

## Differentiated Instruction: Taking the Journey

Book: "So All Can Learn:  
A Practical Guide to Differentiation"  
(February 2017)  
Register for preorder announcements:  
<http://bit.ly/booklaunch2017>



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1<sup>st</sup> & 3<sup>rd</sup> Tuesdays @ 8 pm EST  
Details at [www.di4all.org](http://www.di4all.org)
- Published articles:  
<http://openingpaths.org/blog/publications/>
- Resources: <http://openingpaths.org/blog/resources/>

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## Need to Knows

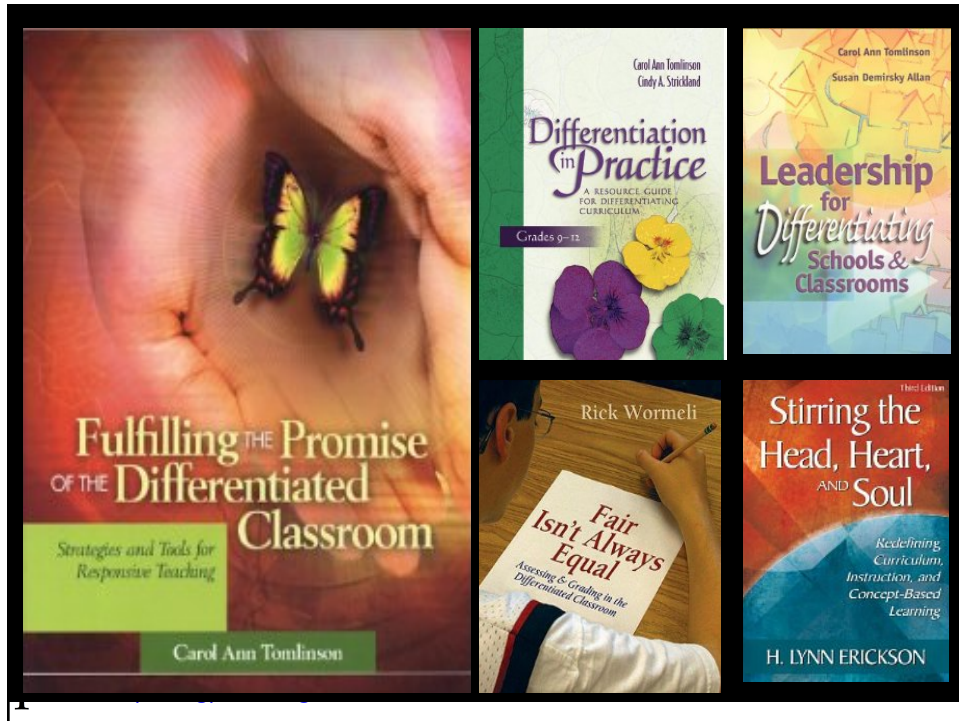
How can we ensure  
that all students are  
learning through  
Differentiation?

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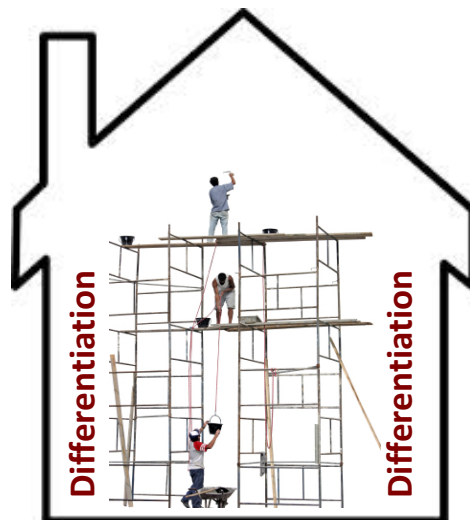
## Outcomes

1. Understand a practical structure for effective differentiation.
2. Design a lesson or learning experience that includes 1+ Learner Access elements for Content, Process, or Product.
3. Review a variety of ways to differentiate existing strategies and tools.

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## The Curriculum House



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## Starting Place for Differentiation

“Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what **each** student holds as ‘given’ or ‘known’ and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response.”

Assessment as Learning: Using Classroom  
Assessment to Maximize Student Learning  
Lorna M. Earl, Corwin Press, Inc.  
2003 – pp. 86-87



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## Zone of Proximal Growth - Vygotski



“We know that learning happens best when a learning experience pushes the learner a bit beyond his or her independence level.”

(Carol Ann Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2<sup>nd</sup> Ed., p.8)

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## Too Difficult to Differentiate?



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## When does DI happen?

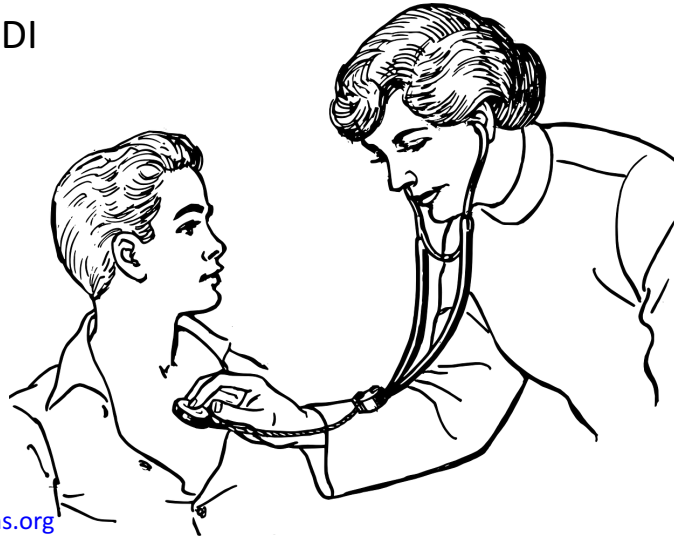
Intuitive DI



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## When does DI happen?

Intentional DI



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## Assessment FOR Learning

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

Assessment Reform Group, Assessment for Learning, Education Services Australia, (2002)

<http://www.assessmentforlearning.edu.au/default.asp>

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## DI for Assessments


### Formative Assessment:

- Milestones & Checkpoints
- Ticket out the Door (Exit Cards)
- Need to Know
- Tiered Instruction for standards
- Learning Styles Inventory



 [www.openingpaths.org/blog/resources/di/](http://www.openingpaths.org/blog/resources/di/)



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## DI Lesson Example

**DQ: How can my author voice influence a community issue?**

Learning Outcome: Identify strong voice as a writing craft tool.

**Assessment: Exit Card**

1. Connect the DQ with the day's lesson objectives.
2. Demonstrate in a selection of video clips (**Content = Learning Profile**).
3. **Process**: explain to a partner what you noticed.
4. In teams of 2-3, make a Frayer Model for Voice to be put on the Word Wall. Use for reference the 6+1 Traits Rubric for Voice. (**Content = Learning Profile**)
5. **Process**: explain to a partner the 3 elements for voice: word choice, details, and sentence fluency.
6. Think Dot: Voice through 6 examples. (**Content = Readiness/Learning Profile**)
7. **Process (Readiness)**: jigsaw group members into dot teams for each of the 6 dots. Share solutions in Dot Groups.
8. Assessment: Exit Card  
Highlight words and phrases that enhance voice in a writing sample. Explain what the voice reflects or reminds them of based on the words highlighted.

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## When does DI happen?

- Intuitive  
In the moment
- Intentional  
Pre-planned

**Start with a Crossroad Lesson**



 [www.openingpaths.org/blog/resources/di/](http://www.openingpaths.org/blog/resources/di/)



## Start with a Crossroad Lesson

- List 1-2 Crossroad Lessons.
- What are the key skills and/or concept for learners?
- Share a common difficulty that learners struggle to understand.



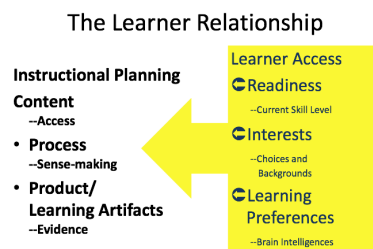
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## DI: Instructional Planning

**Content** Concepts and skills from the content standards.

**Process** How students make sense of the content through different mediums.

**Product** Learning artifacts that demonstrate content.



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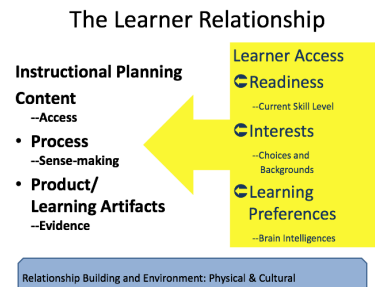
Relationship Building and Environment: Physical & Cultural

## DI: Learner Access

**Readiness** Students learn at different rates. Scaffold content.

**Interests** Content is relevant to what students like to do, that they feel is important.

**Learning Preferences** How learners think and process content.



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## DIFFERENTIATE BY Content

Delivery of concepts and skills from the content standards.

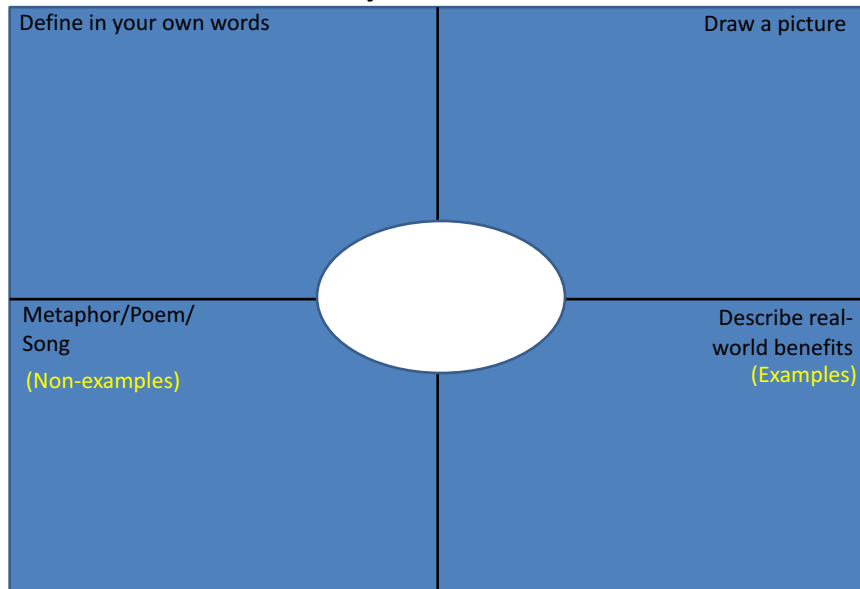


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- Graphic Organizers
- Research
- Medias: video, podcasts, images, charts
- Experts
- Discussions
- Jigsaws
- Collaborative Groups

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## Frayer Model



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<http://bit.ly/3ways4diplanning>

Step	Save the Last Word for Me
1.	<b>Step 1: READ TEXT</b> Participants read the text and identify 2-3 passages that mean something to them: X = Agree with the ideas of the passage. ! = New idea (Epiphany) from the passage. ? = Have a question about the passage, or as a result of the passage.
2.	<b>1<sup>st</sup> Speaker</b> 1. Read aloud the passage s/he has selected. <i><b>Other participants listen</b></i>
3.	<b>Each Participant</b> Say what s/he thinks about the passage (interpretation, connection to experiences, etc.) <i><b>Other participants listen</b></i>
4.	<b>1<sup>st</sup> Speaker</b> Share the meaning the passage has for him/her (interpretation, connection to experiences, etc.) <i><b>Other participants listen</b></i>
5.	<b>REPEAT</b> Repeat Steps 2-4 as each person takes a turn as the Speaker.

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<http://bit.ly/3ways4diplanning>

Three Levels of Text	TIME
<b>READ TEXT</b> Participants read the text and identify 2-3 passages that mean something to them: X = Agree with the ideas of the passage. ! = New idea (Epiphany) from the passage. ? = Have a question about the passage, or as a result of the passage.	5 min
<b>LEVEL 1</b> Read aloud the passage s/he has selected.	3 min
<b>LEVEL 2</b> Say what s/he thinks about the passage (interpretation, connection to experiences, etc.)	
<b>LEVEL 3</b> Say what s/he sees as the implications for his/her work	
<b>GROUP RESPONSE</b> The group reflects on what has been said	2 min
<b>REPEAT</b> Repeat Levels 1-3 and group response for each participant.	15 min

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<http://bit.ly/3ways4diplanning>

Step	Say Something
1.	<b>Step 1: READ TEXT</b> Participants read the text and identify 2-3 passages that mean something to them: X = Agree with the ideas of the passage. ! = New idea (Epiphany) from the passage. ? = Have a question about the passage, or as a result of the passage.
2.	<b>1<sup>st</sup> Speaker</b> 1. Read aloud the passage s/he has selected. 2. Share the meaning the passage has for him/her (interpretation, connection to experiences, etc.) <b>Other participants listen</b>
3.	<b>Each Participant</b> Say what s/he thinks about the passage (interpretation, connection to experiences, etc.) <b>Other participants listen</b>
4.	<b>REPEAT</b> Repeat steps 2-3 as each person takes a turn as the Speaker..

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## DIFFERENTIATE BY Process



Providing experiences where students make sense of the content through different mediums.

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## Quick Check Options

- Exit Ticket
- Quiz
- Journal write
- Partner Talk



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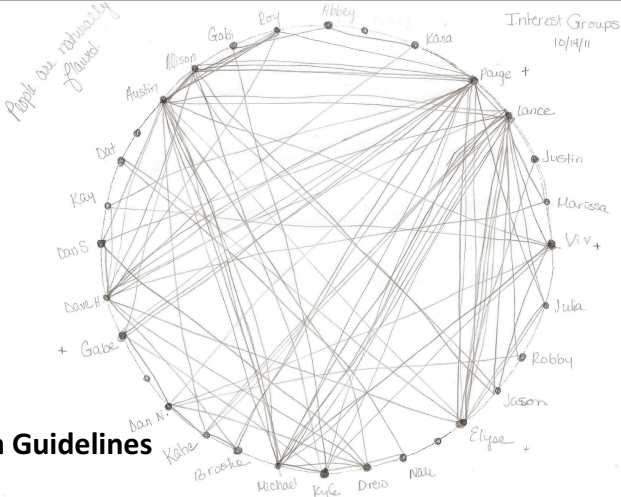
## Extended Check Options

### Protocols

- 3-Levels of Text
- Save the Last Word for Me
- Say Something
- Harkness (Spider) Discussion
- Socratic Seminar
- Charette



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**Harkness Discussion Guidelines**  
 Participant Directed

- Contribute to the conversation
- Encourage others to share ideas without negative pressure
- Ask questions and share reflections

*Authentic Learning Experiences: A Real-World Approach to PBL* p. 140 Dayna Laur

## Charette


Step	Directions	Time
1.	Author shares description of work, driving question, and content standard(s) focus. Partner(s) listens and takes notes.	3 min.
2.	Author shares focus question and related context. Partner(s) listens.	1 min.
3.	Partner(s) shares suggestions & thoughts regarding the focus question. Author listens and takes notes.	2 min.
4.	Author and Partner(s) debrief the ideas. The author may ask additional questions for feedback.	2 min.

The Practice of Authentic PLCs: A Guide to Effective Teacher Teams By Daniel R. Venables  
<http://www.amazon.com/Practice-Authentic-PLCs-Effective-Teacher/dp/141298663X/>

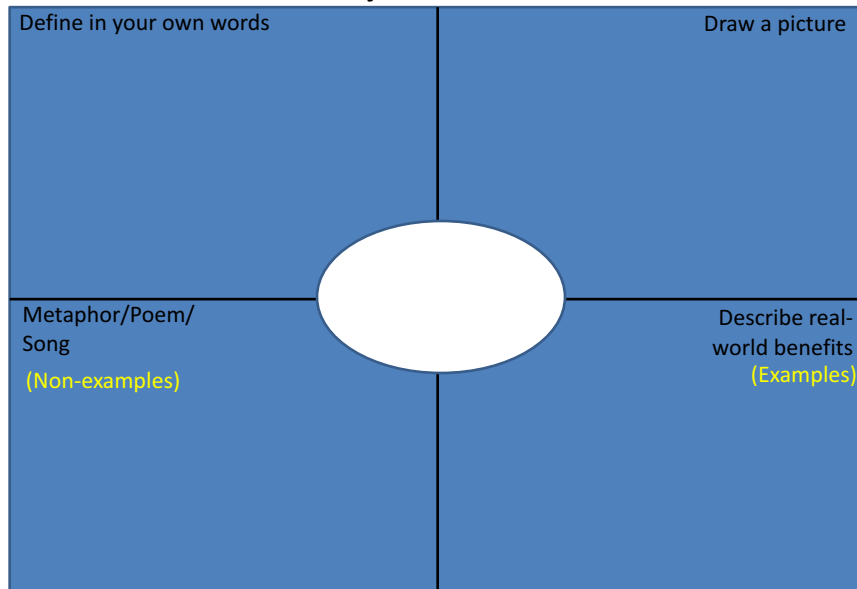
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<http://bit.ly/3ways4diplanning>

THREE LEVELS OF TEXT		TIME
<b>READ TEXT</b> Participants read the text and identify passages they feel may have important implications for their work.		5 min
<b>LEVEL 1</b> Read aloud the passage s/he has selected.		3 min
<b>LEVEL 2</b> Say what s/he thinks about the passage (interpretation, connection to experiences, etc.)		
<b>LEVEL 3</b> Say what s/he sees as the implications for his/her work		
<b>GROUP RESPONSE</b> The group reflects on what has been said		2 min
<b>REPEAT</b> Repeat Levels 1-3 and group response for each participant.		15 min
	<b>TOTAL</b>	<b>20 min</b>

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## Fruyer Model



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## DIFFERENTIATE BY Product

Diverse options for learning artifacts that demonstrate content understanding.



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## RAFTS

- Role                      The part/position to play
- Audience                Who to communicate to.
- Format                    Product options
- Topic                     Focus of outcome
- Strong verb             Turns topic action orientated

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## RAFTS (Traditional)

Role	Audience	Format	Task
Raindrop	Clouds	Captioned picture	Travel the cycles with me.
Little Red	Grandma	Script	Don't talk to strangers
Positive Number	Negative Number	Love Letter	I'm attracted to you
Juliette Capulet	Bella Swan	Skype/Video	Learn from my choices

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## RAFTS (Differentiated)


Role	Audience	Format	Task
Romeo Montague	Othello	Speech	Check your facts before acting
Juliette Capulet	Bella Swan	Skype/Video	Learn from my choices
Create your own			

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## DIFFERENTIATE USING Readiness

Students learn at different rates. Scaffold content.



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## Tiered Instruction for *Learning Standards*

Extended Support Version


1	2	3
4	5	6

Targeted Version

1	2	3
4	5	6

Advanced Version

1	2	3
4	5	6

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## Think Dot Activity Debrief


1	2	3
4	5	6

Benefits

- Choice driven
- Learning Profile rich
- Address readiness through Tiering
- Used for Content, Process, and/or Product
- Collaborative tool
- Engaging


Related Tools

- Task Cards
- Centers

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## Think Dots

- Provides up to six tasks to complete for learning skills and/or concepts (e.g. fractions, plot analysis)
- Each task is progressively more difficult and connected to the learning objective.
- Students are grouped by **readiness**, **interest**, and/or **learning profile**.
- Students randomly pick (use a die) or choose a specific number of tasks to complete out of those provided (e.g. 3 of 6, 4 of 6, 6 of 6).
- Teacher might assigned some of the tasks as mandatory, and some as optional.

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


## Defining Fractions

- Learning Objective: Understand the parts and function of fractions.
- Evidence/Assessment: Exit Card with 1-4 fraction problems to solve.
- Set up activity: Students have done some work with fractions.

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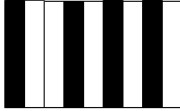
## Think Dots (Tiered 1)

Instructions:  
Complete 4 of the 6 tasks. Task 1 and 2 must be completed. Show and explain all work.

<ul style="list-style-type: none"> <li>• What is the top # of the fraction called?</li> <li>• What is the bottom # of the fraction called?</li> <li>• Where do the numbers come from that go in those two places?</li> </ul>	<p>Name 2 different fractions that could represent the picture.</p> 	<p>Draw a picture that shows <math>\frac{1}{3} + \frac{2}{3}</math></p>
<p>Make a word problem that explains <math>\frac{3}{8}</math></p>	<p>If <math>\frac{3}{8}</math> of the race is bicycling, <math>\frac{1}{8}</math> is swimming, how much of the race is left to run?</p>	<p>If you had the following scores on a test, which one would be better?</p> <p><math>\frac{\text{Right}}{\text{Total}} \quad \frac{1}{2} \text{ or } \frac{4}{6}</math></p>
		
		


## Think Dots (Tiered 2)

Instructions:  
Choose and complete 5 of the 6 tasks. Task 1 must be one of the choices. Show and explain all work.

What is the top of the fraction called? What is the bottom of the fraction called?	Write a fraction for the shaded area. 	Draw a picture that shows $\frac{2}{3}$ .				
●	● ●	● ● ●				
Make a word problem that explains $\frac{7}{10}$ .	If you have $\frac{3}{5}$ of a pizza eaten, how many pieces are left in the pizza?	If you had the following scores on a test, which would be better?  <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;"><u>Right</u></td> <td style="text-align: center;"><math>\frac{1}{2}</math> or <math>\frac{4}{6}</math></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table>	<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$	Total	
<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$					
Total						
● ● ● ●	● ● ● ● ●	● ● ● ● ● ●				

#Student Voice
#Authenticity

## DIFFERENTIATED USING Interests



Content is relevant to what students like to do, that they feel is important.

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### Student Voice (version 1)

Role	Audience	Format	Topic
Red	Police	Deposition or plot chart	Tell what really happened.
Grandma	Red	1-2 minute conversation (script)	Save lives. Don't talk to strangers.
Wolf	Defense Attorney	1-2 minute conversation (script)	Help me! I was framed!
Neighbor	PTO	Flyer	Strangers & Red: Beware! (A Cautionary Tale)
Red	Friends	Obituary	Confess: A lesson I did not learn...
Wolf	Talk Show Host	Memoir Letter	Save me! I'm misunderstood.

Excerpt from So All Can Learn: A Practical Guide for Differentiation (February 2017)

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### Student Voice (version 2)

Role	Audience	Format	Topic
Red	Police		Tell what really happened.
Grandma	Red		Save lives. Don't talk to strangers.
Wolf		1-2 minute conversation (script)	Help me! I was framed!
Neighbor		Flyer	Strangers & Red: Beware! (A Cautionary Tale)
Red		Obituary	
Propose your own			

Excerpt from So All Can Learn: A Practical Guide for Differentiation (February 2017)

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#Student Voice

## DIFFERENTIATED USING Learning Preferences

How learners think and process content.

#Authenticity


Meyer's Briggs

Howard Gardner

True Colors

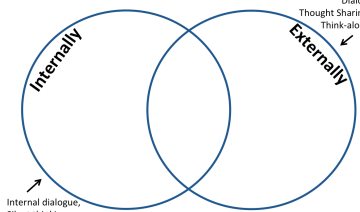
Bernice McCarthy's 4-Mat

STERBERG'S TRI-ARCHIC THEORY

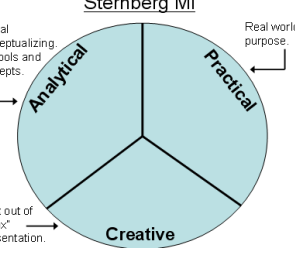
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## Learning Preferences Surveys

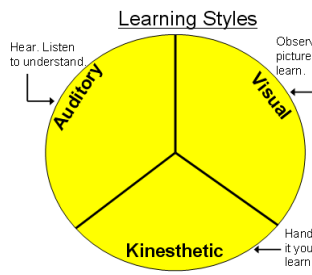
How do you process thinking?



JM




Sternberg MI



Learning Styles

- Initial your name on each of the 3 charts that best describes yourself.
- Circle your initials

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## Learning Profile Cards

Front of card

Rate skills 4 to 1

Writing  
Math  
Reading  
Multimedia  
Science  
History

Rate 1<sup>st</sup> Learning Style  
Elements a 1 to 4

Auditory  
Visual  
Kinesthetic

List 3 Interests  
Outside of school

Rate 2<sup>nd</sup> Learning Style  
Elements a 1 to 4

Analytical  
Practical  
Creative


Full Name  
Email  
Phone #

Back of card

[www.openingpaths.org/blog/2014/01/learning-profile-cards/](http://www.openingpaths.org/blog/2014/01/learning-profile-cards/)

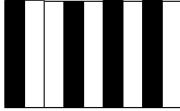
## Think Dots (Tiered 1)

Instructions:  
Complete 4 of the 6 tasks. Task 1 and 2 must be completed. Show and explain all work.

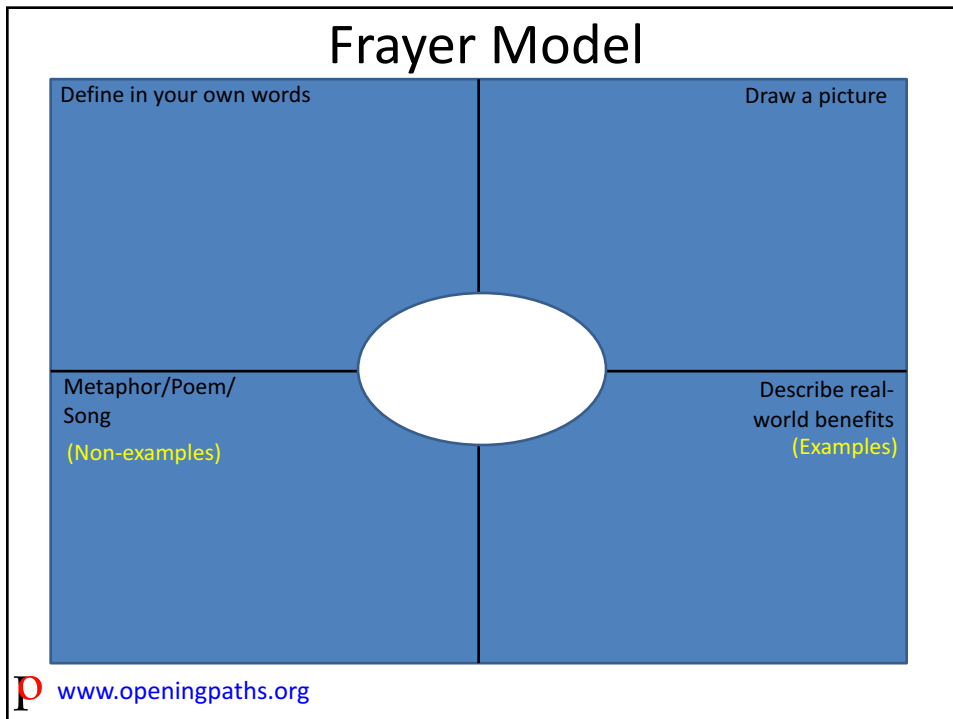
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●	● ●	● ● ●				
<p>Make a word problem that explains <math>\frac{3}{8}</math></p>	<p>If <math>\frac{3}{8}</math> of the race is bicycling, <math>\frac{1}{8}</math> is swimming, how much of the race is left to run?</p>	<p>If you had the following scores on a test, which one would be better?</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Right</td> <td style="text-align: center;"><math>\frac{1}{2}</math> or <math>\frac{4}{6}</math></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;"><math>\frac{2}{6}</math></td> </tr> </table>	Right	$\frac{1}{2}$ or $\frac{4}{6}$	Total	$\frac{2}{6}$
Right	$\frac{1}{2}$ or $\frac{4}{6}$					
Total	$\frac{2}{6}$					
● ● ● ●	● ● ● ● ●	● ● ● ● ● ●				

## Think Dots (Tiered 2)

Instructions:  
Choose and complete 5 of the 6 tasks. Task 1 must be one of the choices. Show and explain all work.

<p>What is the top of the fraction called? What is the bottom of the fraction called?</p>	<p>Write a fraction for the shaded area.</p> 	<p>Draw a picture that shows <math>\frac{2}{3}</math>.</p>
<p style="text-align: center;">●</p>	<p style="text-align: center;">● ●</p>	<p style="text-align: center;">● ● ●</p>
<p>Make a word problem that explains <math>\frac{7}{10}</math>.</p>	<p>If you have <math>\frac{3}{5}</math> of a pizza eaten, how many pieces are left in the pizza?</p>	<p>If you had the following scores on a test, which would be better?</p> <p>Right     <math>\frac{1}{2}</math> or <math>\frac{4}{6}</math> Total</p>
<p style="text-align: center;">● ● ● ●</p>	<p style="text-align: center;">● ● ● ● ●</p>	<p style="text-align: center;">● ● ● ● ● ●</p>

## Frayer Model



Comparison Matrix	Readiness	Interests	Learning Profiles
<p>Strategy by:  <a href="#">Marzano, Robert</a>  <a href="#">Classroom Instruction That Works, 2004</a>  <a href="#">ASCD</a>   <a href="#">TeacherTube</a></p>	<p>Structure learning from:</p> <ul style="list-style-type: none"> <li>•Part to whole: segment into parts to digest</li> <li>•Simple to complex</li> <li>•Dependence to Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>•Choice</li> <li>•Learning profile</li> <li>•Hobbies &amp; Pursuits</li> </ul>	<p>How a student approaches concepts from their strengths                      Lens for making sense and communicating through:</p> <ul style="list-style-type: none"> <li>•Multiple intelligence</li> <li>•Brain-based</li> </ul>
<p><b>Content</b>                      How is access to information made for learners? How are learners able to access the concepts and data?</p>	<ul style="list-style-type: none"> <li>•Leveled reading/cognitive materials</li> <li>•Graphic Organizer: help see content in segments</li> <li>•Centers: Assign content &amp; directions based on skill level</li> <li>•"Say Something" or "Last Word" for readings</li> </ul>	<ul style="list-style-type: none"> <li>•Learning contracts</li> <li>•Present through multi-media</li> <li>•Centers: Choice of what content to study or study options within a center</li> <li>•Connect to student lives/world beyond classroom (Context)</li> </ul>	<p>Give material in perspective of multiple intelligences.</p> <ul style="list-style-type: none"> <li>•Graphic Organizer: Data displayed through multiple intelligences.</li> <li>•Present through multi-media</li> <li>•Centers: provide content in different mediums</li> </ul>
<p><b>Process</b>                      How can students digest content and make into their own?</p>	<ul style="list-style-type: none"> <li>•Tiered activities at needed levels</li> <li>•Centers: Provide skill appropriate tasks for each group of learners</li> <li>•RAFTS: Options are simple to complex</li> <li>•Writer's Workshop</li> <li>•Web Quest</li> </ul>	<ul style="list-style-type: none"> <li>•Choose work based on learning profile such as Sternberg MI or Brain-based</li> <li>•Centers: Students choose options for how they will do the task</li> <li>•Group by like-interests</li> <li>•Think dots</li> <li>•Writer's Workshop</li> </ul>	<ul style="list-style-type: none"> <li>•Centers: Tasks are completed using different learning styles. Work is assigned or self-selected</li> <li>•RAFTS: Format options are based on multiple-intelligence</li> <li>•Think dots</li> <li>•Writer's Workshop</li> <li>•Web Quest</li> </ul>
<p><b>Product</b>                      How would students distill what they learned by demo or performance?</p>	<ul style="list-style-type: none"> <li>•Tiered and addresses same outcomes</li> <li>•Project/problem-based learning</li> <li>•RAFTS</li> <li>•Rubric-based activities</li> <li>•Design something</li> <li>•Performance Task</li> </ul>	<ul style="list-style-type: none"> <li>•Sternberg MI activity</li> <li>•Built in options with connection to interests.</li> <li>•Project/problem-based learning</li> <li>•RAFTS</li> <li>•Rubric-based activities</li> <li>•Design something</li> </ul>	<ul style="list-style-type: none"> <li>•Sternberg MI activity</li> <li>•Project/problem-based learning</li> <li>•Presentation formats</li> <li>•RAFTS</li> <li>•Contracts</li> <li>•Design something</li> <li>•Performance Task</li> </ul>

 <http://learningclassrooms.pbworks.com/A2-Exploration>  
[www.openingpaths.org](http://www.openingpaths.org)



## DI Management

- Grouping through Learning Profile Cards
- Mini Workshops
- Coaching



## Perspective on Instructional Tools



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<b>T r a n s f o r m a t i o n</b>			
<b>R</b> Redefinition	tech allows for creation of new tasks previously inconceivable	integrated movies, hot links, software, apps,	Skype with experts, compare, combine results via wikis and blogs, publish world wide online
<b>M</b> Modification	tech allows for significant lesson redesign	integrated email graphs, images spreadsheets	spreadsheets, graphs, email with others, redesign lab, hand in
<b>A</b> Augmentation	tech is a tool substitute with some improvement	word processing with spell check, cut and paste	grammar. spell check, cut. paste, print, hand in
<b>S</b> Substitution	tech is a tool substitute with no functional change	word processor used as a typewriter	word process lab report, print out, hand in
<b>E n h a n c e m e n t</b>			

<http://bit.ly/di4allonlinetools>

Please share more tools for supporting differentiation of instruction to meet student needs. Include a description. This list benefits all educators and learners. Also please notify me of any broken links. Contact via email or Twitter.

This website is: [bit.ly/di4allonlinetools](http://bit.ly/di4allonlinetools) Join chat sessions via Twitter: #DI4ALL

Resource	Contact: John McCarthy	URL	Tool Type	Assessments	Content Differentiation	Process Differentiation	Product Differentiation
Padlet	jmcCarthyEdS@gmail.com	<a href="http://padlet.com/">http://padlet.com/</a>	Collaboration Virtual Boards			Students share ideas and relevant content with each other for use in their ongoing work.	Share links to completed products for publication.
Storm Board		<a href="https://www.stormboard.co">https://www.stormboard.co</a>	Collaboration Virtual Boards				
Storify		<a href="https://storify.com">https://storify.com</a>	Curated Content		Compile content links to resources into categories that enable learners to make sense of information from different media perspectives. Each tool has its own unique approach to providing this.	Students create their own resource list using these tools. Storify & paper.li offer contact info to the author/expert of the chosen content for follow-up questions and support.	Students create their own resource or message guide using these tools to meet the needs of a targeted audience.
Pinterest		<a href="http://www.pinterest.com/">http://www.pinterest.com/</a>	Curated Content				
Paper Li		<a href="http://paper.li">http://paper.li</a>	Curated Content				
Spundge		<a href="https://www.spundge.com">https://www.spundge.com</a>	Curated Content				
List.ly		<a href="http://list.ly">http://list.ly</a>	Links for Sharing		Similar to the Curated Content tools, these are online bookmarks that can be categorized and shared with students, based on their differentiated needs.	Similar to the Curated Content tools, students create their own list of links that support their work. They share the list with peers and teachers depending on the need.	
Digo		<a href="https://www.digo.com">https://www.digo.com</a>	Links for Sharing				
Drive		<a href="https://drive.google.com/">https://drive.google.com/</a>	Google Apps	Share rubrics and other assessments to students when that information is needed.	Manage and share content via folders. Includes folders where students can submit work.	As students work through the Writing Process (CC.WRI.5), they share a link to that work with peers and teachers for on-going feedback, monitoring, and targeted support where needed.	
Docs		<a href="https://docs.google.com/">https://docs.google.com/</a>	Google Apps		Provides links and other media resources for student access. Create centers, thinkdots, RAFTS, and other activities that differentiate based on Readiness, Interests, and Learning Profile.	As students work through the Writing Process (CC.WRI.5), they share a link to that work with peers and teachers for on-going feedback, monitoring, and targeted support where needed.	Students design products using these various office tools, which best fits the outcome and audience need.
Sheets		<a href="https://docs.google.com/sp">https://docs.google.com/sp</a>	Google Apps				
Slides		<a href="https://docs.google.com/pr">https://docs.google.com/pr</a>	Google Apps				
Google+ Communities		<a href="https://plus.google.com/cor">https://plus.google.com/cor</a>	Google Apps	Student replies to posts made for Content & Process Differentiation are formative assessment data to assess for progress and support needs.	Easy way to organize content via different modalities such as video, links, and podcasts for use by students. Posts can be crafted as activities for Centers or Menus.	Similar to blogging, student reflections and journaling are opportunities to show understanding. Audio & video recordings and images are alternatives to writing.	StuNet work can be linked or attached via these tools.
Discussion Boards		<a href="https://groups.google.com">https://groups.google.com</a>	Google Apps				
TAKK		<a href="https://takkk.com">https://takkk.com</a>	Interactive Pages/Posters		Provide content in diverse ways, or specifically target readiness levels with an interactive page for each skill group. Content can also be provided for heterogeneous groupings, such as incorporating various learning profiles.	Students create their own pages/posters to make sense of the content for a specific lesson or group of lessons. In this instance, the student work is practice, not a final product to be graded.	Students have different ways to demonstrate their understanding by choosing the media and medium to incorporate into these interactive pages/posters. Great opportunity for using multiple intelligences such as by Robert Sternberg.
Thinglink		<a href="https://www.thinglink.com/">https://www.thinglink.com/</a>	Interactive Pages/Posters				
Piktochart		<a href="http://piktochart.com/">http://piktochart.com/</a>	Interactive Pages/Posters				

[www.openingpaths.org](http://www.openingpaths.org) from article: [bit.ly/di50socialmedia](http://bit.ly/di50socialmedia)


## Content – Process – Product

Curated Content: [Pinterest.com](https://www.pinterest.com)

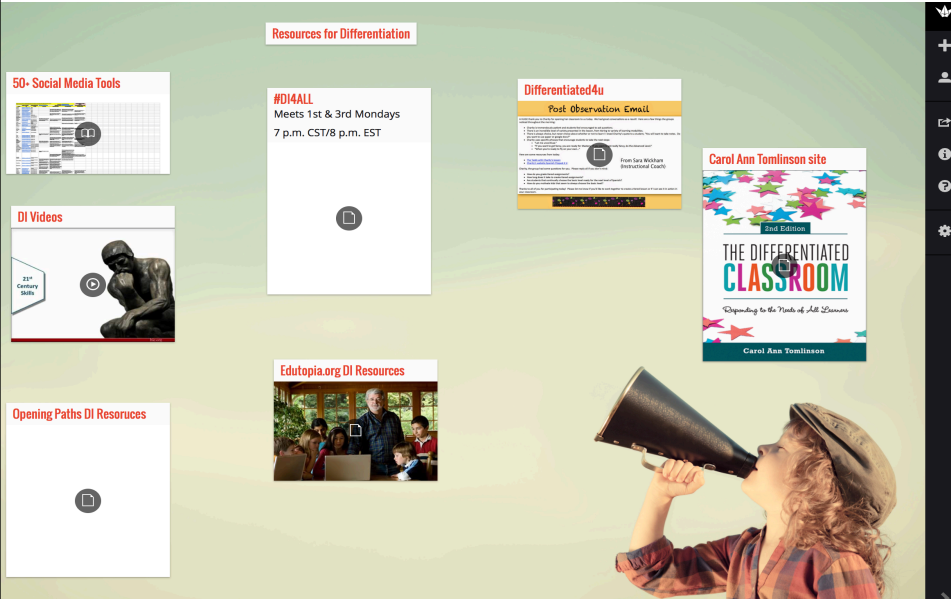
[www.openingpaths.org](http://www.openingpaths.org) [social](#) [media](#) [education](#)


## Content – Process – Product



 [www.openingpaths.org](http://www.openingpaths.org) ThingLink.com: <http://bit.ly/opthinklink>

## Content – Process – Product



 [www.openingpaths.org](http://www.openingpaths.org) Padlet: <http://bit.ly/dipadlet>

## Research Supporting Differentiation?

- Response to Intervention
- Guided Reading
- Assessment For Learning

 [www.openingpaths.org](http://www.openingpaths.org)

## Adapting Researched Strategies

1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions, and Advance Organizers

*Classroom Instruction That Works* by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001, Alexandria, VA: ASCD

 [www.openingpaths.org](http://www.openingpaths.org)

## Adapting Researched Strategies

- 1. Identifying Similarities and Differences**  
Use charts to compare and classify, i.e. Venn Diagram & Comparison Matrix, or create metaphors.
- 2. Summarizing and Note Taking**
  - Use oral or written summaries, or a combination via Think-Pair-Write. Craft images or diagrams (nonlinguistic representations) that capture the key ideas.
  - Teach 3 forms of note taking, and allow students to choose the one they prefer.
- 3. Reinforcing Effort and Providing Recognition**
  - Maintain learning portfolios that students use to reflect on their growth based on academic criteria.
  - Use Growth Mindset language to encourage students via their achievements and growth.
- 4. Homework and Practice**  
Provide purposeful practice as homework that addresses specific needs of students for academic growth. Homework is leveled to each student's skill level needs.

 [www.openingpaths.org](http://www.openingpaths.org)

*Classroom Instruction That Works* by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001, Alexandria, VA: ASCD

## Adapting Researched Strategies

- 5. Nonlinguistic Representations**  
Use a combination of images and words, such as with Frayer Model and chunking videos with questions via [www.Zaption.com](http://www.Zaption.com) and [www.Edpuzzle.com](http://www.Edpuzzle.com)
- 6. Cooperative Learning**  
Create groups where everyone can contribute to the learning, i.e. Learning Profile Cards, Clock and Elbow Partners, Critique & Reflection, Fishbowl
- 7. Setting Objectives and Providing Feedback**  
Need to Know activity, K-W-L, Student-led Feedback groups, Gallery Walks, "Be Specific, Constructive, & Kind", "I like..., I wonder..., & What if..."
- 8. Generating and Testing Hypotheses**  
Work in cooperative or collaborative groups, explore labs, scenarios, and case studies that are tiered to different readiness groups of students.
- 9. Cues, Questions, and Advance Organizers**  
Use a variety of advance organizers, or provide a advance organizer pre-filled to different levels based on the needs of students, coach students on the Question Formulation Technique, practice both "wait" time and "think" time.

 [www.openingpaths.org](http://www.openingpaths.org)

*Classroom Instruction That Works* by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001, Alexandria, VA: ASCD



Time?



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Put 1<sup>st</sup> things 1<sup>st</sup>



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Jar Of Life - Put IMPORTANT Things FIRST!  
[https://www.youtube.com/watch?v=6\\_N\\_uvq41Pg](https://www.youtube.com/watch?v=6_N_uvq41Pg)



## Difference between “wait” time and “thinking” time

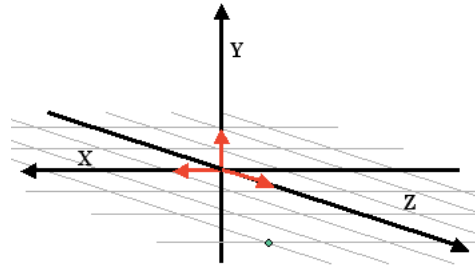


Stahl, Robert J., ED370885 1994-05-00 Using "Think-Time" and "Wait-Time" Skillfully in the Classroom. ERIC Digest. <http://files.eric.ed.gov/fulltext/ED370885.pdf>

 [www.openingpaths.org](http://www.openingpaths.org)

## Time & Group Management

3D activities



 [www.openingpaths.org/blog/resources/di/](http://www.openingpaths.org/blog/resources/di/)

## Learning Profile Cards

Rate skills 4 to 1

Writing  
Math  
Reading  
Multimedia  
Science  
History

Rate 1<sup>st</sup> Learning Style

Elements a 1 to 4

Auditory  
Visual  
Kinesthetic

List 3 Interests  
Outside of school

Rate 2<sup>nd</sup> Learning Style

Elements a 1 to 4

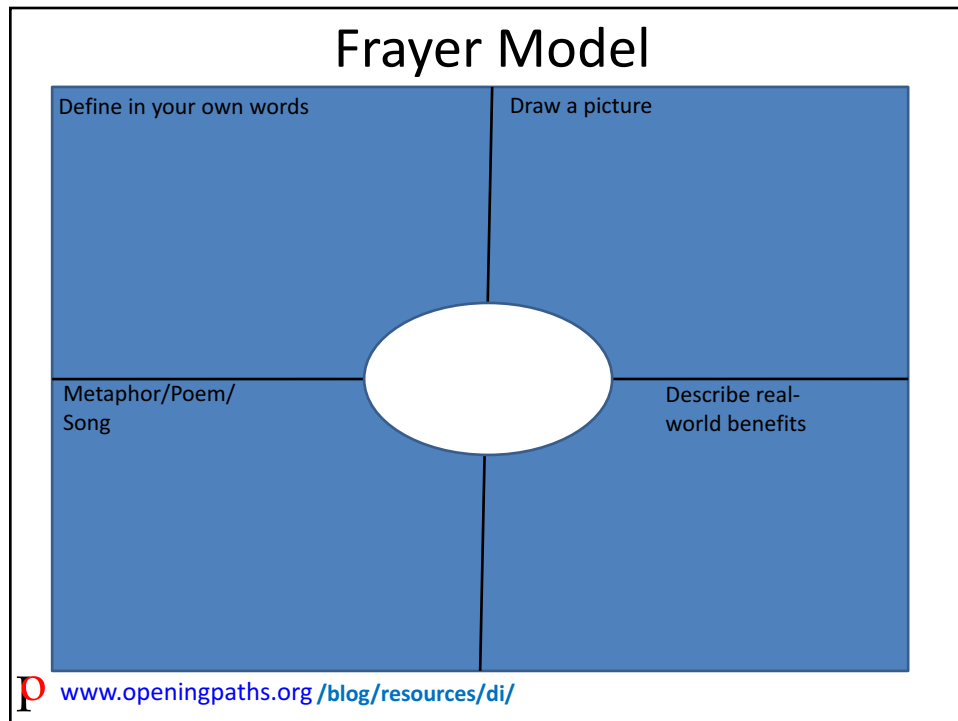
Analytical  
Practical  
Creative

Full Name  
Email  
Phone #

Back of card

Front of card

 [www.openingpaths.org/blog/resources/di/](http://www.openingpaths.org/blog/resources/di/)




## Defining Fractions

- Learning Objective: Understand the parts and function of fractions.
- Evidence/Assessment: Exit Card with 1-4 fraction problems to solve.
- Set up activity: Students have done some work with fractions.

 [www.openingpaths.org/blog/resources/di/](http://www.openingpaths.org/blog/resources/di/)

## Think Dots (Tiered 1)

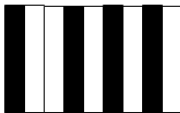
Instructions:  
Complete 4 of the 6 tasks. Task 1 and 2 must be completed. Show and explain all work.

<ul style="list-style-type: none"> <li>• What is the top # of the fraction called?</li> <li>• What is the bottom # of the fraction called?</li> <li>• Where do the numbers come from that go in those two places?</li> </ul>	<p>Name 2 different fractions that could represent the picture.</p> 	<p>Draw a picture that shows <math>\frac{1}{3} + \frac{2}{3}</math></p>				
●	● ●	● ● ●				
<p>Make a word problem that explains <math>\frac{3}{8}</math></p>	<p>If <math>\frac{3}{8}</math> of the race is bicycling, <math>\frac{1}{8}</math> is swimming, how much of the race is left to run?</p>	<p>If you had the following scores on a test, which one would be better?</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;"><u>Right</u></td> <td style="text-align: center;"><math>\frac{1}{2}</math> or <math>\frac{4}{6}</math></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table>	<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$	Total	
<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$					
Total						
● ● ● ●	● ● ● ● ●	● ● ● ● ● ●				

 [www.openingpaths.org/blog/resources/di/](http://www.openingpaths.org/blog/resources/di/)

## Think Dots (Tiered 2)

Instructions:  
Choose and complete 5 of the 6 tasks. Task 1 must be one of the choices. Show and explain all work.

<p>What is the top of the fraction called? What is the bottom of the fraction called?</p>	<p>Write a fraction for the shaded area.</p> 	<p>Draw a picture that shows <math>\frac{2}{3}</math>.</p>				
●	● ●	● ● ●				
<p>Make a word problem that explains <math>\frac{7}{10}</math>.</p>	<p>If you have <math>\frac{3}{5}</math> of a pizza eaten, how many pieces are left in the pizza?</p>	<p>If you had the following scores on a test, which would be better?</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;"><u>Right</u></td> <td style="text-align: center;"><math>\frac{1}{2}</math> or <math>\frac{4}{6}</math></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table>	<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$	Total	
<u>Right</u>	$\frac{1}{2}$ or $\frac{4}{6}$					
Total						
● ● ● ●	● ● ● ● ●	● ● ● ● ● ●				

 [www.openingpaths.org/blog/resources/di/](http://www.openingpaths.org/blog/resources/di/)

## Control of Learning: Student Voice?

- Degrees of Buy-in
  - Invitational
  - Choices
  - Voices

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## DI Lesson Example

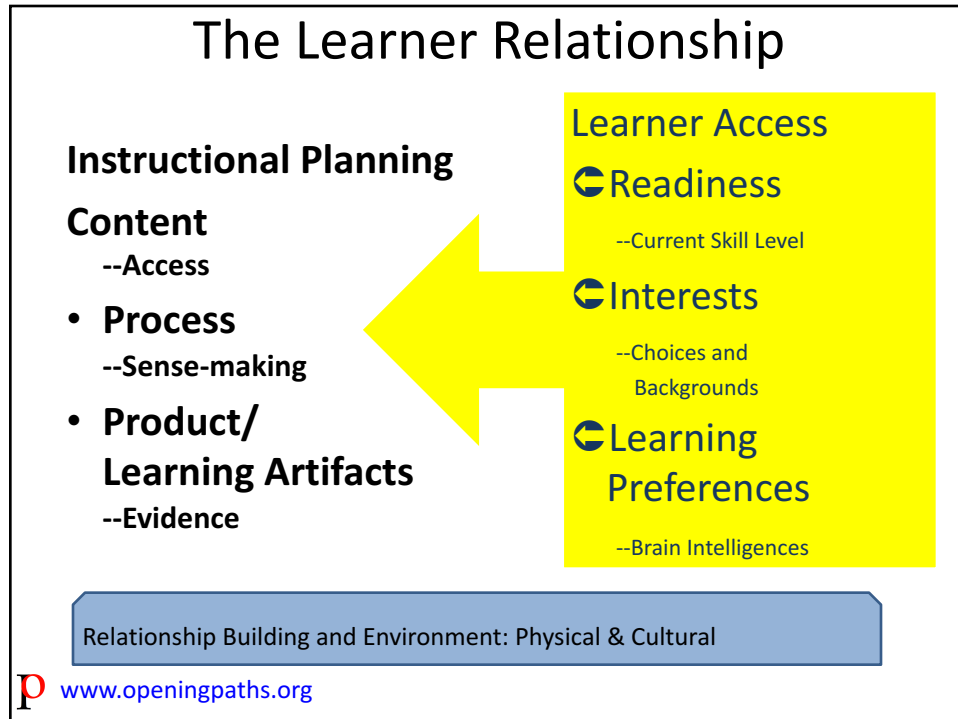
**DQ: How can my author voice influence a community issue?**

Learning Outcome: Identify strong voice as a writing craft tool.

**Assessment: Exit Card**

1. Connect the DQ with the day's lesson objectives.
2. Demonstrate in a selection of video clips ([Content = Learning Profile](#)).
3. [Process](#): explain to a partner what you noticed.
4. In teams of 2-3, make a Frayer Model for Voice to be put on the Word Wall. Use for reference the 6+1 Traits Rubric for Voice. ([Content = Learning Profile](#))
5. [Process](#): explain to a partner the 3 elements for voice: word choice, details, and sentence fluency.
6. Think Dot: Voice through 6 examples. ([Content = Readiness/Learning Profile](#))
7. [Process \(Readiness\)](#): jigsaw group members into dot teams for each of the 6 dots. Share solutions in Dot Groups.
8. Assessment: Exit Card  
Highlight words and phrases that enhance voice in a writing sample. Explain what the voice reflects or reminds them of based on the words highlighted.

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## Differentiated Instruction: Taking the Journey

Book: "So All Can Learn:  
A Practical Guide to Differentiation"  
(February 2017)  
Register for preorder announcements:  
<http://bit.ly/booklaunch2017>

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