activities ← Computers ← Practice enrich

Exit slip for all

Movie Time….

In this Classroom, Look For:

How small routines become part larger routines
How routines shape:
- teacher-student relationships
- student-student relationships
- the nature of curriculum & instruction
- opportunities for differentiation

Implementing Flexible Classroom Routines

A teacher who strives for flexible classroom routines understands the power of using classroom elements to benefit learners & learning.

Flexible classroom routines look, sound, or feel like:
- allowing more time for students who need it
- enabling students to move ahead who are ready to do so
- using varied seating arrangements to support work of individuals and small groups
- systematically planning and using flexible grouping of students based on readiness, interest, learning preference, random assignment, student choice, and teacher choice
- ensuring text and supplementary materials at appropriate reading levels
- using varied support systems to ensure access to information
- teacher instruction of the whole class, small groups, individuals
Teachers should take advantage of all classroom elements to reach out to student's varying needs in order to maximize the growth of each learner.

content, process, & product

The “Stuff”
What we want students to learn
the KUDs OR how kids get access to the stuff

How students come to "own" the stuff
Sense-Making Activities
Application Practice

How students show what they have learned
How students apply, transfer, extend the KUDs

Before and After: The Flow of Instruction
(A Secondary Example)

BEFORE
1) The teacher introduces the topic
2) Students read assigned material
3) Class discussion
4) Teacher gives notes
5) Students take a test
6) Class discussion
7) Teacher gives notes
8) Students work on an activity
9) Teacher work on an activity
10) Class notes
11) Students complete a project
12) Teacher assigns a practice
13) Class moves to next topic

AFTER
1) Teacher introduces lesson with student knowledge
2) Teacher introduces lesson with student knowledge and interest in mind
3) Students do an activity matched to student interest and knowledge
4) Students complete exit cards and differentiated activity
5) Students do TPS and differentiated activity
6) Students take a jigsaw on the topic
7) Teacher assigns a practice
8) Teacher gives notes with NAL format and principles
9) Teacher gives notes with NAL format and principles
10) Teacher and students joined teaching (or key knowledge, concept)
11) Teacher and students joined teaching (or key knowledge, concept)
12) Teacher and students joined teaching (or key knowledge, concept)
13) Teacher and students joined teaching (or key knowledge, concept)
14) Teacher and students joined teaching (or key knowledge, concept)
15) Teacher and students joined teaching (or key knowledge, concept)
16) Teacher and students joined teaching (or key knowledge, concept)
17) Teacher and students joined teaching (or key knowledge, concept)
18) Teacher and students joined teaching (or key knowledge, concept)
19) Teacher and students joined teaching (or key knowledge, concept)
20) Teacher and students joined teaching (or key knowledge, concept)
21) Teacher and students joined teaching (or key knowledge, concept)
22) Teacher and students joined teaching (or key knowledge, concept)
23) Teacher and students joined teaching (or key knowledge, concept)
24) Teacher and students joined teaching (or key knowledge, concept)
25) Teacher and students joined teaching (or key knowledge, concept)
26) Teacher and students joined teaching (or key knowledge, concept)
27) Teacher and students joined teaching (or key knowledge, concept)
28) Teacher and students joined teaching (or key knowledge, concept)
29) Teacher and students joined teaching (or key knowledge, concept)
30) Teacher and students joined teaching (or key knowledge, concept)
31) Teacher and students joined teaching (or key knowledge, concept)
32) Teacher and students joined teaching (or key knowledge, concept)
33) Teacher and students joined teaching (or key knowledge, concept)
34) Teacher and students joined teaching (or key knowledge, concept)
35) Teacher and students joined teaching (or key knowledge, concept)
36) Teacher and students joined teaching (or key knowledge, concept)
37) Teacher and students joined teaching (or key knowledge, concept)
38) Teacher and students joined teaching (or key knowledge, concept)
39) Teacher and students joined teaching (or key knowledge, concept)
40) Teacher and students joined teaching (or key knowledge, concept)
41) Teacher and students joined teaching (or key knowledge, concept)
42) Teacher and students joined teaching (or key knowledge, concept)
43) Teacher and students joined teaching (or key knowledge, concept)
44) Teacher and students joined teaching (or key knowledge, concept)
45) Teacher and students joined teaching (or key knowledge, concept)
46) Teacher and students joined teaching (or key knowledge, concept)
47) Teacher and students joined teaching (or key knowledge, concept)
48) Teacher and students joined teaching (or key knowledge, concept)
49) Teacher and students joined teaching (or key knowledge, concept)
50) Teacher and students joined teaching (or key knowledge, concept)
51) Teacher and students joined teaching (or key knowledge, concept)
52) Teacher and students joined teaching (or key knowledge, concept)
53) Teacher and students joined teaching (or key knowledge, concept)
54) Teacher and students joined teaching (or key knowledge, concept)
55) Teacher and students joined teaching (or key knowledge, concept)
56) Teacher and students joined teaching (or key knowledge, concept)
57) Teacher and students joined teaching (or key knowledge, concept)
58) Teacher and students joined teaching (or key knowledge, concept)
59) Teacher and students joined teaching (or key knowledge, concept)
60) Teacher and students joined teaching (or key knowledge, concept)
61) Teacher and students joined teaching (or key knowledge, concept)
62) Teacher and students joined teaching (or key knowledge, concept)
63) Teacher and students joined teaching (or key knowledge, concept)
64) Teacher and students joined teaching (or key knowledge, concept)
65) Teacher and students joined teaching (or key knowledge, concept)
66) Teacher and students joined teaching (or key knowledge, concept)
67) Teacher and students joined teaching (or key knowledge, concept)
68) Teacher and students joined teaching (or key knowledge, concept)
69) Teacher and students joined teaching (or key knowledge, concept)
70) Teacher and students joined teaching (or key knowledge, concept)
71) Teacher and students joined teaching (or key knowledge, concept)
72) Teacher and students joined teaching (or key knowledge, concept)
73) Teacher and students joined teaching (or key knowledge, concept)
74) Teacher and students joined teaching (or key knowledge, concept)
75) Teacher and students joined teaching (or key knowledge, concept)
76) Teacher and students joined teaching (or key knowledge, concept)
77) Teacher and students joined teaching (or key knowledge, concept)
78) Teacher and students joined teaching (or key knowledge, concept)
79) Teacher and students joined teaching (or key knowledge, concept)
80) Teacher and students joined teaching (or key knowledge, concept)
81) Teacher and students joined teaching (or key knowledge, concept)
82) Teacher and students joined teaching (or key knowledge, concept)
83) Teacher and students joined teaching (or key knowledge, concept)
84) Teacher and students joined teaching (or key knowledge, concept)
85) Teacher and students joined teaching (or key knowledge, concept)
86) Teacher and students joined teaching (or key knowledge, concept)
87) Teacher and students joined teaching (or key knowledge, concept)
88) Teacher and students joined teaching (or key knowledge, concept)
89) Teacher and students joined teaching (or key knowledge, concept)
90) Teacher and students joined teaching (or key knowledge, concept)
91) Teacher and students joined teaching (or key knowledge, concept)
92) Teacher and students joined teaching (or key knowledge, concept)
93) Teacher and students joined teaching (or key knowledge, concept)
94) Teacher and students joined teaching (or key knowledge, concept)
95) Teacher and students joined teaching (or key knowledge, concept)
96) Teacher and students joined teaching (or key knowledge, concept)
97) Teacher and students joined teaching (or key knowledge, concept)
98) Teacher and students joined teaching (or key knowledge, concept)
99) Teacher and students joined teaching (or key knowledge, concept)
100) Teacher and students joined teaching (or key knowledge, concept)

Copyright Carol Tomlinson 2009
Differentiating in response to

We have to attend to:

readiness if we expect achievement growth
interest if we care about student motivation
learning profile if we seek efficiency &
effectiveness of learning

readiness, interest, & learning profile

Differentiated Instruction In Action

Scenario #2

In Mrs. Walker’s first grade class, students do center work in language arts for a period of time each morning. There are two “choice-boards” in the classrooms one called “Teacher Choice” and one called “Student Choice.” Each student has at least two days a week of student choice selections and at least two teacher choice selections. On days when Fred is assigned to Teacher Choice, Mrs. Walker will select centers and materials at his level of language readiness and ensure that he works at centers which include those materials. On his student choice days, Fred may select from any of 8-12 “pockets” on the student choice board. Those offer a wide range of choices from listening to computer work to writing/drawing, to model-making.

If Mrs. Walker elects to do so, she can guide even the student choice work by color coding rows of pockets on the student choice chart, for example, telling Fred he may pick any choice from the red and yellow rows (but not the blue row). Often she also “staggers” center work so that some students work at centers while others work with her in directed reading activities or individual conferences, and others work with desk work on math or language.

Creating Varied Avenues to Learning

Teachers who provide varied avenues to learning understand that most students can learn most important things if they can do it in a way that works for them.

Ensuring varied avenues to learning looks, sounds, or feels like:

--teacher presentations in varied modes
--student exploration and expression of content in varied modes
--student suggestions for ways to learn
--options for a variety of working conditions
--tasks at different levels of difficulty and appropriate
  support to move to the next level of difficulty
--whole-to-part and part-to-whole reminders
--offering mini-workshops or clinics on key skills
--interest-based options for how to apply essential knowledge,
  understanding, and skill
--small group instruction to target student interests and needs
--periodic use of varied homework assignments to consolidate or
extend learning
--creative, practical, and analytical explorations of essential content

Copyright Carol Tomlinson 2009
Movie Time....

In Rick's Classroom, Look For:
The nature of the learning environment
Connections between teacher and students
Quality of curriculum
The nature and uses of assessment
Flexibility
Teaching up
Other elements you think are important
Your own questions

Please use the observation form to reflect on Rick's class and to provide feedback for him.

<table>
<thead>
<tr>
<th>Light Bulbs (Ideas you picked)</th>
<th>Lightening Bolts (Insights you had)</th>
<th>Blips (Questions you still have)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Planning Guide for Differentiating Curriculum & Instruction
(The UbD/DI Connection)

Identify what students should Know, Understand, & Be Able to Do (KUD) at the end of the unit

Define Summative Assessments

Develop a unit plan to ensure student proficiency w/ essential knowledge, understanding, and skill

Pre-assess, based on K U D for students — also for interest & learning profile

Based on pre-assessment data, differentiate the unit-plan for readiness, interest, and learning profile — & continue to adjust plans based on on-going assessment data

Administer Summative Assessment

Connecting with Students
Creating a Positive Learning Environment
Support
Extension
On-going Assessment
On-going Assessment
On-going Assessment
I am teaching. ...It's kind of like having a love affair with a rhinoceros.

Anne Sexton

Quotations on Education • Compiled by Rosalie Maggio
Prentice Hall, Paramus, N.J. p. 40