Dennis-Yarmouth January 15, 2016

**Workshop on Differentiated Instruction**

*Agenda for Today*

1. Ice Breaker: Compass Points
2. Overview of DI
3. Where Does the Story Begin?
4. The One Sentence Project and Macbeth
5. A Different Model for Questioning
6. Model Curriculum Units
7. Set and Varied
8. Pass the Baton
9. What’s Next??

All workshop materials may be found at the following website:

<http://mattersofeducation.org/workshop_materials/dennis-yarmouth/>

Password: godolphins

Please fill out course evaluation, code:

1. Ice-Breaker: Compass Points: DI

Using the stickies on the table, please identify your feelings about Differentiated Instruction and post under all or any of the following headings around the room:

**E**xcitement

**W**orries

**N**eeds

**S**upports

II. Overview of DI

Article: *Differentiated Instruction: A Primer By* [*Sarah D. Sparks*](http://www.edweek.org/ew/contributors/sarah.sparks_3549540.html) *January 28, 2015*

EdWeek (article is located in the Materials Packet and as a distinct entity on website)

Learning Strategy: The Final Word

Use the Final Word process with a short article, or a section from a long article.

1. Assign reading. Ask students to highlight two to three items in their reading that were most interesting or thought-provoking. This can be assigned as work outside of class.
2. Formulate groups. All people within each group should have read the same article or section.
3. In turn, each individual shares one of the items they highlighted, but does not comment on it. When sharing their item, it is helpful to give page, column, and paragraph info so the item can be quickly found by everyone in the group. To share the item once people have found it, simply read it.
4. Starting to the left of the person who shares the item, group members comment, one at a time, in round-robin order about the item. It is important **that there is no cross talk**.
5. The person who initially shared the item then shares his/her thinking about the item last, getting the final word.
6. Repeat the pattern so that each group member gets an opportunity to initiate an item from their highlighted list.

What is interesting about the Final Word process is that the person who initiates the item may have a completely different perspective about it once others have all commented on it.

This process is excellent for helping people see others’ perspective, developing listening skills (**no cross-talk**), and challenging assumptions.

III. WHERE DOES THE STORY BEGIN?

Instructional Focus: Differentiation, Reflective Practice

Teaching Strategy: Jigsaw, Pair-Share

Each group will be getting part of the story of the Williams Family, a minister and his family from Deerfield who were kidnapped and ‘redeemed’ in the early 1700s. John Demos, *The Unredeemed Captive*, pp 3-9. [**http://tinyurl.com/ofbbl4r**](http://tinyurl.com/ofbbl4r)

In your group,

1. please read the selection you have been given

2. be prepared to explain to the other groups how the story of the Williams family began in the location described in your reading

3. note any questions you have

WHERE DOES LEARNING BEGIN?

Now think about the students in your class. Where does the story of their learning begin? Do all of their stories begin in the same place?

Turn to the person sitting to your right. Briefly discuss where learning begins in your classroom. There are no right or wrong answers here. Be prepared to present your partner’s answer to the rest of hte group.

IV. The One Sentence Project and *Macbeth*

We will look at this very creative lesson about telling our life story and how Macbeth summarized his life as well.

<http://betterlesson.com/lesson/566373/what-s-your-sentence-tomorrow-and-tomorrow-and-tomorrow-introducing-macbeth-by-william-shakespeare>

How might you ‘shift’ the focus or sequence of one of your lessons? How did considerations about differentiation affect the choices in the lesson shifts? Share with a different colleague.

V. A Different Model for Questioning

What role do questions play in assessment?

|  |  |
| --- | --- |
| **TEXT DEPENDENT**  Question can be answered using everything ‘in front of you’—the book, the problem, the experiment… | **TEXT EXTENDER**  One hand on the text, the other reaching out to information they either know or can find out |
| **ANALYTIC**  Brings together several pieces—but posed BY THE TEACHER… | **CREATIVE**  Also brings together several pieces, but generated BY THE STUDENT and demonstrates internalization of the concepts/ideas taught |

We will write questions and use the cooperative strategy of Numbered Heads Together to answer the questions.

**MA Population and Electoral College Graph, 1790-2010**

[**http://maps.bpl.org/sites/default/files/Massachusetts\_Population\_and\_Electoral\_College.jpg**](http://maps.bpl.org/sites/default/files/Massachusetts_Population_and_Electoral_College.jpg)

**Numbered Heads Together** is a [cooperative learning](https://www.teachervision.com/pro-dev/cooperative-learning/48531.html) strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. Alternatively, the students may write the questions as well. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

1. Working in your group, please use the following document (MA Population and Election Graph, 1790-2010) and write
2. one text dependent question
3. one text extender question
4. one creative/analytic question

2. As I use your questions, you must arrive at a group answer and be sure that every member of the group is able to answer the question.

VI: Model Curriculum Units (Sample Unit in Materials Packet)

As we look at these units, first as a full group, and then by discipline and grade, please consider the following:

1. How do the 5 components at Stage 1 work together?
2. How do these components allow for differentiation?
3. Do they allow you to differentiate sufficiently? What else might you need to do?

VII: Set and Varied

I will provide you with basic unit materials--think chapter study guides or essential primary sources. Working with others who teach your grade and discipline, you are tasked with adding some spice, drama and ways to make these generic materials engaging and differentiated.

ELA: Of Mice and Men, Huck, Animal Farm

SS: Constitution, <http://www.usconstitution.net/const.html> African Nation Study

VIII: Pass the Baton

1. Writing Standards: Gaps and Overlaps
2. See How It Grows
3. Pass the Baton: Model: Anthony Burns
4. Pass the Baton: Practice (resource links in Materials Packet, last page)

*Instructional Focus*: Longitudinal Skill and Content Development; Visual Textual Analysis; Applying the Standards

*Teaching Strategy:* Pass the Baton

Think about how this ‘text’ might be used at the Middle School and High School levels. What elements are appropriate for each? What expectations do you have about the understanding and knowledge of your students as they enter the next level of education? What can the next level’s teachers expect to inherit from you?

Suggest an assignment ‘path’ for this resource. In may be placed in any discipline or course, but it must be incorporated in at least 3 points in the 6-12 curriculum. Please also consider how it might be adapted for the varied skills and interests of students at each grade level. Identify the essential questions, desired outcomes, and checks for understanding--in short what you would want students to Know, Do and Understand as a result of using this resource at three points in their 6-12 education.

IX: Next Steps?

Think about how you might modify a lesson you will teach in the next six weeks. Reflect on what happens. Be prepared to share that reflection at your March training. Feel free to use the lesson reflection template, set up a google folder…..