Unit 6: Differentiating in Response to Student Readiness, Interest, and Learning Profile
Timed Tests and Cultural Implications
The Common Sense of Differentiation

- Ensuring an environment that actively supports students in the work of learning

- Absolute clarity about the learning destination (KUDs, engagement, understanding)

- Persistently knowing where students are in relation to the destination all along the way

- Adjusting teaching to make sure each student arrives at the destination (and, when possible, moves beyond it)

- Effective leadership & management of flexible classroom routines
Teachers connect content and kids by addressing students’ readiness needs, interests, and approaches to learning.
Students Reflect on Differentiation
Exit Card: High School U.S. History

Name:

- Name 3 factors (other than Pearl Harbor) that contributed to the United States’ involvement in WWII.

- Briefly explain what you believe to be the most significant of these factors and tell why?
Different Strokes for Different Folks: Students who clearly, reasonably, and thoroughly defend their answer on the exit card

- Students pair with classmates who had similar answers on exit cards

- Teams engage in a “structured academic controversy” to argue both for and against their original position (prepare a position, argue it, adopt opposite position, argue it, synthesize arguments)

- Teams work together to compose a joint “This We Believe” statement about US involvement in WWII, taking care to represent each viewpoint presented by group members

Kristina Doubet 2011
Different Strokes for Different Folks:

Students who have difficulty defending their opinion of the top reason for US involvement

- Students with like answers add “fuel to the fire” of their argument and gather evidence to make it stronger

- Work with another pair to engage in three steps of Structured Academic Controversy (prepare a position, argue, synthesize)

- Teams work together to compose a joint “This We Believe” statement about US involvement in WWII, taking care to represent at least two differing viewpoints presented by group members

Kristina Doubet 2011
Different Strokes for Different Folks:

*Students who have difficulty articulating the reasons for US involvement*

- Students rank the different “reasons” in order of importance with a key as to why they’ve ranked them this way (cards and graphic organizer provided)

- Second shot at completing the exit card (oral learning check)

- Small group is divided in half. Students engage in a short debate arguing the top two reasons given in oral learning check

- After students debate, they create a “This We Believe” statement
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Knowledge or Skill Assessed: *Explain the difference between simile and metaphor*.

- **Correct Knowledge or Skill**
  - *Gives both correctly*

- **Partial Knowledge or Skill**
  - *Gives one or the other correctly*

- **Incorrect Knowledge or Skill**
  - *Gives neither or is Incorrect about both*
Big Idea of Differentiation: Responding to Readiness, Interest, and Learning Profile
What’s the Point?

- Readiness
- Growth
- Interest
- Motivation
- Learning Profile
- Efficiency
The class does the same activity, but more guidance is given for those who may need it.
SHADES OF MEANING

Large

Tepid

Linda Eiler
# 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>Tangram Ex (p.11,#9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geoboard Pentagon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geoboard Hexagon</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math Writing</strong></td>
<td><strong>Math with Legs</strong></td>
<td><strong>Teacher Feature</strong></td>
</tr>
<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>
2.42 meters?

3.00 meters?

2.00 meters?

2.44 meters
Concern Over Task Difficulty

Brain Thrives on Moderate Challenge

Level of Concern vs. Degree of Learning

- Optimum Level

Degree of Learning

0

Level of Concern
Challenging Students/Raising the Level of Concern
What’s the Point?

Readiness  Interest  Learning Profile

Growth  Motivation  Efficiency
Word Jars

Words that tickle my ears!

Words that warm my heart!

Words that make me wonder!

Words that make me feel smart!

Words I've heard someone say!

Words that can calm my ears!

Janet Allen (1999) *Words, Words, Words.* • Stenhouse • p. 146
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
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**
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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)
Brain’s Reward System at Work

dopamine
Let's do that again.

Dopamine Pathways

Ahhhh
dopamine

Do/take something you enjoy
Motivation

- Fear
- Rewards
- Self-motivation
What’s the Point?

Readiness

Growth

Interest

Motivation

Learning Profile

Efficiency
What Shapes Learning Profile?

- Gender
- Culture
- Learning style
- Intelligence preference

(& the interaction of the four elements)
Be wary of the reliability and validity of survey instruments that claim to identify learning styles.

Know that the same person will learn differently in different contexts.

Concentrate on:

(1) Options/choices for processing & demonstrating essential content

(2) Helping students know themselves as learners so they make wise decisions about how to approach learning tasks—as well as when & how to approach their work.
**Book Report/Review**

- Words
- To analyze/critique
- Teacher typically the audience
- Use pen/paper, word processing
- Seldom includes intermediate input from teacher
- Generally work alone

**Book Trailer**

- Visual images, printed text, soundtrack
- Introduce or sell
- Develop a new scene
- Begin with storyboards
- Use iMovies, digital cameras, video cameras
- Can work alone or with team
The Human Digestive System (The KUDs) Students will:

(U) Understand the big idea. In this case, that (a) the human digestive system is an example of a system: a collection of two or more parts that act together to affect the whole thing, and (b) that each part is related to the others in some way.

(K) Know the names and functions (jobs) of the major digestive system organs listed below, and include them in a song, story, skit, or diagram:

Mouth, teeth, saliva

Epiglottis -- The flap of cartilage that prevents food from entering the trachea and lungs.

Esophagus (Optional: Peristalsis, the contraction of muscles in/around the esophagus.)

Stomach -- Muscles mix and mash the food. Hydrochloric acid breaks food up.

Small intestine -- Place where most of the digestion and chemical change of food to simpler forms occurs.

Villi -- Finger-like projections that contain capillaries -- the sites in the small intestine where the broken-down (digested) food nutrients enter the blood stream.

Large intestine -- Where water is absorbed back into the body and the remaining indigestible food passes to the outside.

(D) Demonstrate their understanding using the correct structure and function vocabulary to show how a piece of food moves through and provides fuel for the human body -- from the time it enters the mouth to the time waste leaves the body.
Kate’s diagram explaining how a cookie is digested
Emma writing a story about the digestion of broccoli
A group of students practicing their skit on the digestion of a slice of pizza
Single Modality Instruction

- KINESTHETIC
- VISUAL
- AUDITORY
Multiple Modality Instruction

- Kinesthetic
- Visual
- Auditory