



Handout @  
<http://bit.ly/pbldi2018>

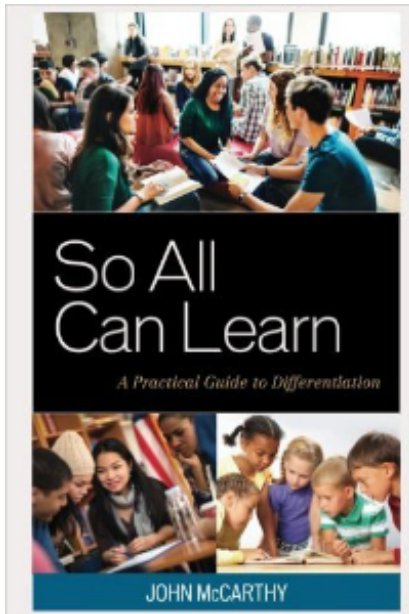
# 5 Powerful Ways to Differentiate Project-Based Learning

John McCarthy, EdS

Twitter: @JMcCarthyEdS

<http://johnmccarthyeds.net/soallcanlearn/>

© Advance Education, Inc.



John McCarthy, Ed.S.

Follow on Twitter: @Jmccarthyeds  
[jmccarthy@openingpaths.org](mailto:jmccarthy@openingpaths.org)

Book: "So All Can Learn: A Practical Guide to Differentiation"

<http://bit.ly/saclpraise>

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>



© Advance Education, Inc.


**edutopia** TOPICS VIDEOS COMMUNITY

**Open Educational Resources (OER)**

**Free Is Good**  
OPEN EDUCATION RESOURCES  
Open educational resources are free digital materials you can use with your students. Here are some ways to find them.

By **Bethany Rayl**  
May 17, 2017

[www.edutopia.org/blog/free-good-bethany-rayl](http://www.edutopia.org/blog/free-good-bethany-rayl)



**AdvancED**  
© Advance Education, Inc.

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS) [#JointheJourney](https://www.instagram.com/jointhejourney) <http://bit.ly/pbldi2018>

**Open Educational Resources (OER)**  
Free and/or Open Educational Resources

File Edit View Insert Format Data Tools Add-ons Help

View only

| A               | B  | C   |
|-----------------|--|---|
| Category        | Resource Name                                | Web Address   |
| Image Resources | Artstor Images for Academic Publishing       | <a href="http://www.artstor.org/content/collaborations">http://www.artstor.org/content/collaborations</a>   |
| Image Resources | Creative Commons Image Directories           | <a href="http://www.artstor.org/content/collaborations/wiki/Category:Image_Directories">http://www.artstor.org/content/collaborations/wiki/Category:Image_Directories</a> |
| Image Resources | Flickr: Creative Commons                     | <a href="https://www.flickr.com/photos/creativecommons/">https://www.flickr.com/photos/creativecommons/</a>   |
| Image Resources | Getty Open Content Images                    | <a href="http://nyurl.com/GettyImageCollect">http://nyurl.com/GettyImageCollect</a>   |
| Image Resources | NASA Image and Video Library                 | <a href="https://images.nasa.gov/">https://images.nasa.gov/</a>   |
| Image Resources | NY Public Library Digital Gallery            | <a href="https://digitalcollections.nysl.org/">https://digitalcollections.nysl.org/</a>   |
| Image Resources | Pixabay                                      | <a href="https://pixabay.com/">https://pixabay.com/</a>   |
| Image Resources | Shared Self Commons                          | <a href="http://www.selfcommons.org/openlibrary/#/">http://www.selfcommons.org/openlibrary/#/</a>   |
| Image Resources | Wellcome Images (not a typo in the spelling) | <a href="https://wellcomeimages.org/">https://wellcomeimages.org/</a>   |
| Image Resources | Wikimedia Commons                            | <a href="https://commons.wikimedia.org/wiki/Main_Page">https://commons.wikimedia.org/wiki/Main_Page</a>   |

CC BY-SA: All resources compiled by Beth Rayl (bethanyrayl@gmail.com or @bethrayl)


Add 1000 more rows at bottom.

<http://bit.ly/oer-resources>


**AdvancED**  
© Advance Education, Inc.

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS) [#JointheJourney](https://www.instagram.com/jointhejourney) <http://bit.ly/pbldi2018>

[www.teampedia.net](http://www.teampedia.net)




[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)    [#JointheJourney](https://twitter.com/JointheJourney)    <http://bit.ly/pbldi2018>


 © Advance Education, Inc.

## Norms

- Everyone's voice helps everyone's learning
- Pay attention to self and others
- Practice active listening
- Reflection: practice the "Pause"



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)    [#JointheJourney](https://twitter.com/JointheJourney)    <http://bit.ly/pbldi2018>

 © Advance Education, Inc.

## 5 PBL areas to Differentiate

1. Entry Events
2. Voice & Choice
3. Groups & Teams
4. Reflections
5. Need to Knows Process



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>

© Advance Education, Inc.

## Entry Event:

What makes Project Based Learning good for Learners?

- What about the PBL was good for the learners?
- What was different from normal instruction?
- Why were students engaged?



Cristiana "CiCi" Collins  
Cancer survivor, 5th grader at DuPont Hadley Middle School



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>

© Advance Education, Inc.

## Authentic Purpose = Audience



**Problem Solving**

**Advocacy**

**Awareness**

---

**Publication**

<http://bit.ly/authenticpurpose>



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>

© Advance Education, Inc.



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>



© Advance Education, Inc.

## Student Voice & Choice



<http://bit.ly/nurordavids>

## NurOrda International Schools Film Oscars



© Advance Education, Inc.

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>

## Student Voice & Choice

Give 2-3 choices

+

Let students propose their idea



© Advance Education, Inc.

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>

**100+ Tools for Differentiating Instruction Through Social Media**

13.5K SHARES

Imagine a world where resources were limited to what was found in the classroom or the school closet known as the "Curriculum Materials Room." Picture a world where students wrote letters with pen and paper to communicate with other students and adults outside of the building. Due to

**BROWSE TOPICS**

EDUTOPIA'S CORE STRATEGIES

- Comprehensive Assessment
- Integrated Studies
- Project-Based Learning
- Social and Emotional Learning
- Teacher Development
- Technology Integration

**OTHER POPULAR TOPICS**

- Brain-Based Learning
- Classroom Management
- Coding in the Classroom
- Differentiated Instruction
- Education Equity
- Formative Assessment
- Game-Based Learning
- Inquiry-Based Learning
- Student Engagement
- Teaching Strategies

[bit.ly/di5osocialmedia](http://bit.ly/di5osocialmedia)

[@JMcCarthyEdS](http://JMcCarthyEdS)    [#JointheJourney](http://JointheJourney)    <http://bit.ly/pbldi2018>

© Advance Education, Inc.

**Differentiation with Social Media Tools**

| Resource         | URL   | Tool Type    | Assessments     | Content Differentiation  | Process Differentiation   | Product Differentiation   |
|------------------|---|--------------|-----------------|--|---|---|
| Bookshare        | <a href="https://www.bookshare.org/">https://www.bookshare.org/</a>               | Reading      | Leveled Support | Provides access to (current) books for free to anyone with a diagnosed reading disability. Teachers can create an account if they have students who have a reading disability. Great way to align reading needs to students. | This site has digital books, which can be adapted to be audible and highlight words. There are just some of the tools to help students access content comprehension through reading.                  |   |
| Storyline Online | <a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a>     | Story Reader |                 | Choose from a variety of storybooks that actors and other famous people read it about. It's a way for learners to listen to stories multiple times for comprehension.  |   |   |
| Weebly           | <a href="http://www.weebly.com/">http://www.weebly.com/</a>                       | Blog         |                 |  |   |   |
| Blogger          | <a href="https://www.blogger.com/followers">https://www.blogger.com/followers</a> | Blog         |                 |  |   |   |
| WordPress        | <a href="https://wordpress.com/">https://wordpress.com/</a>                       | Blog         |                 |  |   |   |
| Edublogs         | <a href="http://edublogs.org/">http://edublogs.org/</a>                           | Blog         |                 | Provide embedded videos, podcasts, and support links for access to different content delivery and for student-directed research. Create centers via different pages based on learner readiness and/or interests.             | Students journal or post comments in reply to posts links and other content (see "Content Differentiation") use reason & reflection activities between students, with support by teacher and experts. | Publish student work. Create student portfolios with reflections. Craft digital based products.                                   |
| KidBlog          | <a href="http://kidblog.org/home/">http://kidblog.org/home/</a>                   | Blog         |                 |  |   |   |
| PBWorks          | <a href="http://www.pbworks.com/">http://www.pbworks.com/</a>                     | Wiki         |                 | Can be used for the same purposes as blogs, while providing the customization to operate in similar fashion as online Classrooms.  | Can be used for the same purposes as blogs, while providing the customization to operate in similar fashion as online Classrooms.   | Can be used for the same purposes as blogs, while providing the customization to operate in similar fashion as online Classrooms. |
| Wikispaces       | <a href="http://www.wikispaces.com/">http://www.wikispaces.com/</a>               | Wiki         |                 |  |   |   |
| Site Builder     | <a href="http://wix.com/">http://wix.com/</a>                                     | Google Apps  |                 |  |   |   |

<http://bit.ly/di4allonlineitools>

[@JMcCarthyEdS](http://JMcCarthyEdS)    [#JointheJourney](http://JointheJourney)    <http://bit.ly/pbldi2018>

© Advance Education, Inc.

## Learning Profile Surveys

**Thinking Styles**

Internal thought processing → Introvert  
 Middle  
 Extravert → Process thinking aloud

**Sternberg MI**

Analytical: Mental conceptualizing. Symbols and concepts.  
 Practical: Real world purpose.  
 Creative: "Think out of the box" representation.

**Learning Styles**

Auditory: Hear. Listen to understand.  
 Visual: Observe. Mental picture. See to learn.  
 Kinesthetic: Hands-on. Do it yourself learning.

JM

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

Sternberg's Multiple Intelligences

### OVERVIEW

- **Analytical**
  - Abstract thinking & logical reasoning\*
  - Traditional notion of intelligence (predominant instruction in Secondary and Collegiate levels)
  - Verbal & mathematical skills
- **Practical**
  - Apply knowledge to the real world\*
  - Street smarts
  - Shape one's environment; choose an environment
  - Contextual
- **Creative**
  - Divergent thinking (generating new ideas)\*
  - Creativity

All Use Bloom's Taxonomy



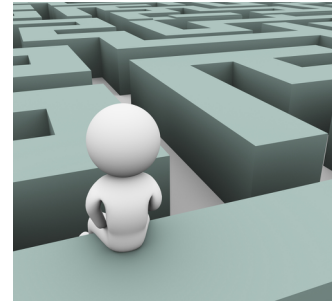
## Differentiation begins with the learner's understandings...

Academic Content,  
Concepts, & Skills



Find Valuable beyond School

Process Thinking



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>



© Advance Education, Inc.

### Planning Components

- **Content**  
--Access
- **Process**  
--Sense-making
- **Product/  
Learning Artifacts**  
--Evidence

### Learner Components

- **Readiness**  
--Current Skill Level
- **Interests**  
--Choices and  
Backgrounds
- **Learning Preferences**  
--Ways of Processing

Relationship Building and Environment: Physical & Cultural

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>




© Advance Education, Inc.


## When does DI happen?

**Intuitively**  
In the moment

**Intentional**  
Pre-planned

Chapter 2 from  
 “So All Can Learn: A Practical Guide to Differentiation”  
<http://bit.ly/saclpraise>





© Advance Education, Inc.


[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)
[#JointheJourney](https://twitter.com/JointheJourney)
<http://bit.ly/pbldi2018>

### So All Can Learn, Chapter 5: <http://bit.ly/saclpraise>

**Leveling Up Differentiation**

| Levels of Implementation | Description of what Differentiation looks like  |
|--------------------------|---|
| One                      | Teacher practice is intuitive rather than intentional. Student needs are met during lessons only when the needs appear and are recognized by the teacher. For example, students not asking questions, lay heads on the table, little to no activity on the assignments, limited participation/ engagement. Supports may be organically developed. |
| Two                      | Teacher practice is mostly intuitive with some Intentional influences. Student needs are met during lessons as the needs appear, based on observations and planned formative assessments. Some support resources are readily available and provided to students as needed, based on previous experiences from teaching the lesson concepts.       |
| Three                    | Teacher uses Intentional planning to begin supporting Intuitive practice, but may be used infrequently. Teacher reflects on assessment data as a means to develop and/or align resources that support the common learning gaps by students during the lesson. Data analysis is mostly group trends, rather than based on individual needs.        |
| Four                     | Teacher uses Intentional planning to target support for Crossroad lessons. Resources are developed and provided to address academic growth for struggling and advanced students based on their needs.   |

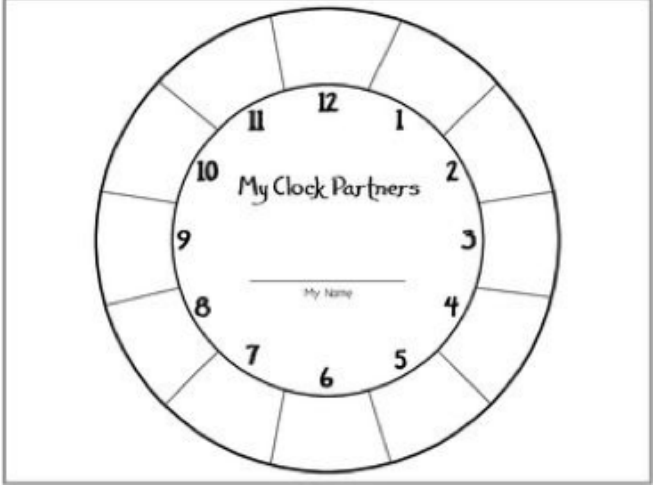
[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)
[#JointheJourney](https://twitter.com/JointheJourney)
<http://bit.ly/pbldi2018>




© Advance Education, Inc.

## Groups & Teams

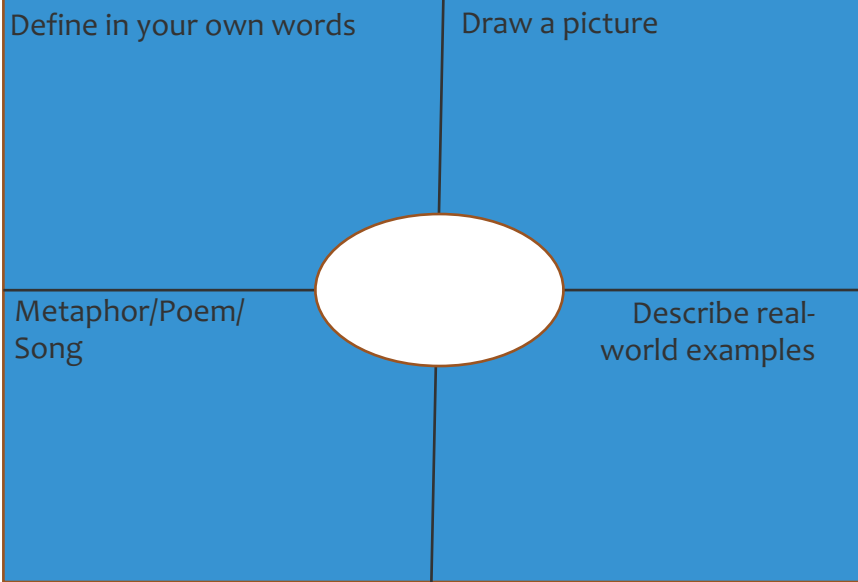
Clock Partners




  
© Advance Education, Inc.

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)    [#JointheJourney](https://twitter.com/JointheJourney)    <http://bit.ly/pbldi2018>

## Frayer Model



  
© Advance Education, Inc.

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)    [#JointheJourney](https://twitter.com/JointheJourney)    <http://bit.ly/pbldi2018>

## Groups & Teams

### Learning Profile Cards (Front)

| Learning Styles Preferences 1<br><small>i.e. R. Sternberg's Triarchic Theory</small> | Thinking Styles |
|--|-----------------|
| Analytical:  | :Internal       |
| Practical:   | :External       |
| Creative:  | :This course    |
| List 3-4 Interests, Hobbies, Other   |                 |
| Learning Styles Preferences 2<br><small>i.e. H. Gardner's MI elements</small>        |                 |
| Kinesthetic:   | :Reading        |
| Auditory:  | :Writing        |
| Visual:  | :Math           |
|  | :Science        |
|  | :Multimedia     |

● ● ● ● Rate self on each section from 4 (high preference) to 1 (low preference)

### Learning Profile Cards (Back)

Name:  
Phone  
Number:  
Email:  
Social Media:

Chapter 9 from  
"So All Can Learn: A Practical Guide to Differentiation"  
<http://bit.ly/saclpraise>

[@JMcCarthyEdS](#)[#JointheJourney](#)<http://bit.ly/pbldi2018> © Advance Education, Inc.

## Groups & Teams


**Teacher Monitored**


### The Mediation Clause

1. 1 to 1 meeting by a team member and the student (May occur 2-3 times)
2. Team meeting with the student
3. Teacher meets with the team
4. Student relocation decision

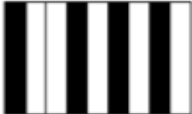
[http://openingpaths.org/blog/2015/03/four\\_steps\\_to\\_stronger\\_teams/](http://openingpaths.org/blog/2015/03/four_steps_to_stronger_teams/)


[@JMcCarthyEdS](#)[#JointheJourney](#)<http://bit.ly/pbldi2018> © Advance Education, Inc.

|  |   |  |              |                                |       |  |
|--|---|--|--------------|--------------------------------|-------|--|
| <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>• What do these numbers represent?</li> </ul> <p style="text-align: center;">●</p> | <p>Name 2 different fractions that could represent the picture.</p> <p style="text-align: center;">  </p> <p style="text-align: center;">● ●</p> | <p>Draw a picture that shows</p> $\frac{1}{3} + \frac{2}{3}$ <p style="text-align: center;">● ● ●</p>  |              |                                |       |  |
| <p>Make a word problem that explains <math>\frac{3}{8}</math></p> <p style="text-align: center;">● ●<br/>● ●</p>   | <p>If <math>\frac{3}{8}</math> of the triathlon race is bicycling, <math>\frac{1}{8}</math> is swimming, how much of the race is left to run?</p> <p style="text-align: center;">● ●<br/>● ● ●</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{6}{8}</math> or <math>\frac{4}{6}</math></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table> <p style="text-align: center;">● ● ●<br/>● ● ●</p> | <u>Right</u> | $\frac{6}{8}$ or $\frac{4}{6}$ | Total |  |
| <u>Right</u>   | $\frac{6}{8}$ or $\frac{4}{6}$  |  |              |                                |       |  |
| Total  |   |  |              |                                |       |  |

  
 © Advance Education, Inc.

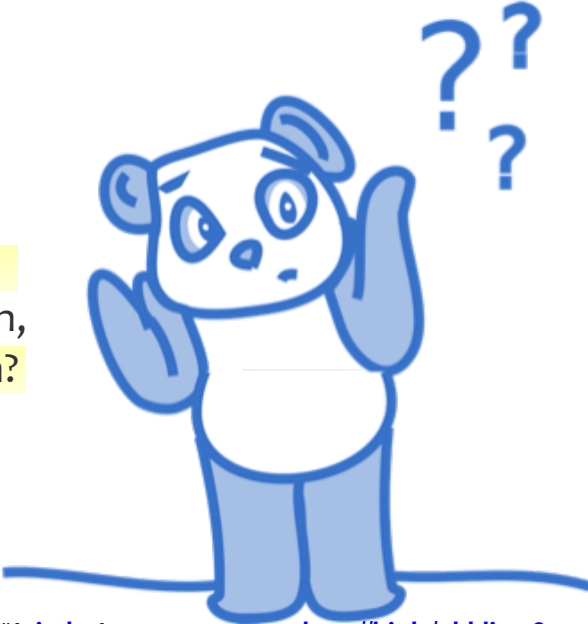
[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)
[#JointheJourney](https://www.instagram.com/jmccarthyeds)
<http://bit.ly/pbldi2018>

|  |  |  |              |                                |       |  |
|--|--|--|--------------|--------------------------------|-------|--|
| <p>What is the top of the fraction called?<br/>What is the bottom of the fraction called?</p> <p style="text-align: center;">●</p> | <p>Write a fraction for the shaded area.</p> <p style="text-align: center;">  </p> <p style="text-align: center;">● ●</p> | <p>Draw a picture that shows <math>\frac{2}{3}</math>.</p> <p style="text-align: center;">● ● ●</p>  |              |                                |       |  |
| <p>Make a word problem that explains <math>\frac{7}{10}</math>.</p> <p style="text-align: center;">● ●<br/>● ●</p>                 | <p>If you have <math>\frac{3}{8}</math> of Baladi Bread eaten, what part is left?</p> <p style="text-align: center;">● ●<br/>● ● ●</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{4}{8}</math> or <math>\frac{4}{6}</math></td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> </tr> </table> <p style="text-align: center;">● ● ●<br/>● ● ●</p> | <u>Right</u> | $\frac{4}{8}$ or $\frac{4}{6}$ | Total |  |
| <u>Right</u>   | $\frac{4}{8}$ or $\frac{4}{6}$   |  |              |                                |       |  |
| Total  |  |  |              |                                |       |  |


  
 © Advance Education, Inc.


[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)
[#JointheJourney](https://www.instagram.com/jmccarthyeds)
<http://bit.ly/pbldi2018>

On average...  
How long  
does a teacher pause,  
after asking a question,  
before speaking again?




[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS) [#JointheJourney](https://www.instagram.com/jmccarthyeds/#JointheJourney) <http://bit.ly/pbldi2018>

 © Advance Education, Inc.



**0.09** Seconds

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS) [#JointheJourney](https://www.instagram.com/jmccarthyeds/#JointheJourney) <http://bit.ly/pbldi2018>

 © Advance Education, Inc.

**edutopia** TOPICS


DIFFERENTIATED INSTRUCTION

## Extending the Silence

Giving students several seconds to think after asking a question—and up to two minutes for some questions—improves their learning.

By **John McCarthy**  
January 10, 2018

[www.edutopia.org/article/extending-silence](http://www.edutopia.org/article/extending-silence)




[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS) [#JointheJourney](https://twitter.com/JointheJourney) <http://bit.ly/pbldi2018>

AdvancED  
© Advance Education, Inc.

## Paired Verbal Fluency

1. Pair students
2. One student becomes “Speaker 1” & the other becomes “Speaker 2”
3. Teacher states the discussion topic or question. Pairs will talk in 3 rounds.
4. Round 1: Speakers take turns to talk for 45 seconds. When Speaker 1 talks, Speaker 2 silently listens. Speaker 1 will be silent during Speaker 2’s turn.
5. Round 2: Speakers take turn to talk for 30 seconds each.
6. Round 3: Speakers take turns to talk for 15 seconds each.
7. Debrief the talk as a whole group.



How to Make Presentations that Teach and Transform by R. Garmston & B. Wellman  
Kindle: <https://www.amazon.com/Make-Presentations-that-Teach-Transform-ebook/dp/B00JU661J4>

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS) [#JointheJourney](https://twitter.com/JointheJourney) <http://bit.ly/pbldi2018>

AdvancED  
© Advance Education, Inc.

National School Reform Faculty  
[www.nsrharmony.org/system/files/protocols/save\\_last\\_word\\_o.pdf](http://www.nsrharmony.org/system/files/protocols/save_last_word_o.pdf)

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



© Advance Education, Inc.

[@JMcCarthyEdS](#)

[#JointheJourney](#)

<http://bit.ly/pbldi2018>

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



© Advance Education, Inc.

[@JMcCarthyEdS](#)

[#JointheJourney](#)

<http://bit.ly/pbldi2018>



## Charette

School Reform Initiative:  
<http://schoolreforminitiative.org/doc/charette.pdf>

| 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. |



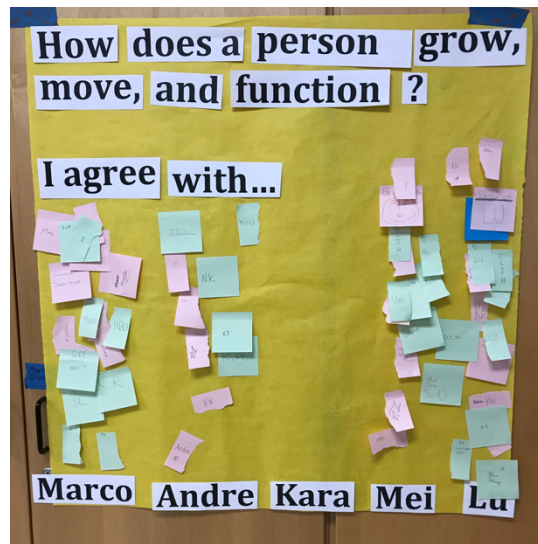
[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>

© Advance Education, Inc.

## Need to Knows Process



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>

© Advance Education, Inc.

## Need to Knows Process

Skyline HS



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>



© Advance Education, Inc.

## Need to Knows Process: Ongoing Formative Assessment

- Launch on Day One with the Entry Event
- Student Driven brainstorm of questions
- Review 2-5 days per week
- Student Consensus = Check offs of questions
- Generate more questions at least once per week
- include "Parking lot" questions

<http://bit.ly/needtoknows>

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

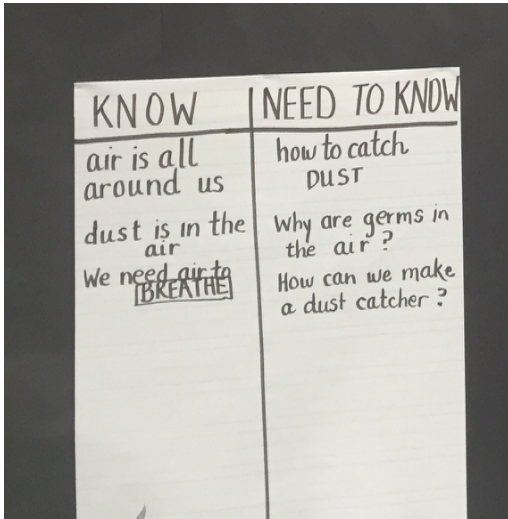
[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>

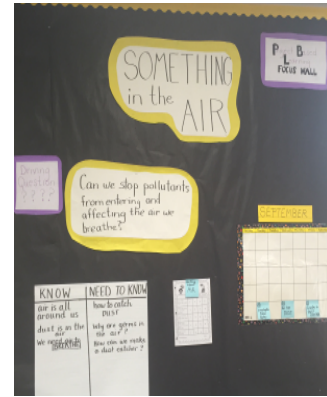


© Advance Education, Inc.

## Need to Knows Process



Texarkana



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

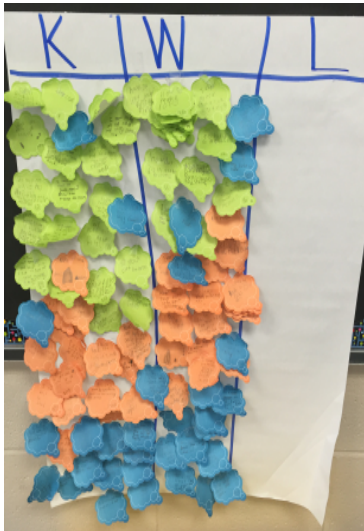
[#JointheJourney](https://www.instagram.com/jointhejourney)

<http://bit.ly/pblid2018>



© Advance Education, Inc.

## Need to Knows Process



[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

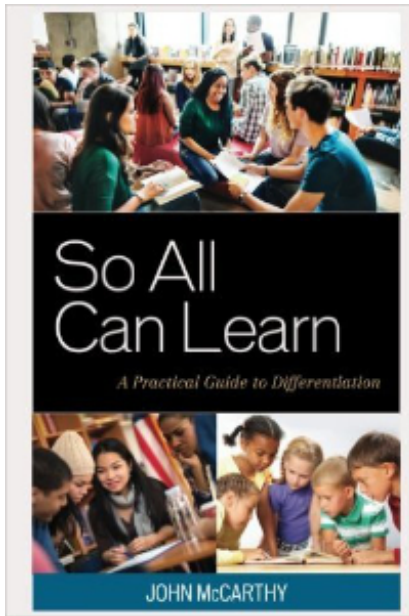
[#JointheJourney](https://www.instagram.com/jointhejourney)

<http://bit.ly/pblid2018>



© Advance Education, Inc.

John McCarthy, EdS  
<http://openingpaths.org/blog/2017/10/advanced-17-18/>



John McCarthy, Ed.S.

Follow on Twitter: @Jmccarthyeds

[jmccarthy@openingpaths.org](mailto:jmccarthy@openingpaths.org)

Book: "So All Can Learn: A Practical Guide to Differentiation"

<http://bit.ly/saclpraise>

[@JMcCarthyEdS](https://twitter.com/JMcCarthyEdS)

[#JointheJourney](https://twitter.com/JointheJourney)

<http://bit.ly/pbldi2018>



© Advance Education, Inc.

[jmccarthy@openingpaths.org](mailto:jmccarthy@openingpaths.org)  
Follow on Twitter: @JMcCarthyEdS  
<http://openingpaths.org/blog/publications/>