Differentiated Instruction Facilitator’s Guide

Introduction

This facilitator’s guide provides three approaches to facilitating professional learning using the *Differentiated Instruction Educator’s Package* (comprised of a DVD and a Teacher’s Guide with companion Cards and Matrix).

The first approach – Part A – provides a series of open ended questions and sentence starters to help facilitators and teachers make sense of the Educator’s Package and think about the impact of differentiated instruction on professional practice and student learning.

The second approach – Part B – ‘walks through’ each DVD segment, highlights areas for discussion and concludes with a related professional learning activity as well as an alternate activity that is based on the companion Card (identified in BLOCK LETTERS in the “After Viewing” sections).

The third approach – Part C – outlines three professional learning sessions that make use of all components of the Differentiated Instruction Educator’s Package and differentiate the learning opportunities for session participants.

The guide is intended to assist those who will facilitate use of the Differentiated Instruction DVD with classroom teachers. Facilitators will have different responsibilities. They may be consultants wanting to use one or more of the DVD segments in a half or full day workshop with teachers, program staff or administrators; an administrator with a specific goal for a staff meeting; or a teacher-leader working with colleagues in a professional learning community.

The DVD consists of six segments or chapters of footage from six intermediate classrooms in Ontario during the 2006-07 school year.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Region</th>
<th>Board</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Barrie</td>
<td>Kawartha Pine Ridge DSB</td>
<td>M.J. Hobbs Senior Public School</td>
</tr>
<tr>
<td>2</td>
<td>Thunder Bay</td>
<td>Keewatin-Patricia DSB</td>
<td>Keewatin Public School</td>
</tr>
<tr>
<td>3</td>
<td>Sudbury</td>
<td>Huron Superior Catholic DSB</td>
<td>St. Pius X Catholic Public School</td>
</tr>
<tr>
<td>4</td>
<td>Toronto</td>
<td>Toronto Catholic DSB</td>
<td>St. Wilfrid’s Catholic Public School</td>
</tr>
<tr>
<td>5</td>
<td>Ottawa</td>
<td>Ottawa Catholic DSB</td>
<td>St. Joseph’s Catholic High School</td>
</tr>
<tr>
<td>6</td>
<td>London</td>
<td>Waterloo DSB</td>
<td>Woodland Park Public School</td>
</tr>
</tbody>
</table>

Why are these DVD segments useful (regardless of the time available or the facilitator’s personal background knowledge of differentiated instruction)? They are useful because:
The facilitator can pick and choose the questions to ask teachers and the places to pause the DVD for discussion.

Each segment concludes with an activity that encourages teachers to personalize the DVD’s topic to their own classroom setting.

The ‘during viewing’ notes list places to pause the DVD for purposes other than the segment’s focus. A segment can be used for many different purposes.

The DVD chapters feature real Ontario classrooms with teachers who set out to make just one small change in their classroom practice. Each chapter has background notes that provide the context and allow the facilitator to find the segment that best suits the audience’s needs.

Just as teachers need to know their learners before they can address individual needs, facilitators need to know their adult learners in order to differentiate to meet their needs. When considering session participants, think about their individual:

- Readiness – Where are they on the Differentiated Instruction Continuum? *(Differentiated Instruction Teacher’s Guide*, p. 5) What is the appropriate next step?

- Interests – The Grade 8 music teacher may be interested in creating flexible groupings while the Grade 7 English teacher may want to know more about Choice Boards.

- Learning Preferences – If the facilitator does not know participants’ preferences, opportunities for identifying learning preferences can be built into the professional learning session or choice can be provided to suit a variety of needs.
Part A

Guiding Questions to the Facilitator’s Guide (Differentiated Instruction Educator’s Package)

1. How can I/we use the Differentiated Instruction:
   • teacher’s guide?
   • DVD?
   • cards and matrix?
   • resources in combination with each other or with other materials?

For example: in study groups, on release days, at staff meetings, in coaching pairs, with guidance, independently, electronically…

2. How will Differentiated Instruction change my/our practice:
   • with colleagues?
   • with teachers?
   • with students?
   • with other stakeholders in the learning community?

For example: as a model for our work together, for personal learning plans, as a framework for team meetings, as a focus for our school effectiveness plan, as a focal point of this year’s practice…

3. What are the key messages:
   • in the resources?
   • that I/we want to convey with the resources?

Differentiated instruction allows…is…

Sentence Starters:

Differentiated Instruction means…

➤ as a teacher I …
➤ as a student I …
➤ in the classroom there is …
➤ assessment for learning is…
➤ assessment as learning is…
➤ evaluation is …
➤ I believe …
➤ I know …
➤ I am able to …
➤ students are …
➤ the classroom is …
➤ my planning is…
Part B

Chapter 1: M.J. Hobbs Senior Public School (Jaime)


Before Viewing

The facilitator may wish to provide participants with some background of the school, class and teacher.

Engage teachers in a brief discussion of how they encourage participation in their classes particularly for those students who are reluctant to take learning risks or who are quiet and shy.

Background

The School

- A former senior public school that is gradually including classes of junior students
- There are three classes each of grades 7 and 8

The Class

- One of the three grade 8 classes
- The teacher described her students as enthusiastic, shy with new people, and not risk-takers
- The teacher taught half of this class last year
- Some students are strong leaders and are happy to take learning risks
- Many students want to know exactly what the teacher expects and how she wants things done, and are unwilling to try unless they know they will succeed
- Students are comfortable asking questions when they do not know what to do
- Five students have special education needs

The Teacher

- Three years of experience
- Thinks young adolescents need a safe environment so they can be comfortable taking learning risks
- In her classroom, Jaime:
  → Constantly reminds students that there are no bad questions
  → uses the think-pair-share strategy frequently to encourage all students to make comments
  → Does a diagnostic assessment at the beginning of each unit
  → Uses PRISM to determine math levels
  → Makes extensive use of instructional technology, i.e. a Smart Board, Lego Robotic kits
Differentiated Instruction

Why involved in the differentiated instruction project?
Jaime wants to make sure she focuses on all needs of all students. She would like her students to demonstrate greater independence and more willingness to take risks when they come across something they do not understand.

The Research

The Differentiation
Jaime differentiated her instruction based on student readiness. She created problem-solving tasks modeled on the format described in Tim Erickson’s books (see above). All tasks dealt with the math topic of proportion. Groups received problems of different complexity according to that group’s readiness to work with the concept. Each group also had access to a different manipulative depending on the nature of the problem.

During Viewing
3:11-3:22 – provides a listing of what good group work sounds like and looks like.

4:58 – A student says, "Working with a group helps me stay focused and interested in the activity." Pause the video to discuss the significance of group work to a young adolescent’s social development.

5:52 – You may wish to pause to discuss teachers’ experiences with matching struggling and advanced learners. Stress that differentiated instruction recognizes the strengths of all learners and ensures that no one is the struggling student all of the time.

After Viewing
List the steps you need to take in order to use a differentiated problem-solving activity as Jaime has done. Where are you on this list of steps? What is your appropriate next step?

How can you use manipulatives as a differentiated resource to support student learning?
The student groups in the DVD seemed to work very well together. Should Jaime maintain these groups for some specific duration or should she vary them? (Differentiated instruction requires flexible short-term groups.)

Alternatively, or, as an extension:

Create a MIND MAP of the list of steps you will take based on readiness, learning preferences or interests, to use differentiated problem-solving. Add a visual representation of your classroom set-up and possible groupings.

Chapter 2: Keewatin Public School (Val)

See ‘Val’s Story’, page 18, and Knowing Your Students, page 8 Differentiated Instruction Teacher’s Guide.

Before Viewing

The facilitator may wish to provide participants with some background of the school, class and teacher. For this DVD, it is particularly important that viewers know something of the class’ background.

Engage teachers in a brief discussion of the importance of building a strong community of learners. Ask teachers to consider why differentiated instruction needs to be rooted in a positive learning environment where students share responsibility and ownership for the classroom and their peers.

Background

The School

• A K-8 school in a fairly remote area of northern Ontario, close to the Manitoba border
• There are approximately 200 students in the school

The Class

• Grade 7/8
• 16 students, four of them in grade 8
• Two new students arrived in mid-April, just before filming
• Class size shrunk dramatically at Christmas when a number of students left to attend an arts magnet school
• A number of students experience considerable family challenges
• The teacher described her students as diverse, egocentric, and always challenging the reason for doing things
• Students are afraid to take risks

The Teacher

• Ten years of experience
• New to this class after winter break
• Never had a class with so many confidence issues
• Taught grade 5/6 before and is finding the change to 7/8 a big jump; finds that her lack of confidence helps her relate to her students’ experiences
• Thinks young adolescents need lots of talk time, an opportunity to say “here’s what I think/what I understand,” and a guide to help them work through it all
• Believes in making learning relevant
• In her classroom, Val:
  → Makes frequent use of a sharing circle to encourage personal risk taking and develop students’ oral language skills
  → Talks with students about everything
  → Is willing to share her life with her students so that they will talk with her about what matters to them
• Has not done inventories but feels, through observation and conversation, that she has developed a good understanding of students’ strengths and needs

**Differentiated Instruction**

*Why involved in the differentiated instruction project?*
The teachers at the school are all working on the issue of engaging their diverse population. Val is keen to figure out how all students in her class can be successful.

**The Research**

Val is also aware of the importance of resiliency – a student’s ability to bounce back from life’s issues – and of the research that speaks to the three important characteristics of a learning community that assist teachers and students in developing resiliency. These include caring relationships, opportunities for participation and contribution, and opportunities to use strengths and interests as starting points for learning. See Benard, B. (2004) *Resiliency: What we have learned*. San Francisco, CA: WestEd.

**The Differentiation**
Val differentiates aspects of the learning environment by providing students with the choice to participate as individuals or in small groups. In the sharing circle, students have the right to pass. Val’s students also have opportunities to choose their roles and responsibilities. Val is building a learning community that will ultimately allow for more differentiation of learning and assessment tasks and products. Because Val has a small class, she is able to work with students individually, but she believes that students need to recognize each other’s strengths and needs and learn to work together as a class in order to be successful in the long term.

**During Viewing**
This DVD segment is powerful if teachers view all or most of it before discussion. Before viewing, ask teachers to watch for and list the variety of ways Val encourages and supports students in sharing responsibility for the effective functioning of the class.

After Viewing

Create a group list of the ways Val has encouraged students to share responsibility. You may need to view the film a second time to make sure you have a complete list. Discuss the list in relation to your concerns and questions about the learning community in your classroom. Which of Val’s strategies will be useful to you? What additional suggestions can you offer?

What is the significance of choice in developing a strong learning community and in providing students with the appropriate level of challenge in their learning?

Alternatively, or, as an extension:

Apply a THINKING ROUTINE, such as See, Think, Wonder, to generate the list that identifies student ownership for learning. Use the results to write a simile or metaphor for the power of choice.

Chapter 3: St. Pius X Catholic School (Nicole & Anita)

See ‘Nicole’s and Anita’s Story’, page 9, and Research Based Instructional Strategies, page 28 Differentiated Instruction Teacher’s Guide.

Before Viewing

The facilitator may wish to provide participants with some background of the school, class and teacher.

Invite teachers to create a three column chart where they list the preferred activities of visual, auditory, and kinesthetic learners.

Background

The School

• An open concept K-8 school in Sault Ste. Marie
• The school has approximately 200 students
• Teachers benefit from the daily involvement of Anita, a Learning Resource teacher (amalgamated role of literacy coach and resource teacher)
The Class

- The grade 6/7 class of 24 students – 12 students in each grade
- Majority of students are self-proclaimed kinesthetic learners
- A number of students recognize that they have more than one preferred learning style

The Teachers

- Nicole has five years of teaching experience
- Nicole and Anita work together during the language block
- Both teachers normally assign all students the same activity and then provide extra support to those needing assistance
- Both teachers provide strong modeling to help students make connections between new learning and current understanding

Differentiated Instruction

Why involved in the differentiated instruction project?
Nicole and Anita want to try different approaches to see if they can alleviate student frustration with being required to do the same tasks in the same way. Both teachers wonder how they can assess students fairly if students are doing different activities.

The Research
Nicole and Anita used a Venn diagram strategy that relates to two of Marzano’s instructional strategies categories - ‘identifying similarities and differences’ and ‘nonlinguistic representations’ (Marzano, R., Pickering, D., & Pollock, J. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Virginia: ASCD). All students learned how to compare and contrast and how to use the graphic organizer making it easier for Nicole and Anita to feel comfortable differentiating the way in which learning took place.

The Differentiation
Nicole and Anita differentiated their instruction based on the learning styles of their students.

All students were taught the whole class lessons in each of the visual, auditory and kinesthetic learning styles. All students were given learning style inventories to determine their preferences.

Differentiation occurred in giving students a choice of learning style in creating a Venn diagram to compare and contrast two fractured fairy tales.

During Viewing

17:50 – reference to the use of a Venn diagram to focus on essential understanding of comparing and contrasting.
Facilitators may wish to pause to ask teachers about their experiences with Venn diagrams. How do they use them? What works well? What is problematic?
18:15 – materials organized according to modalities.  
Pause here to discuss organization of resources in a differentiated classroom.  See also 20:30.

To compare the group’s list (see ‘before viewing’ activity) to the list on this DVD segment, see 18:27-18:34.

22:02 – Working together through differentiated instruction nurtures a sense of team and eliminates a feeling of isolated practice. Discussion question: – Although you may not have the opportunity to team teach as Nicole and Anita do, how do you or how might you work with others to reduce the feeling of isolation?

**After Viewing**

Near the end of the segment Nicole asks her students, “What could we have done to make these activities even more suited to your needs?” Why is this an important question in a differentiated classroom?

Ask teachers to create an activity where the expectation and the assessment hold constant but the way students work with the expectation or the way they demonstrate their understanding varies according to learning style – visual, auditory, kinesthetic.

In a journal entry, Anita comments, “I realized we needed to take it step-by-step and start small.” Discuss the wisdom of this statement in the work teachers have done on any new initiative. What advice would they give to Nicole and Anita as to appropriate next steps? (The teachers have decided that they will continue to differentiate by selecting final product choices that are suited to meet the needs of all learners and by incorporating similar learning style activities into different subject areas.)

Alternatively, or, as an extension:

Choose an expectation, or a cluster of expectations, you are currently planning to incorporate in your teaching. Create a CHOICE BOARD for an assessment or evaluation that would allow students to demonstrate their learning.

**Chapter 4: St. Wilfrid’s Catholic School  (Cristina)**


**Before Viewing**

The facilitator may wish to provide participants with some background of the school, class and teacher.
Engage teachers in a brief discussion of the importance of students being able to make personal connections to new information. Ask for examples that illustrate when these connections are successfully made and how teachers know when this has happened.

Background

The School
- A high needs K-8 school in Toronto; widely diverse cultural and family backgrounds
- School focus on character development and bullying prevention

The Class
- One of the two grade 7 classes in the school
- The teacher described her students as funny, enthusiastic, and loving
- Works well in groups; often involved in literature circles
- Close to 70% of class comes from challenging backgrounds
- Excited about school; even the most challenging want to please their teacher
- Students are focused on appearances – designer clothes, hairstyles

The Teacher
- Five years of experience, all of it with Grade 7 students at this school
- Thinks young adolescents need to feel success, belonging, and fairness
- Believes in finding the humour, being positive
- In her classroom, Cristina:
  → Talks with students about everything
  → Considers herself very strict
  → Builds connection at the beginning of the year by reading aloud S.E. Hinton’s novel, The Outsiders
- Remembers learning about multiple intelligences at the faculty of education
- Has not done inventories but feels that, through observation and conversation, she has developed a good grasp of students’ strengths and needs

Differentiated Instruction

Why involved in the differentiated instruction project?
Cristina found that many of her students were lacking the personal experiences that would allow them to make connections to the new concepts they studied in school. She wanted to respond to the diversity in her classroom by finding inexpensive ways for all students to acquire the background knowledge that would allow them to be successful, and by motivating students through a variety of methods.

The Research
students know about a topic, the easier it is for them to understand new information about that topic. We know about a topic by the words used to talk and write about it. We can acquire that knowledge through experiences such as conversations at home, travel with family, or books about the subject, or we can acquire it through being explicitly and systematically taught the important terms.

The Differentiation
All students were taught the same process for learning new terms. All students were required to work with both words and images in recording their understanding of the terms. All students were taught how to play all of the vocabulary games demonstrated in the DVD.
Differentiation occurred in giving students choice in the words they chose to review with a partner and in the learning style of the game they preferred to play when reviewing terms.

During Viewing
26:08 – Pause the DVD and invite teachers to watch for aspects of the upcoming activity that are differentiated or that are demonstrations of effective practice with young adolescents (differentiation – choice of words, choice of grouping; effective – oral language development, personal connections, working with others)

26:34 – Cristina asks a student to provide the Spanish word for ‘lustre.’ Watch the DVD through to the text at 26:42 – “Encouraging first language use will enhance language proficiency and support sense of identity and self-confidence; will promote positive attitudes toward language learning among all.” Consider pausing for discussion, especially if teachers have ELL students in their classes.

27:03 – “Leaders will need markers, pens and game notebooks. Assemble now please.” If the learning focus for the group is on management of a differentiated classroom, this is a place to pause and discuss.

Illustrations of games are at
27:15 – What is the Question? (Jeopardy)
27:38 – Act it Out (Charades)
27:40 – Draw Me! (Pictionary)

28:40- Cristina asks students how these activities help them to learn. Consider pausing here to talk about encouraging metacognitive reflection and to invite teachers to predict what students will say.

After Viewing
What makes differentiated instruction an effective response to diversity?

Have teachers work with a partner or in small groups to list the academic vocabulary terms that are important for an upcoming unit of study.
Partway through the DVD, Cristina says, “Students experience success in their own way. They are engaged and responsible for their own learning.” What evidence in the DVD chapter suggests that this is the case? What other kinds of activities would invite a similar statement? Are there any commonalities among activities that engage students?

Discuss Marzano’s claim that having students look up definitions in the dictionary is an ineffective practice.

Alternatively, or, as an extension:

Apply any one of the green PREFERENCES to create an individual or classroom profile of the learning styles in your classroom. Refine a current lesson for a group of students whose learning preferences you may not be addressing.

Chapter 5: St. Joseph Catholic High School (Louisa & Tracy)

See ‘Louisa’s and Tracy’s Story’, page 30, and Instruction and Assessment: Helping Students Learn, page 21 Differentiated Instruction Teacher’s Guide.

Before Viewing

The facilitator may wish to provide participants with some background of the school, class and teacher.

Invite teachers to discuss how they gather evidence that informs their next day’s teaching. Make sure teachers are familiar with the terms – diagnostic assessment (assessment as learning) and formative assessment (assessment for learning).

Background

The School

- A 7-12 school in Nepean (near Ottawa)
- School is five years old and in a high growth area
- Students attending the school are from higher socio-economic backgrounds
- The grade 7 and 8 classes occupy the third floor of the school and operate as a ‘school within a school’

The Classes

- Two grade 7 classes are included in this DVD chapter
- Each class has eight students with special education needs
- Students want to be active and want to know the relevance of what they are asked to do

The Teachers

- Louisa has eleven years of experience; Tracy has 21 years
• Both teachers believe that learning does not happen if students are disengaged
• Both teachers are involved in Board projects in Understanding by Design and the use of technology in the classroom
• Louisa creates groups according to student ‘True Colors’ results – one student from each colour in each group
• Tracy creates groups based on her observations of students
• Both think young adolescents need to feel success, belonging, and fairness

Differentiated Instruction

Why involved in the differentiated instruction project?
Both teachers wanted to find more ways to challenge students so they would not disengage. To accomplish this, they wanted to know how students were feeling and what they understood on a day-by-day basis, rather than waiting until the end of a unit.

The Research
Louisa and Tracy used the Exit Card strategy from Robert Marzano’s ‘Questions, Cues and Advance Organizers’ category (Marzano, R., Pickering, D., & Pollock, J. (2001) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Virginia: ASCD). An Exit Card strategy involves having students provide a written or drawn response to a prompt or question in the last few minutes of a class, and handing in that response before they exit the classroom at the end of the period. Exit cards help both students and teacher focus on the big idea of a lesson. Students become more aware of what they learn and the conditions under which they learn best, and are better able to articulate both.

The Differentiation
Exit Cards are an important formative assessment (i.e., assessment for learning) strategy in a differentiated classroom because they provide the teacher with information that informs the next day’s teaching. If, for example, the teacher finds out that six students are holding on to a particular misconception, the teacher can work that information into the next lesson, either with the whole class (undifferentiated) or with the small group (differentiated). The use of Exit Cards is not differentiated instruction. Differentiated instruction may be part of the follow-up as the teacher responds to the information on the Exit Cards.

During Viewing
This DVD segment demonstrates a number of effective practices, including flexible grouping, use of nonlinguistic representations and, of course, Exit Cards. References to Exit Cards are at:
31:13 – Statement – Keeping track and checking up on Exit Cards allows for differentiation to occur.

33:04 – Statement – Exit Cards provide knowledge of student interest and understanding so that subsequent lessons are motivating and engaging.

34:24 – Student – Exit Cards are a recap of what we’ve done in the beginning of the class.

34:30 – Student – Exit Cards give us a chance to express how we feel about what we learn. (Consider pausing and invite teachers to write an Exit Card question that would allow students to express how they feel about their learning.)

34:35 – Student – We might forget what we do at the beginning because we do a whole bunch of different things.

34:43 – Student – If we don’t understand something, we can just write that down on paper. (Consider pausing to have teachers write an appropriate Exit Card question.)

35:25 – Statement – Exit Cards are used as a means of collecting ongoing input and formative assessment.

35:43 – Teacher – From Exit Cards, I realize that some of you said you don’t really know how to use an atlas.

41:12 – Teacher – Exit Cards give students a voice. You’ll help me to teach you.

41:30 – Teacher – Now that you know all the different characteristics of place, what are you wondering about?

41:45 – Teacher – Now it becomes not only a strategy of Exit Cards, it becomes a relationship with the student.

**After Viewing**

Work with a partner or in small groups to create Exit Card questions for a current unit of study. Teachers may create questions without restriction, or you may wish to require that they create questions for each of the following categories:

→ Content questions to see if students got the gist of a lesson
→ Attitude questions to determine students’ interests and their feelings about their work
→ Reflection questions to encourage students to think about who they are as a learner
→ Questions that require students to draw rather than write their response or that call for use of a graphic organizer
→ Questions that will reveal misconceptions that may hinder learning
Ask teachers to describe a differentiated follow-up based on fictitious responses to one of their Exit Card questions.

Discuss why Exit Cards should NEVER be evaluated.

✔️ What does Louisa mean when she says that Exit Cards give students a voice?
✔️ What strategies do you use in your classroom that gives your students a voice?
✔️ What similarities exist between your strategies and the Exit Cards?


Alternatively, or, as an extension:

Based on two or three of the Exit Card responses, apply TIERING to outline the next step you would take in your teaching for the upcoming lesson or unit.

**Chapter 6: Woodland Park Public School (Debbie)**


**Before Viewing**

_The facilitator may wish to provide teachers with some background of the school, class and teacher._

*Engage teachers in a brief discussion of any one of the following topics that are highlighted in this DVD segment: explicit strategy instruction, differentiated resources, flexible grouping.*

**Background**

**The School**
- A K-8 school in Cambridge
- Approximately 600 students
- Offers ‘Open Door’ (demonstration) classrooms

**The Class**
- Grade 7 class
- The teacher described her students as calm, usually engaged, and friendly/supportive
• Majority of students are visual and/or kinesthetic learners, as determined by three different inventories; very few students are auditory learners

The Teacher
• Twenty years of experience, four years of which are in intermediate grades
• Believes in building a learning community
• In her classroom, Debbie:
  → Makes extensive use of collaboratively created anchor charts
  → Provides explicit strategy instruction
  → Encourages metacognitive reflection

Differentiated Instruction

Why involved in the differentiated instruction project?
Debbie is always keen to do whatever it takes to ensure that all of her students learn. She was interested in extending her knowledge and skills in providing explicit instruction for the powerful strategy of summarizing, and in differentiating her use of resources to support student learning.

The Research

The Differentiation
Differentiated Instruction occurred in the use of resources to complete the task, student choice of graphic organizer to use for the task, flexible short-term groupings based on student readiness, and varying amounts of time to complete an assessment task.

Explicit instruction on strategy use (e.g. summarization) was provided to all students.

Note that teachers may comment on the CASI (Canadian Assessment and Skills Inventory) magazines they see in the DVD. Explain that Debbie used a particular story from the magazine to provide students with an interesting selection that was appropriate to their reading level. She uses other selections from the magazine for CASI assessments.

During Viewing
43:25 – “Identify two more of those elements here and define them.” – Consider pausing to discuss the use of clear directions. See also 44:04

43:42 – Pause here to review the use of wall charts
45:10 – Debbie helps a new student connect to prior knowledge by explaining that prediction and anticipation are synonymous terms.

46:45 – Student choice of graphic organizers. Pause to remind teachers that all graphic organizers must be taught to all students before choice can be offered.

47:05 – Summary rubric provided in advance of the task. Pause here to discuss the importance of students knowing the learning target.

47:15 – One group is told they will practice one more time before being assessed. Pause to discuss the idea that assessments do not all need to happen at the same moment in time; that they can occur when students are ready for them.

48:45 – Pause to discuss a teacher working with a student in her zone of proximal development - the degree of challenge just beyond what she can manage without assistance

49:55 – “How has your understanding as a reader deepened or changed?” Pause here to discuss the importance of encouraging metacognitive reflection.

**After Viewing**

Create a three column chart with the headings – grouping, choice (teacher or student), purpose. Watch the DVD a second time and complete the chart. Discuss how Debbie effectively uses flexible short-term groupings to support students at different points of readiness.

Explicit instruction on strategy use and wall charts are not unique to differentiated instruction, but they are important to it. Why?

What are the pros and the cons of allowing all students, not just students with special needs, more time to complete an assessment? If you weight each pro and con according to the guiding principles of differentiated instruction, what do you conclude?

Alternatively, or, as an extension:

Select 6 graphic organizers that you would like to have students learn about and apply. Use CUBING as a controlled choice mechanism.
Part C

Differentiated Professional Learning Sessions

Knowledge of Participants’ Readiness, Interests and Learning Preferences

Readiness for DI:
The following professional learning experiences assume mixed awareness of Differentiated Instruction. For example, teachers who are:
• already incorporating some aspects of DI into their practice – but may not know what it is
• skeptical about DI hearing that it is the latest ‘initiative’
• looking forward to learning about DI and trying things out in their classrooms
• new to teaching.

Interests – base on teaching assignment
• So that learning is relevant, learning experiences should be designed so that participants learn in groups of like-roles e.g., teachers with their teaching partners or other teachers of similar subjects and grades.

Learning Preferences
• Opportunities to build awareness of participants preferred ways of learning (e.g., Learning Style) are included in the learning experiences.
# Professional Learning Sessions

**Scenario 1: Introduction to Differentiated Instruction - Key Features**

## Planning for Learning

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Evidence</th>
<th>Instruction and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do I want participants to learn?</strong> Participants will:</td>
<td><strong>How will I know they have learned it?</strong> e.g., Participants will:</td>
<td><strong>How will I design professional learning experiences to help them learn?</strong></td>
</tr>
<tr>
<td>• understand the key features of differentiated instruction</td>
<td>• provide a brief description of the key features of DI</td>
<td>See Scenario 1 ‘Professional Learning Experience’ below.</td>
</tr>
<tr>
<td></td>
<td>• identify a key feature of DI in their practice or where one could easily be incorporated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• incorporate a key feature of DI into teaching practice</td>
<td></td>
</tr>
</tbody>
</table>

## Professional Learning Experience

### Minds On

<table>
<thead>
<tr>
<th>Lesson Design Phase</th>
<th>Opportunities for Differentiated Instruction</th>
<th>Professional Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minds On</strong></td>
<td></td>
<td>Minds On:</td>
</tr>
<tr>
<td>• establish a positive learning environment</td>
<td>☐ aspects of the learning environment</td>
<td><strong>Structure:</strong> Corners (see page 21 for strategy) – Learning Styles</td>
</tr>
<tr>
<td>• connect to prior learning and/or experiences</td>
<td>☑ ways to activate interest and connect to prior learning:</td>
<td>• Place 6 learning styles posters around the room. Each poster represents a learning style (auditory, visual, and kinesthetic) and includes a symbol and definition. Participants go to the poster that they feel is most like them, greet each other and discuss why they chose the particular learning style poster.</td>
</tr>
<tr>
<td>• set the context for learning</td>
<td>• choice of ‘corner’</td>
<td>• Groups at each poster summarize the characteristics of the group, select a presenter, and share with other groups.</td>
</tr>
</tbody>
</table>

### Action

<table>
<thead>
<tr>
<th>Lesson Design Phase</th>
<th>Opportunities for Differentiated Instruction</th>
<th>Professional Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td></td>
<td>Action:</td>
</tr>
<tr>
<td>• introduce new learning</td>
<td>☐ ways to introduce new learning:</td>
<td>Groups of 4: by grade, subject of interest, teaching partners</td>
</tr>
<tr>
<td>• provide opportunities for practice and application of learning</td>
<td>☑ ways for students to practice and apply their learning:</td>
<td>• View DVD, Chapter 4 - St. Wilfrid’s Catholic Public School, as a whole group</td>
</tr>
<tr>
<td></td>
<td>• choice of ‘assessment’ strategy</td>
<td><strong>Strategy:</strong> Thinking Routines – ‘See Think Wonder’ questions and Think/Pair/Share. (See companion Cards ‘Strategies’ for details.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participants share personal responses to ‘See Think Wonder’ questions with a partner</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Strategy:</strong> Group Investigation/Simple Jigsaw (see page 21 for strategy) – Key Features of DI (DI Teacher’s Guide, pages 22-27)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Groups of 3 - A, B and C. A reads Key Features 1 and 4, B reads Key Feature 2 and C reads Key Feature 3. Participants summarize key points (using a method of choice to match their preferred learning style – e.g., oral, written, drawn) from their reading and share with the other two participants in the group.</td>
</tr>
</tbody>
</table>
### Consolidation & Connections

- provide opportunities for consolidation and reflection

<table>
<thead>
<tr>
<th>ways for students to consolidate their learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>choice of key feature to use in own practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ways for students to reflect on their learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>choice of oral or written, shared or individual</td>
</tr>
</tbody>
</table>

### Consolidation:
- Re-view DVD Chapter 4 - St. Wilfrid’s Catholic Public School as a whole group - identifying any of the key features that are present. Discuss.

### Connections to own practice:
- Participants identify a key feature of DI that is present in own practice – or that could easily be implemented in own practice (e.g., providing an element of choice)
- Participants are asked to implement a key feature into a few lessons prior to next professional learning session. Participants should be prepared to describe the experience and if possible bring an example of the student work that resulted.

### Reflection
- Participants identify one idea that they will take away from the session – to either think about or apply. Ideas are shared orally as a Think/Pair/Share or written or drawn on a sticky note as a personal ‘note to self’

---

### Corners
- is a content-free structure and grouping strategy in which students select from alternatives posted around the room (usually 4). Students are asked which alternative they prefer, write down the choice and walk to that corner. Students interact with one or more others in the corner to share the reasons for their choices. Each corner summarizes the input of the group and shares with the other corner groups.

### Group Investigation/Simple Jigsaw
- consists of groups of 3 - 5 to address a topic of study. Each student chooses or is assigned a particular aspect of a topic to explore, discuss and summarize. Students teach what they have learned to their group members. Individual accountability is created by requiring students to complete a summary, do a report or quiz. Group accountability is created by having the group share or present a summary for others.

Group Investigation/Simple Jigsaw is a form of Cooperative Learning. Cooperative learning differs from other forms of group work by requiring that 5 elements be built into the task: positive interdependence, face-to-face interaction, individual accountability, a focus on collaborative skills and group processing.
Scenario 2: Overview of Differentiated Instruction

Planning for Learning

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Evidence</th>
<th>Instruction and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want participants to learn? Participants will:</td>
<td>How will I know they have learned it?</td>
<td>How will I design professional learning experiences to help them learn?</td>
</tr>
<tr>
<td>• Understand the components of differentiated instruction</td>
<td>• Summarize their learning about DI on graphic organizer</td>
<td>See Scenario 2 'Professional Learning Experience' below.</td>
</tr>
<tr>
<td></td>
<td>• Identify a component of DI in their practice or where one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>could easily be incorporated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Implement or refine their use of a component of DI in their teaching practice</td>
<td></td>
</tr>
</tbody>
</table>

Professional Learning Experience

<table>
<thead>
<tr>
<th>Lesson Design Phase</th>
<th>Opportunities for Differentiated Instruction</th>
<th>Professional Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minds On</td>
<td>☐ aspects of the learning environment</td>
<td>Minds On:</td>
</tr>
<tr>
<td></td>
<td>☐ ways to activate interest and connect to</td>
<td>Table Groups of 4 or 8 – ensure that teachers are with others of the same grade or subject</td>
</tr>
<tr>
<td></td>
<td>prior learning:</td>
<td>• examine quote from Teaching with Adolescent Learning in Mind (inside front cover of Differentiated Instruction Teacher’s Guide) and the definition of differentiated instruction on page 4 of the Differentiated Instruction Teacher’s Guide.</td>
</tr>
<tr>
<td></td>
<td>Action:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ ways to introduce new learning:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• choice of Matrix category</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ ways for students to practice and apply</td>
<td></td>
</tr>
<tr>
<td></td>
<td>their learning:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• choice of ways to record learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• View DVD Chapter 3 - St. Pius X Catholic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public School looking for connections to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the quote and definition of differentiated instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategy: Jigsaw:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(See the companion Cards ‘Strategies’ for Jigsaw details.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Home Groups of 4-8 as above. Provide a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Differentiated Instruction Matrix (see page 24 Facilitator’s Guide) for each table and a blank Matrix (Jigsaw Summary Chart, page 25 Facilitator’s Guide) for each individual. The Jigsaw Summary Chart will be completed individually at end of the Jigsaw. Participants in Home groups will go to expert groups to learn about each category of the Matrix: Core Questions, Students, Structures, Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 4 Expert groups - (1) Core Questions (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students (3) Structures (4) Strategies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The appropriate cards from the companion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cards in the Differentiated Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educator’s Guide.</td>
<td></td>
</tr>
</tbody>
</table>
Package are placed at respective Expert Group tables. (e.g., ‘Students’ cards at Students Expert group).

- **Expert Group Tasks:**
  - Students Group: members read the STUDENTS cards – Readiness, Interests, Learning Preferences
  - Structures Group: read the STRUCTURES cards and DI Teacher’s Guide, page 26, if more information is required
  - Strategies Group: read the STRATEGIES cards and ‘One Strategy-Many Uses’ from the DI Teacher’s Guide, page 29

Members of each Group summarize, on the Jigsaw Summary Chart, the information that they will teach to their Home Group.

- Experts present their summary in their Home Groups; others record the information in the appropriate section of the Jigsaw Summary chart. Participants choose their preferred method of recording (e.g., point form outline, images, idea web)

<table>
<thead>
<tr>
<th>Consolidation &amp; Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>- provide opportunities for consolidation and reflection</td>
</tr>
</tbody>
</table>

- ways for students to consolidate their learning: based on interest (e.g. grade, subject)
- ways for students to reflect on their learning

<table>
<thead>
<tr>
<th>Consolidation &amp; Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>- View DVD Chapter 3 - St. Pius X Catholic Public School again and describe in terms of Matrix categories.</td>
</tr>
<tr>
<td>- With a teaching partner, identify one aspect of any of the Matrix categories to apply in an upcoming lesson (e.g., create a profile of the learners in a particular class, use a DI structure, use the Core Questions for planning so that one aspect of instruction is differentiated). Debrief as partners at the next professional learning session.</td>
</tr>
</tbody>
</table>
Scenario 2: Differentiated Instruction Matrix (Wall Chart)

Adapting my instructional practice to meet the learning needs of my students...

How can I differentiate...
- the learning environment - the way I set up the classroom?
- instruction and assessment - the ways that I help students learn new concepts?
- evaluation - the tasks that I design to help students demonstrate what they understand and can do?

<table>
<thead>
<tr>
<th>Students</th>
<th>Structures</th>
<th>Strategies*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness</td>
<td>Choice Boards</td>
<td>Identifying similarities and differences e.g. Venn diagram</td>
</tr>
<tr>
<td>Prior knowledge, skills – including Learning Skills, experiences</td>
<td>Cubing</td>
<td>Summarizing and note taking e.g. mind maps,</td>
</tr>
<tr>
<td>Interests</td>
<td>Learning Centres or Stations</td>
<td>Reinforcing effort and providing recognition e.g. goal-setting</td>
</tr>
<tr>
<td>Personal, social and career interests</td>
<td>Learning Contracts</td>
<td>Homework and practice e.g. simulations</td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>RAFTs</td>
<td>Nonlinguistic representations e.g. graphic organizers</td>
</tr>
<tr>
<td>Environmental preferences</td>
<td>Tiering</td>
<td>Cooperative learning e.g. jigsaw</td>
</tr>
<tr>
<td>Learning Styles</td>
<td>Other…</td>
<td>Setting objectives and providing feedback e.g. rubrics</td>
</tr>
<tr>
<td>Intelligence preferences</td>
<td></td>
<td>Generating and testing hypotheses e.g., inquiry processes</td>
</tr>
<tr>
<td>Other…</td>
<td>Other…</td>
<td>Questions, cues &amp; advance organizers e.g. thinking routines</td>
</tr>
</tbody>
</table>

### Scenario 2: Jigsaw Summary Chart

<table>
<thead>
<tr>
<th>Core Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Structures</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenario 3: Finding Opportunities for Differentiated Instruction

Planning for Learning

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Evidence</th>
<th>Instruction and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want participants to learn? Participants will:</td>
<td>How will I know they have learned it? e.g., Participants will:</td>
<td>How will I design professional learning experiences to help them learn?</td>
</tr>
<tr>
<td>Develop an awareness of the opportunities for differentiated instruction in the teaching/learning process</td>
<td>• Identify an example of differentiated instruction from a DVD segment using the sample lesson design framework as an organizer • Identify an opportunity to use differentiated instruction in one of their own lessons; plan the lesson and implement</td>
<td>See Scenario 3 ‘Professional Learning Experience’ below.</td>
</tr>
</tbody>
</table>

Professional Learning Experience

<table>
<thead>
<tr>
<th>Lesson Design Phase</th>
<th>Opportunities for Differentiated Instruction</th>
<th>Professional Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minds On</td>
<td>• establish a positive learning environment • connect to prior learning and/or experiences • set the context for learning</td>
<td><strong>Minds On:</strong> Strategy: Metaphor (See the companion Cards ‘Strategies’ for Metaphor details.) • Participants go to the poster (on tables or walls) with the picture or symbol that reminds them of the best lesson they ever taught. Participants greet others at the same poster, share best lessons and why this symbol/picture was a reminder of it. Pictures could be a sun, a book, a glove, glue, a mountain…. • Participants individually review the definition of Differentiated Instruction (page 4, DI Teacher’s Guide) and the Differentiated Instruction Continuum, page 5, DI Teacher’s Guide. Participants think about their planning and practice and decide where they ‘fit’ on each section of the Differentiated Instruction Continuum. [self-assessment]</td>
</tr>
<tr>
<td>Action</td>
<td>• introduce new learning • provide opportunities for practice and application of learning</td>
<td><strong>Action:</strong> Reciprocal Teaching (see strategy description, page 28): • Groups of 4 – 8: teachers of same grades and/or subjects when possible • All group members read ‘Planning for Learning – Beginning with the End in Mind’ and ‘Planning for Differentiated Instruction – Core Questions’ including ‘Teaching/Learning Process’ chart (page 16, DI Teacher’s Guide) as well as the following paragraphs: o ‘An Environment that Supports Differentiated Instruction’, page 19 (single paragraph), DI Teacher’s Guide o ‘One Strategy-Many Uses’ and ‘Differentiating Instruction and Assessment’, pages 29 and 30, DI Teacher’s Guide o ‘Differentiating Evaluation’ to ‘Fair vs Equal’, pages 30 and 31, DI Teacher’s</td>
</tr>
<tr>
<td>Consolidation &amp; Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>□ ways for students to practice and apply their learning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ choice of recording method</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guide**
- Group members select one of the roles of summarizer, questioner, clarifier and predictor so that all roles are covered - as outlined in the strategy description.
- Group members plan the approach they will take in their role using the appropriate section on the Reciprocal Teaching Organizer, page 29. As each discussion occurs, participants summarize their learning in the appropriate section on the Reciprocal Teaching Organizer. Participants choose their preferred method of recording (e.g., point form outline, images, idea web).

**Consolidation**
- Watch DVD Chapter 6 - Woodland Park Public School and, using the questions in the ‘Opportunities for Differentiated Instruction’ template, page 30, identify areas of differentiated instruction in the DVD segment.

**Connections to own practice:**
- Participants work with a partner who teaches the same subject and/or grade.
- Participants identify a lesson they will be teaching in the near future and use the ‘What Can I differentiate?’ section of the ‘Opportunities for Differentiated Instruction’ template to identify potential opportunities for differentiated instruction in this lesson.
- Debrief as partners at next meeting/professional learning session.
**Reciprocal Teaching**

- is a cooperative learning strategy that takes the form of a discussion among students about sections of text.

Students, in groups of 4, assume one of the following roles: summarizer, questioner, clarifier, predictor and lead a discussion of the assigned reading using the strategy indicated by their role.

Explicit teaching of each of the role ‘strategies’ (e.g. predicting) is critical to successful use of the Reciprocal Teaching strategy.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizer</td>
<td>• highlights the main ideas and key points and invites the rest of the group to add to or refine the summary</td>
</tr>
<tr>
<td>Questioner</td>
<td>• asks the group questions about important information in the reading</td>
</tr>
<tr>
<td>Clarifier</td>
<td>• addresses any unfamiliar vocabulary or concepts in the reading and leads the group in working together to clarify misunderstandings or areas of confusion (e.g., re-reading, asking for help)</td>
</tr>
<tr>
<td>Predictor</td>
<td>• asks the group predictions of what might happen next in the text or for potential implications of concepts</td>
</tr>
</tbody>
</table>

Scenario 3: Reciprocal Teaching Organizer

**#1 Summarizer:** highlights the main ideas and key points and invites the rest of the group to add to or refine the summary

**#2 Questioner:** asks the group questions about important information in the reading

**#3 Clarifier:** addresses any unfamiliar vocabulary or concepts in the reading and leads the group in working together to clarify misunderstandings or areas of confusion (e.g., re-reading, asking for help)

**#4 Predictor:** asks the group for predictions of what might happen next in the text or for potential implications of concepts
### Scenario 3: Opportunities for Differentiated Instruction

<table>
<thead>
<tr>
<th>D.I. DVD:</th>
<th>Lesson:</th>
<th>Subject and Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is differentiated?</td>
<td>- What can I differentiate?</td>
<td></td>
</tr>
<tr>
<td>- In what way?</td>
<td>- In what way?</td>
<td></td>
</tr>
</tbody>
</table>

#### MINDS ON
- aspects of the learning environment
- ways to activate interest and connect to prior learning:

#### ACTION
- ways to introduce new learning:
- ways for students to practice and apply their learning

#### CONSOLIDATION AND CONNECTIONS
- ways for students to consolidate their learning
- ways for students to reflect on their learning