Addressing the Mixed-Ability Classroom in Confinement Settings

Facilitator Guide
The NCYC/NPJS Youth Care Curriculum Series is made up of a collection of modules designed to develop or enhance the skills and knowledge of those working with youth in secure settings. Modules in the series are designed to support individual professionals and the cultures in which they operate to embrace best practices in the field of juvenile justice.

Addressing the Mixed Ability Classroom in Confinement Settings is designed for teachers in confinement settings. The goal of the course is to help teachers to improve the educational outcomes of their students. Topics include: the importance of using data to develop student/class profiles, ways to balance the needs for following standards and meeting student needs, and techniques for differentiating instruction in a mixed-ability classroom.

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Learning Objectives

At the end of this training session, participants will be able to:

- Build student and class profiles using available data for differentiated instruction.
- State the importance of implementing standards and balancing student needs and influences of the confinement setting.
- Apply the principles of differentiated instruction in your confinement setting.
- Plan a focused curriculum using the KUD model.
- Implement a variety of instructional strategies to differentiate instruction based on student needs.
Target Audience
Educators new to a confinement setting or those new to differentiated instruction

Number of Participants:
Minimum 12
Maximum 25

Level of training
Basic

Total Course Time: 8 hours, designed so that it can be presented in one eight-hour day or in two four-hour half days. (Because there is a lot of material for participants to absorb, best practices in learning and performance suggest that there would be better retention if presented in two half-day sessions.)

Recommended Reading Prior to taking this course:

Recommended Training/Pre-requisite Courses
National Curriculum for Educators of Youth in Confinement - See more at: http://npjs.org/resources/#sthash.7bW7jAlD.dpuf or a similar training course covering the education of youth at risk or in confinement.

Instructional Methods/Techniques:
Lecture, small group discussions, large group discussions, role plays, small group activities, examples

Class Preparation:
Large classroom with round tables for groups of 6 participants

Required materials and preparation
1. Printed Facilitator Guide
2. Participant Manuals for each participant
3. PowerPoint slides
4. LCD projector and screen
5. Flip chart Pad (Post-it type is recommended)
6. Markers (flip chart and dry erase)
7. Masking Tape
8. Prepared flipcharts
   a. Ground Rules
   b. Parking Lot
   c. Resources
9. List of supplies required for training activities
   a. Several flipchart pads, easels, markers and tape
   b. Prepared signs
i. Curriculum Standards
ii. Student Needs

C. Category Cards for forming groups (see Appendix)
D. Letter Cards for forming groups (see Appendix)
e. Handouts of 4 different articles from newsela.com
   i. Science related
   ii. Sports related
   iii. Arts Related
   iv. World affairs related

f. Evaluation forms for each participant

10. NPJSpeaks Carol Cramer Brooks video Segments
   Segment #1: “What Makes It Unique”
   Segment #2: “What It Is and What It Is Not”
   Segment #3: “Applying the Differentiation Matrix to the Confinement Setting”

**Organization:**
Each lesson contains detailed information facilitators can refer to during the delivery of the session, including precise information and instructions for working in the training space.

During the session, facilitators can refer to the guide to stay on track. Facilitators are not expected to memorize the information. When training participants are engaged in activities, facilitators can look ahead at the material to be covered next.

Facilitator speaking points are in italics and are indicated by **SAY**. Instructions and reference material for the facilitator are written in regular text and are indicated by **DO**.

**Other:**
This is an interactive training session with frequent group discussion, small group activities and individual written assignments. The facilitator guide will provide anticipated responses and instructions for structured activities. In order to complete all the input, practice and processing of information, it will be necessary to stick to the timeline provided. Discussion is welcomed but should be guided by the facilitator as needed to accomplish this.

**BEFORE the learning event**

**Agency/program administrators should:**
- Read Chapter 13, “Education” by Randy Farmer and Carol Cramer Brooks in *The Desktop to Quality Practice for Working with Youth in Confinement* available at www.desktopguide.info.
- Attend the beginning of each learning event to tell staff why this topic is important to your program and how they will be expected to use the concepts and skills they are learning in their work. **OPTION:** Create a 3- to 5-minute video to be shown to staff at the beginning of each session.
Facilitator should:

- Read Chapter 13, “Education” by Randy Farmer and Carol Cramer Brooks in *The Desktop to Quality Practice for Working with Youth in Confinement* available at [www.desktopguide.info](http://www.desktopguide.info).
- Read the entire Facilitation Guide, prepare necessary materials and rehearse presentations and activities.
- Review NPJSpeaks Carol Cramer Brooks video segments
  - Segment #1: “What Makes It Unique”
  - Segment #2: “What It Is and What It Is Not”
  - Segment #3: “Applying the Differentiation Matrix to the Confinement Setting”
- Coordinate with the agency or program administrator to attend the beginning of each learning event, share the importance of this topic to the program and how staff will be expected to use the concepts and skills they are learning in their work. [OPTION: Work with the administrator to create a 3- to 5-minute video to be shown to staff at the beginning of each session.]
- Arrange for a room large enough to hold the expected number of participants at tables of 4-6 people each, with room to move around between the tables and chairs. You will also need a table for materials and a table for the cut-down tool/sheet practice space.
- Model in your facilitation style the kind of empowering strategies youth workers could be using with youth. That is, encourage participants to ask questions and share opinions, even when they are not supportive of the content of this program. Encourage higher-level thinking and evaluation of their own attitudes and beliefs. Recognize risk-taking in trying out new ideas and behaviors. Support their learning efforts.

At the BEGINNING of the learning event Facilitator should:

- Make sure the room is arranged in table groups of 4-6 people and that no seats have their backs to the front of the room so everyone will easily be able to see you and the visuals.
- Arrange for a table for materials, if needed.
- Greet each participant as they arrive and welcome him/her to the workshop
- Pass around a sign-in sheet for names and emails for follow up.

AFTER the learning event Facilitator should:

- Review the feedback forms for any patterns.
Resource List

The following were used as sources of information for this training:

Strickland, Cindy. 2009. Exploring Differentiated Instruction. ASCD.


Common Core State Standards Initiative. www.corestandards.org

www.openingpaths.org


1. **Introduction to the Training  (30 minutes)**

**Do:** Show slide with title of program

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**Say:** Welcome to the training. We are very excited to present this training program. It was developed based on what we heard from numerous teachers of youth in confinement settings. You struggle with providing education in a classroom that may have many different ages, abilities and lengths of stay. These are some of our challenges – but they also provide us with opportunities. Today we will explore the challenges and opportunities and give you practical skills in designing lesson plans for youth in confinement settings – both detention (short-term) and correctional setting (longer-term).

Before we begin I would like you to meet our training team for today.

**Do:** Have each member of the team introduce themselves, very briefly telling the group their experience and interest in the area of juvenile justice and/or correctional education.

**Say:** Before we begin let’s take a few minutes to get to know each other. Each of you will introduce yourself. Tell us:

**Do:** Have each participant introduce themselves using the slide as a guideline.

**Do:** Write the items that participants want to learn on a flip chart and post in the room for reference. Use this to ensure you cover the items they request.
Say: We will refer back to the list at the end of the training to assess if your needs were met or how you can get them met after the training.

Do: Have a representative of the host agency explain the logistics of the site and a description of the area. Include such items as:

- Location of restrooms
- Breaks and availability of refreshments
- Lunch schedule – if applicable
- Smoking rules
- Emergency contact number
- Turning cell phones and pagers to silent mode
- Any other items that apply.

Do: Show slide and review the Goal of the Training.

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
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<tbody>
<tr>
<td>To improve educational outcomes for youth in confinement.</td>
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Do: Show slide and review the Objectives of the Training

<table>
<thead>
<tr>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>At the end of this training session, you will be able to:</td>
</tr>
<tr>
<td>- Build student and class profiles using available data for differentiated instruction.</td>
</tr>
<tr>
<td>- State the importance of implementing standards and balancing student needs and influences of the confinement setting.</td>
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<tr>
<td>- Apply the principles of differentiated instruction in your confinement setting.</td>
</tr>
<tr>
<td>- Plan a focused curriculum using the KUD model.</td>
</tr>
<tr>
<td>- Implement a variety of instructional strategies to differentiate instruction based on student needs.</td>
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</tbody>
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Say: Each of you has a Participant Manual. This is yours to keep and use as a note-taking guide throughout the training. Please take a minute to write your name on the outside of the Manual so that you can easily identify it as they all look alike and we will be moving around quite a bit throughout the day.

Say: Let’s review the Agenda for today. It is on a slide but there is also a copy in your Manual on page 2.
Do: Show slide and review.

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**Agenda**

1. Introduction
2. Relationships are Key
3. Student Profiles
4. Standards
5. KUD
6. Class Profiles
7. Differentiation
8. Instructional Strategies for Differentiation
9. Next Steps

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Say: Before we begin we would like to establish some ground rules for the time we spend together in this session. These ground rules will represent our contract with each other for how we will behave in order to get the most out of this training. The training team has started the list.

Do: Show prepared flip chart.

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**Ground Rules**

- Participate actively
- One person speak at a time
- Limit sidebar conversations
- Start and end on time
- Be open to new ideas
- Put devices on silent mode
- Have fun

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Say: Are there any other items that we need from each other in order to make this a successful learning experience for everyone?

Do: Encourage participants to add to the list. Once the list is complete ask: Can everyone agree to these?

Do: Post the list where everyone can see it. You may need to refer people to the list during the training if for example there are too many sidebar conversations, or participants are not returning from breaks on time, etc.

Do: Post two blank flip chart pages. One should be labeled Parking Lot and one labeled Resource List. Place a marker near each sheet.

Say: We have posted a Parking Lot. This is where we will write down anything that comes up during the session that we cannot respond to at this time. We may come back to it later or we may need to do some additional research and get back to you.
We have also posted a Resource List. If you know of any resources in addition to the ones we have included in your Participant Manual, please write those on the Resource List flip chart.

2. **Relationships are Key**  (40 minutes)

**Do:** Prior to the training post 2 signs at opposite ends of the room and cover them. One says Curriculum Standards and the other Student Needs. Use an area where the entire group can stand along an imaginary continuum. You may need to move some furniture to do this, use another room or use a hallway.

**Say:** No matter where we work – in a regular public school or in a confinement setting, there are two main things that guide our curriculum choices in our classrooms. These two items are Curriculum Standards and Student Needs.

**Do:** *(Activity)*: Uncover the 2 signs as you say the above or have a co-trainer uncover them.

**Say:** There are two signs posted on opposite ends of the room. One says Curriculum Standards and the other says Student Needs. I would like you to place yourself anywhere along an imaginary line between the two signs. Place yourself based on which you feel is more important for you to pay attention to as a teacher of youth in confinement settings. You may leave all your materials at your tables. OK – get up and place yourself along the continuum.

**Do:** Wait until everyone has placed themselves and the noise has settled down before asking the following questions.

Ask a few of the participants at different points along the continuum:

1. Why did you choose to stand where you did?
2. What setting do you work in? (Detention or longer term corrections)
3. How does the setting impact your decision?
4. Would it change if you only had the student for a week?

**Say:** Most (if not all) of you feel that both meeting curriculum standards and meeting the needs of the student are important. Both are! The key is finding the balance between them when the two items seem to be in conflict with each other. Our hope is that we will help you find some balance through today’s training.

**Do:** Have everyone return to his or her seat.

**Do and Say:** *(Show slides)*
There is another important piece to being successful in improving educational outcomes for our students. That element is YOU! Research shows us that the teacher is the most important factor in a successful classroom.

**Do:** Show slides and discuss.

Let's look for a minute at effect size:

**Understanding Effect Sizes**

- Effect size is a standardized measure of the relative size of the gain (or loss) of an intervention.

<table>
<thead>
<tr>
<th>Effect Size</th>
<th>Description</th>
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<tbody>
<tr>
<td>0.00 or less</td>
<td>Negative effect</td>
</tr>
<tr>
<td>0.00 – 0.20</td>
<td>Negligible, unclear effects</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Small-moderate</td>
</tr>
<tr>
<td>0.40 – 0.60</td>
<td>Strong effects</td>
</tr>
<tr>
<td>0.60 – 2.00</td>
<td>Extreme positive effects</td>
</tr>
</tbody>
</table>

These are just one way of understanding the value of educational/classroom factors. There are others.

Most educational researchers are happy with a small or moderate effect. However, look at this:
A .72 would be an extreme positive effect. And that’s all YOU!

The effect size of poverty is not to be ignored. And most of our students in the confinement setting are from poverty backgrounds. But, your effect as a teacher is .98, which is almost twice as big an effect. As we move through the components of this workshop, keep in mind that you as the teacher have the largest impact on student achievement.

**Do: (Activity)** Show slide and review the instructions for the activity:

- Select the following roles for members of your group:
  - Scribe
  - Timekeeper
  - Spokesperson
  - Facilitator
- Turn to pages 3-5.
- Read the three stories.
- Discuss in your table groups.
- List what works for each teacher.
- List the concerns you still have about each classroom.
- 10 minutes to complete

**Do:** Give the groups about 10 minutes to complete their work.
- Then ask the spokesperson for one of the groups to tell what they felt the teacher in the first story’s strengths were.
- Ask: What concerns do you see in that classroom?
- Ask the rest of the groups if they had anything additional to add.
• Then ask the spokesperson for a different group to tell what they felt the teacher in the second story’s strengths were.
• Ask what concerns they see in that classroom.
• Again ask if the other groups had anything different.
• Lastly, ask a third spokesperson the same thing for the third story.
• Ask the rest of the groups if they had a different response.

Say: You can see through the illustrations of these stories that a teacher who uses only their relationship with the students, or who relies heavily on just teaching the content, will not be as successful as one who uses a balance between the two. You as the teacher are the most important element in the classroom. It is how you balance all the other elements – standards and content, developing relationships with students, your knowledge and teaching skills – that will help our students be successful.

3. Student Profiles (30 Minutes)

Show slide and Say: Before we can develop our lesson plans, we need some information. The first item we are going to look at is student profiles. We usually get some data on an Educational Intake Form.

Do: Show slide and ask: What data do you initially get?

Do: As the group answers the question write the responses on a flipchart.

Do: Show slide and ask: What additional data would you like to get?
Say: The data that we receive when a student arrives varies tremendously. It is based on our type of program – whether you are in a detention facility or a correctional facility. It can depend on the school(s) the student attended. Smaller programs/facilities often have very few people dedicated to educational records so receiving information in a timely fashion can be challenging. If a student has been in multiple foster homes and/or multiple schools finding all the records and the time it takes to receive them can be extensive. Special Education records can require signed consent. Finding the right person in a district who can provide the data can be challenging. Some students are strong self-advocates and have their data with them, and some cannot reproduce their educational history (school names or locations). Data can come from parents or guardian representatives; at times it is difficult to discern who has educational rights for a student. We can obtain academic records, assessment scores, testing scores, IEP’s, discipline records, and anecdotal information based upon the cooperation from past placements. The Family Educational Rights and Privacy Act or FERPA makes it easier to share records. FERPA actually includes detention/corrections facilities in its list of schools so we don’t need to have parental signatures to obtain student records. One piece often overlooked for education programs is the health records. If you have a physical education program you would want information on limitations or restrictions such as asthma, allergies, or physical concerns. We can extract the data we need about a student from these records. There are four types of data.

Do: Show slide.

Say: Let’s look at the four types of data. The first is Demographic data – This is descriptive data. It includes things such as: gender, ethnicity, grade level, attendance, school suspensions
Then there is Student Learning. It can also be called Assessment or Achievement data. It includes information on standardized tests, grades, exams, etc.

Another area is School Process or Program data. This is data that would include: curriculum guides, 504 plans, lesson plans that include instructional strategies.

Lastly we have Perception data. This can include questionnaires, surveys, observations, what people think.

Each area of data is important to putting together the pieces of the puzzle and figuring out what the student needs.

If you don’t receive the data you need to assist you in programming for a specific student, what can you do? One thing you can always do is talk to the student! We often overlook this step but the young people in our care know where they went to school, what grade they were in, what subjects they were taking and what they need to work on.

In most instances of short term detention there will be a day or two after intake before you have records and information for a new student. During this time preliminary assessments in reading or math (Greys Silent Reading or Basic Achievement Skills Inventory) can provide you with some insight into the student, keeping in mind that often the trauma of being detained, and the events preceding what happened can have a significant impact on student cooperation. These are not always acts of defiance but they are most often associated with the pain and uncertainty of their current situation. A caring, patient individual who takes the time to build a relationship and some trust with the student can often help them disclose their academic situation and needs. A young man entered the facility over the weekend after having been involved in a police chase and horrific accident that severely injured his life-long best friend. The youth was facing multiple serious charges, the possible loss of his friend, and the embarrassment and pain he was causing his family. Given time and space, a little gentle attention and encouragement, we were able to discern from him that he only needed two classes to complete his graduation requirements. We were able to convince him that this was the only thing he had control over at this point, and it was a way to begin to heal the situation. He helped us understand what he needed to complete the classes, we obtained the materials, and we were able to see him graduate. Other aspects of his life did not work out as well, and there were serious consequences for his choices, but regardless, he earned his diploma and upon release at a future date he will have graduation from high school as an asset.

We had a young woman who entered our facility extremely agitated. She was so disruptive that she was being kept away from other students. She did not care about school or her past academics but by discussing with her about people she had trusted in the past we were able to obtain the name of her IEP manager. This allowed us to quickly contact the person with the most knowledge about her situation. She also
shared with us some of the details and specific things that person had done while working with her that made her successful and allowed her to develop trust. Often times, learning these small things, words/phrases – activities – interests is more powerful than the information in an IEP. The student will often provide information from past schools that may not be in the current IEP that can also be helpful. These are relationship based students and relationship skills matter. We actually had to engage a number of different staff to try and reach out to this student until we found someone with the right approach that was able to make the connection.

**Do:** Ask if anyone else has an example where they learned pertinent information by asking the student.

As you can see from these examples, the best information often comes from the student. They often know more than their transcript. You can ask the student some additional questions to help you identify how best to teach them. These might include such items as:

**Do:** Show slide:

![Questions to Ask](Questions_to_Ask.png)

**Say:** What other questions might you ask?

**Do:** Write the questions suggested by the group on a flipchart.

**Do:** If the following have not come up in your discussion, add them to the list:

- Do you wear glasses? Do you have your glasses?
- Do you hear okay?

**Say:** One area that you need information about is a student’s special education status. By law we are required to provide the services identified on a student’s IEP. Many of the requirements in an IEP are met by smaller class sizes, closer supervision, and the more individualized instruction/attention of facility schools, but also some challenges can be created. Adhering to IEP documentation requirements, arranging meetings, and providing staff for meetings can be time consuming issue for small facilities. The recording of student minutes and documenting of all the required information of progress can also be challenging with a small staff. Some of the parameters for allowing the student to make independent choices for behaviors or movement can be
limited in a secure environment. Special Education resources must be made available; this is not an option just because it is a secure facility. If a student is entitled to services and they do not cross safety and security boundaries, they must be provided. In short term facilities, with the approval of the IEP manager/team, the suspension of some services for short periods of time is acceptable but this must be noted in the records and parent notification is required. Simply, the same requirements apply in a facility school as in the student’s regular school barring any interference with safety and security regulations. The budgetary impact of speech language, reading, or vocational specialists can be a challenge for some facilities, but is not an acceptable reason to not provide the services.

**Say:** Another point to keep in mind is that our students often return to our programs. Some return several times. Be careful not to jump to conclusions about where a student is at or what their needs are based on what you knew about them the last time they were in your program. Things may have changed in that student’s life and school program. Make sure you re-assess their needs.

**Say:** Based on the data that you collect, you can begin to determine each student’s needs. Another determining factor in developing your lesson plans will be the curriculum standards in place that you need to meet. Our next section will take a look at integrating curriculum standards into your planning.

4. Standards (20 minutes)

**Show slide and Say:** Before we begin this section, we are going to re-group you. This will give you a chance to meet and interact with some new people.

**Do: (Activity):** Prepare a set of category cards in advance of the training. See the Appendix at the end of the Lesson Plan for this information. Shuffle the cards well and hand out a card to each participant. Tell them to find the other people in their group based on category. When everyone has found their group members, direct each group which table to sit at. Have people introduce themselves to their new table mates.

**Say:** We are not always aware of them, but we use standards every day, in all aspects of our daily lives: in communication, media, healthcare, transport, construction, furniture,
energy, to name a few. Every educational jurisdiction has curriculum standards that a teacher must address. Some are created by the state or local school systems and some have been created collaboratively to be used across states such as the Common Core.

**Do: (Activity):** Show slide. Ask participants to stand if they follow #1 – local standards. Look around the room to see who and how many are following local standards. Have them sit down. Do the same for #2 – state standards. Have them sit. Do the same for #3 – Common Core standards? Have them sit. Do the same for #4 – Mixed. Have them sit. Do the same for #5 – None of the above.

If anyone has answered 5. None of the above, ask them what they do follow.

**Say:** One key step in the journey of comprehending the Common Core State Standards (CCSS) are their use of what they call College and Career Readiness (CCR) “anchor standards.” A CCR anchor standard is a skill that high school graduates should have in order to be ready for entry into the world of work or post-secondary education. Basically an anchor standard is an answer to the question, “What should a 21st century diploma holder be able to do in order to flourish?” Whether you teach kindergarten or 12th grade, an anchor standard is the target. The CCSS also offers more specific explanations of the anchor standards by grade level. The anchor standards are the fundamental skills that we want students to have when they graduate from our public schools. They are general enough that they give us some room for flexibility but they are rigorous and they are aligned with what colleges and workplaces expect students to be able to do.

In your Participant Manual on page 8 we have included information on the anchor standards for Reading, Writing, Speaking and Listening and Language. There is also a link to the site where you can find all the standards.

It is important to follow the standards of the public schools because that is where your students will ultimately return.

You need to have a progression of lesson plans that address these standards. This is called a spiral curriculum. A spiral curriculum can help to meet the different learner needs, reach different grade levels and teach across the curriculum when appropriate.

**Do:** Show slide and review the definition of spiral curriculum:
Say: A spiral curriculum tries to expose students to wide variety of ideas, over and over again. A spiral curriculum, by moving in a circular pattern from topic to topic within a field seeks to catch kids when they first become ready to learn something and pick up that topic. It is not a circular curriculum because it doesn’t stay at the same level of difficult as it progresses. The beauty of a spiral curriculum is that after quickly assessing a student you can decide if you need to spiral down, if there are gaps or if the students know the material then you can spiral up to keep them engaged.

Do: Ask the group: Can someone give an example of a spiral curriculum for a standard? Wait for responses and then if you need additional examples, use the following:

One example is in mathematics. You begin by teaching addition with single digits. Later on you teach addition with two digit numbers, then you proceed to three digits. You continue to use the skill but in a more developed manner. Later on you teach the use of addition in story problems and eventually into fractions and longer equations.

In language arts you begin with teaching vocabulary and spelling and progress to sentence structure, paragraphs, essays and technical writing. All along the way you reinforce or reteach the same skills over and over just with more complexity.

There is a more in depth example of spiraling in your Participant Manual. Take a look at pages 10 and 11.

Say: Once we have our standards, we can take each standard and break them down into KUDs. That is the focus of our next section.

5. KUDs (50 minutes)

Show slide and Say: You are going to complete a pre-assessment about what you know about KUD. Do not worry if you do not have an in-depth knowledge about KUD. It is our job to help you thoroughly understand this. We will chunk it down to the point that all of you will be comfortable with these concepts at the end of this section. However, just like you, the classroom teachers, want to know about your students, this assessment helps us to know your prior knowledge with a topic before we begin so we can adjust if necessary.
Do: (Activity) Tell participants to turn to page 12 in their Participant Manual and take the KUD pre-assessment. Allow 2 minutes for them to complete it.

Say: Now that you have finished the assessment, please stand up if you answered A to number 7. OK you can sit down. Now if you answered B to #7 please stand. Ok you can sit and now lastly if you answered C to #7 please stand.

Do: Show slide.

Ask:
- May I please have a volunteer read this quote?
- What does this quote mean to you?
- How does this quote relate to teaching and curriculum?

Say: Before we begin to differentiate we must have a clear idea of our goals. All students deserve access to engaging and challenging curriculum based on the standards that your institution uses. We must be clear as teachers where students are going. That way you know if they got there. The KUD is not so much about teacher teaching but instead the focus is on the student learning.... A big shift for some.

Do: Show slide:
**Say:** As we begin this part of the instruction I want to model the KUD with what we are doing over the next 45 minutes.

**Do:** Read the slide. Ask: What does the KNOW part of this seem to be referring to? Then show the following slide:

Ask the following questions:

What part of your curriculum is the KNOW?
Why is the KNOW important?
What is Carol Tomlinson trying to say?

Show the next slide. Have a participant read this slide.
Ask the following questions:

How is UNDERSTAND different from KNOW?
What are you trying to get with UNDERSTAND?
How do you start the sentence when you are writing goals for UNDERSTANDING?
Why would we say this is about relevancy?

**Say:** Often our curriculum gives us the KNOW and DO but the UNDERSTAND is what hooks the students. It establishes relevancy and connections.

Show the next slide.

![Able to DO Diagram](image)

Ask the following questions:

Is this the same as the standards?
Would the DO be “The student will understand…”
What part of speech typically starts the DO?

**Do:** Show slide and review:

![KUD Summary Diagram](image)

**Say:** There is a link to an article from ASCD that demonstrates breaking standards into KUDs in a variety of curriculum areas in the reference section of your Participant Manual.
Ask: What questions do you have?

**Say:** Planning an effective curriculum means being clear on all three of these things. The KNOW, UNDERSTAND and the DO. But it is also important to think about the misconceptions as well.

**Do:** Show slide:

**Say:** Depending on how your standards are written, they can be DOs or KNOWs or UNDERSTANDs or a mix of all three.

> More About KUD

- KNOWs are not just the standard. Often the standard contains more than KNOWs.
- If teachers struggle with difference between their KNOW and UNDERSTAND then often the lesson is too easy. It lacks those essential truths.
- The DO is not what will happen in a lesson or what the teacher will do.
- KUDs should be written so that if you are differentiating, all students will be addressing the same learning goals.

Often teachers have not always thought about the UNDERSTAND. This is the big driving questions that make what we are teaching matter to our kids. If we do not include it then we are simply throwing lots of facts at them that will not be around for very long.

Once you get your KUD done you can then decide to differentiate in groups or individually but the KUD generally stays the same. You might have different DOs based on student learning plans. KUDs are particularly important for differentiating because it allows you to meet individual and group needs while still addressing the identified learning goals.

**Do: (Activity)**: Show slide and say: Now we are going to see how comfortable you are deciding if these are KNOWs, DOs or UNDERSTANDs. In your table groups, discuss the examples in your Participant Manual on page 18 and decide if they pertain to knowledge, understanding or doing.
Allow 10 minutes.

Go over the correct answers with the class. (Answers found in the Appendix at end of lesson plan.)

**Do:** Show slide of From Standards to KUDs and discuss.

---

**Standard**

Students will describe the main topics or ideas in communications they read and view.

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand that...</th>
<th>Be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main idea is the most important thing the paragraph says about the topic.</td>
<td>An author always has a point to make. Much of what an author writes revolves around the point.</td>
<td>Identify and describe the main topics or ideas in what is read and viewed.</td>
</tr>
</tbody>
</table>

---

**Do:** *(Activity)* Show slide and review the instructions for the activity.

---

**Activity - Standards into KUD**

- Rotate the roles for members of your group
- Scribe
- Timekeeper
- Spokesperson
- Facilitator
- Turn to pages 20 and 21.
- As a group break the standard into KUDs.
- 15 minutes to complete.

Allow 15 minutes.

Ask for a volunteer group to read what they came up with for the **KNOW**. Ask the other groups if they had anything different.
Ask a different group to read what they came up with for the **UNDERSTAND**. Again, ask the other groups if they came up with anything different.

Ask a third group to read what they came up with for the **DO**. Again, ask the other groups if they came up with anything different.

**Say:** In your Participant Manual on page 22 there is a KUD Checklist. Take a look at this page.

**Do:** Ask: What questions do you have about the KUD Checklist?

**Say:** This is a great review for what we have been working on. A good teaching strategy is to share your KUD with your students. Some teachers start the day/lesson looking at it and other teachers use it as a review to wrap up.

**Do:** Ask the following questions:

What do you think about this strategy?
What questions do you have?

Show slide:

![KUD Learning Goals]

- **KNOW:** Definitions of K, U and D; misconceptions related to writing KUDs
- **UNDERSTAND:** Effective differentiated curriculum and instruction is united by clear learning goals. We must understand where we are heading in order to know if we are heading in the right direction.
- **DO:** Practice identifying KUD statements collaboratively in small groups.

Ask: This is what we said we would learn. Do you feel we have achieved our goals?

**Say:** There is a link to a good resource article in your Participant Manual by Jennifer N. Kumpost entitled “Understanding the Understands in KUD”

**Say:** Behind every good differentiated lesson is good curriculum. And good curriculum starts with clear learning goals- what we call KUD.

6. **Class Profiles (30 minutes)**
**Show slide and Say:** Once we have the profiles of our individual students, we know the standards we need to teach to, and we have outlined the KUDs, we need to put together a class profile.

![Class Profiles](image)

Why do you need a class profile?

**Do:** Wait for responses and then fill in any missing information using the following:

The class profile provides you with a guide to the overall temperament of the group. It allows you to prepare sets of materials appropriate to the various levels of your class. It allows you to anticipate the pacing of your lesson and can guide the type of actual instruction. A profile including conflict in the group would preclude group activities, or a quiet group would limit discussion. Anything can be overcome with good teaching, but knowing in advance the challenges heightens your awareness. Class profile also guides your assessments. Individualization is necessary for the extremes, but understanding your group constitution allows for an assessment selection to match the general abilities of the group. Writing issues would preclude an essay; bullying issues might preclude putting individuals on display for presentations. Class profiles can also help with room arrangement, materials selections for safety and security, and even such things as appropriateness for a guest speaker or other unique activities.

What are some of the components you need to think about when you are putting together a class profile?

**Do:** Wait for responses and then fill in any missing information from the following:

Class profiles would include:

- ages and maturity levels of students
- the physicality of the group
- historical information about the group activities and school responses
- likes and dislikes of the group
- mental health issues
- relationships with facility staff
- response to other teachers/classes
• responses to technology use in class
• dominant learning styles
• ability to work independently
• emotional triggers
• identifying the leader(s) in the group
• number of and which students are eligible for special education services
• number working on a public school curriculum along with their reading levels and the length of time they will stay in the program
• engagement of the group
• those that can work together and those that need to be separated

Say: There is a template for a class profile in your Participant Manual on pages 23 - 25. This is just one example of a tool for developing a class profile. There are others which are available in books and on the Internet.

Do: (Activity): There are two typical classrooms of 8 students each in the Participant Manuals. One is a detention setting and one is a corrections setting. Group the participants in small groups of 3 – 6 based on what setting they teach in and direct them to the typical class they will use. Show the slide with the directions for the activity and review it. Tell the groups they have 15 minutes to complete all the steps in the task.

Direct the Detention groups to post their charts near each other on one side of the room. Have the Corrections groups post their charts near each other on a different side of the room. When they have posted their flipcharts, have the groups stand and move to their area of the room where their charts are posted. Have them look at what the other groups came up with.

Debrief the Gallery Walk by asking the following questions:
   1. What did you observe about the different class profiles for your setting (detention or corrections)?
   2. Would you change anything now that you have seen the other groups’ profiles?
   3. How can creating a class profile help you in your classroom?

Have everyone return to his or her seat.
Say: How are you going to meet all the different needs in these classrooms? We know that one size does not fit all. This is what differentiation is and that will be the focus of our next section.

7. Differentiation (45 minutes)

Show slide and Say: When you hear the word differentiation as applied to a classroom setting, what do you think of?

Do: Wait for responses.

Say: Since we know that our students are so varied in terms of age, grade level, learning styles, interests, special education and mental health needs, etc., differentiation is a way we can address these varied needs. We are going to watch a video that will explain more about the concept of differentiation. We will show the video in three parts. There is a note-taking guide in your Participant Manual for each part of the video. Please jot down answers and thoughts as you watch each. When we stop the video, we will discuss your responses.

Do: Show the video - Part 1: What Makes Our Students and Setting Unique (9 minutes and 33 seconds). When you pause the video give participants a minute or two to complete writing in their Participant Manuals.

When they have made their notes, have them pair up with someone sitting next to them and discuss what is different about our students and setting.
Do: Show video - Part 2: Differentiation: What it is and what it is not (8 minutes 44 seconds). Again, direct participants to the note-taking guide for this part. When you pause the video give participants a minute or two to complete writing in their Participant Manuals.

When they have made their notes, have them discuss this in their table groups. Then conduct a round robin – each table give one thing differentiation is not. Go around a few times, until the list is pretty well exhausted. Then go around again and ask each table to give one thing differentiation is. Rotate between the tables until this second list is exhausted

Do: Show video - Part 3: The Differentiation Matrix Applied to a Confinement Setting (9 minutes 15 seconds.) Again, direct participants to the note-taking guide for this part. When you pause the video give participants a minute or two to complete writing in their Participant Manuals.

When they have made their notes, ask the whole group:

- What are the three basics of differentiation in response to student traits?
- What are the three areas of curriculum that teachers can differentiate?
- What is different in where you work?

Say: Now that we have a basic understanding of what differentiation is and what it is not, you may be asking yourself how you put this into operation at your setting. Let’s take a look at some of the instructional strategies you can use to begin the process of differentiation in your classroom.
8. Instructional Strategies for Differentiation (90 minutes)

**Show slide and Say:** Before we begin this next section, we are once again going to move you into new table groups.

**Do:** (Activity): Prepare cards in advance of the training. Refer to the Appendix at the end of the Lesson Plan for a template to copy. Hand out a card with a letter on it to each participant. Have them stand up and find four other people so that the five letters spell a word that is a part of the training. When they have found their groups, direct them to a table to sit at. Then ask them to take a minute to discuss what this word means and to get ready to present this information to the other groups. Have each group present their word and what it means and the importance of it.

**Say:** There are many different instructional strategies you can use in your classroom as you begin to differentiate. We have included some resource material in your Participant Manual that will give you ideas and suggestions for a number of different strategies. Since we do not have the time to include all the possibilities we have chosen three strategies that we believe are extremely helpful to a teacher and yet are sometimes misunderstood. The three strategies are:

Let’s begin with flexible grouping.

**Do:** Ask the group, “What does flexible grouping mean to you?” Wait for answers and then show the next two slides:
Discuss the slides filling in any areas that the participants did not bring up in the discussion.

**Say:** How have we used flexible groupings throughout the day with you?

**Do:** As they list the types of groups, write them on the flipchart. Make sure the following points are covered:

When you first came in we let you sit wherever you chose to. You worked for a while in these self-selected groups. We used category cards to form new groups. This was a random grouping but had an intended purpose – it allowed you to meet, interact and network with additional people in the group. For the class profile activity we divided you according to where you worked – detention or corrections – an area of interest. We used word cards to re-group you and this had a purpose as well – it helped to review what had been learned and highlight some important concepts.

In addition, there were times you worked on an activity individually – such as a self-assessment. There were times you worked in pairs. Many times you worked in table groups and we also did some activities and discussions with the whole group. All day we have been using flexible grouping.

**Say:** Why don’t some teachers use flexible grouping?

Many teachers feel that using flexible grouping will lead to behavior management issues. In our environment we need to be very aware of safety and security issues.
can impact on your groupings. As we discussed, you may not be able to put certain youth together in groups. Your groups may change on a daily basis changing the group dynamics. But you can use some form of flexible grouping at least part of the time and it can actually lead to fewer behavioral issues. Students will feel more comfortable, they feel more empowered and they feel more connected to the learning.

**Do: (Activity):** One of the standards from the Common Core is “Read and Comprehend Complex Literacy and Informational Text Independently and Proficiently.” Have handouts of four different current events articles: one is science oriented, one is sports oriented, one is arts oriented and one is world affairs oriented. Have participants choose one of these topic areas and go to the table assigned to it. Once they are settled at their tables give the instructions:

After 10 minutes, have groups report out. Have them briefly describe how they might use flexible groupings to teach the material in this article.

**Say:** In your Participant Manual there are some websites to provide you with materials for teaching the skill of reading informational text. One of these is newsela.com. This free site takes current event articles for a variety of topic areas such as war and peace, the arts, sports, health, science and the law. You can use one of five different reading levels for each article. They also match the articles to the standards.

**Do:** If you have Internet access in the classroom, you can show the website for [www.newsela.com](http://www.newsela.com) and demonstrate how it adjusts the reading level of the articles. Or show these slides which is a screen shot from that website:
Say: In your Participant Manual there is also a Teacher Checklist for Group work that you may find helpful.

Show slide and Say: The next Instructional Strategy that we will look at is questioning. Questioning plays a critical role in the way teachers:

- structure the class environment
- organize the content of the course
- help students assimilate information

Research shows that the typical teacher asks between 300-400 questions per day. We want to make sure that we use the technique of questioning as effectively as possible. Here are a few guidelines to help make your questions as effective as possible:

Do: Show the slides one at a time and elaborate on each.
Make the questions purposeful – they need to lead to a desired outcome.

Use more open-ended questions.

Ask only one question at a time.

Layer your questions – start with a good general question and then move to more specific.
Ask controversial or polarizing questions – this encourages thinking and looking at issues from different sides.

Ask questions that connect the material to the student’s experiences.

Anticipate different responses than you planned – particularly in our setting.

Give an extended wait time after asking the question. Our kids may need extra time to process the information.
Do: (Activity): In your Participant Manual there are twelve objectives for asking open questions. Using the current events article that you read a little while ago, develop a question or two for each of your assigned objectives. The first group (Science) will take objectives 1 – 3, the second table group (Sports) will work on objectives 4 – 6, the third group (Arts) 7 – 9 and the last group (World Affairs) 10 – 12.
Have each group report out.

**Say:** After a lesson it is always a good idea to look back on how it went and refine your questions. Take some notes on which questions were most effective at achieving the goals you had set out and which questions led to answers that you did not expect. Keep these notes with your lesson plan and use them to refine your questions for the next time.

**Show slide and Say:** The next instructional strategy we will talk about is Student Choice Activities.

**Do: Show slide and Ask:** Why would we give students a choice in the classroom? Wait for responses then fill in with the following information:

Student choice is a powerful motivator for student engagement. If a student has an interest in a topic, learning is more likely to take place. Research has shown that when
students are allowed to select their preferences, behavior problems were reduced. A sense of choice about what or how we learn is empowering and therefore is an enhancement to learning. Choice can be either in the content, the process or the product.

How you present the choices also matters. Students need to feel as if their choices are genuine and authentic (even if they are not that important to you). Many of our kids have so little sense of power/choice in their lives that small choices really become important. For the future, if we make all their choices and decisions for them, they will be poor decision-makers in larger settings.

**Do: (Activity):** Give a sheet of flipchart paper and a marker to each table group.

**Say:** Let’s have a little competition. In your table groups, come up with a list of as many choices as you can think of that you can give your students. Assume you are using the current events articles to teach reading informational text. Write the choices on a flipchart paper. We will then post these around the room. You will need a facilitator, timekeeper, scribe and reporter. Make sure you switch roles so everyone gets a turn at each role. When I have the signal, you have 3 minutes to generate your list.

**Do: (Activity):** When time is up, direct each group to a different area of the room to hang their lists. Then have each group stand by their list. Rotate the groups clockwise to the next groups list. Give each group a different color marker. Tell each group to put a C next to each item that represents a content choice. Allow about 2 minutes. Then rotate the groups clockwise again. This time with a different color maker, have them identify which are process choices with a P. Allow about 2 minutes. Rotate one more time. This
time give each group a different color marker and have them identify which choices are product choices with an O. Why O? Because another word for product is output and we have already used P!

When this is complete the groups may sit down. Then lead a discussion based on the following questions:
- How does our environment affect the student choices we may use?
- Which choices are you currently using?
- Which choices do you think you will incorporate into your lesson planning?

**Say:** In our facilities, our students have such limited choices. Yet, when they return to the community, choices will bombard them. We need to do our best to prepare them for re-entry. Any time we can help them make an appropriate choice, we have an opportunity to help them learn how to make good choices. But this is not just about teaching them to be responsible— it is bigger than that.

> “All of us tend to be happiest and most effective when we have some say about what we are doing. If we are instead just told what to do (or in the case of schooling, deprived of any opportunity to make decisions about what (or how) we're learning, achievement tends to drop—right along with excitement about what we are doing.”

A. Kohn: The Schools Our Children Deserve

What questions do you have?

9. **Next Steps** (25 minutes)

**Show slide and Say:** Now that we have finished the content of our workshop, we have a few more items to take care of. First let’s go back and review our expectations.
**Do:** Bring the flipchart paper with the expectations created at the beginning of the workshop up to the front of the room. Review the expectations one at a time and ask if they have been met. If they have not, tell participants how they might access the information that they need.

Review the Parking Lot issues that were written throughout the day and explain how you will get the information needed back to the participants. You may need to do some research and e-mail the information to them after the workshop.

Explain how they will receive the list of additional Resources that have been added to the flipchart during the workshop. Again, these will probably be e-mailed to participants after the workshop.

**Say:** We have designed some post-training activities for you to do. These will help you to transfer the knowledge back to your work site, reinforce the concepts you have learned today and further explore these concepts. We strongly urge you to take the time to complete these activities. These activities are in the section of your Participant Manual labeled Post-Training Activities.

We have designed an e-learning modules based upon the concepts in this workshop. You will be able to access that module as a review of what we covered here. You can also share this module with your co-workers.

**Do: (Activity):** Display slide and tell participants to turn to page 39 in their Participant Manual. They should take a few minutes to jot down items in each of the four quadrants. Tell them to think about everything they have learned today as they are completing the form.

In the first quadrant, they should write the first few facts that come to mind about what they have learned or re-learned today. In the bottom left quadrant they should write any “AHAs!” that they have had as a result of the training. In the top right quadrant they should write any questions they have thought of as a result of the training. In the bottom, right quadrant they should write a few action steps they plan to take as a result of this training.
After 5 – 10 minutes, ask for a few volunteers to share one fact they have learned or re-learned today. After several responses, ask for a few volunteers to share one “Aha!” they had today. Then ask for volunteers to share any questions they still have. Try to respond briefly to the questions or tell them where they can find resources to help them. Lastly ask for a few volunteers to share the actions they will take as a result of the training.

**Do: (Handout):** Pass out evaluation forms and have the group complete them. If there is time you can have them give oral feedback as well. Thank the group for their hard work and wish them well in their endeavors in the classroom.
Appendix
<table>
<thead>
<tr>
<th></th>
<th>Identify KUDs – Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The physical geography of a region directly impacts the development of the civilization that settles in that particular region.</td>
</tr>
<tr>
<td></td>
<td>U</td>
</tr>
<tr>
<td>2.</td>
<td>Christopher Columbus discovered America in 1492.</td>
</tr>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td>3.</td>
<td>Locate places on a map using a geographic grid including latitude and longitude.</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td>4.</td>
<td>Scientists record the results of their experiments in a careful and detailed manner.</td>
</tr>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td>5.</td>
<td>Count to 100 in units of ten.</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td>6.</td>
<td>Analyze the causes of the America revolution.</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>Writers use a variety of literary elements to inform, persuade, describe, and entertain readers.</td>
</tr>
<tr>
<td></td>
<td>U</td>
</tr>
<tr>
<td>8.</td>
<td>Good writers use the skills of logical organization and strong voice to convey a message to the reader.</td>
</tr>
<tr>
<td></td>
<td>U</td>
</tr>
<tr>
<td>9.</td>
<td>You can find the decimal for 3/8 by using equivalent fractions.</td>
</tr>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td>10.</td>
<td>Four quarter notes equal one whole note.</td>
</tr>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td>11.</td>
<td>Jump rope for 4 minutes.</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td>12.</td>
<td>Understanding the formula for finding area will be useful in your adult life.</td>
</tr>
<tr>
<td></td>
<td>U</td>
</tr>
</tbody>
</table>
Category Cards for Creating New Groups

Print on card stock and cut into cards or write each item on an index card. Match the number of categories to the number of groups you want. Then use the number of cards in each category that you want each group.
Example: If you want 4 groups of 5 people, use 4 of the categories and use 5 cards from each category.
<table>
<thead>
<tr>
<th>Folk</th>
<th>Rock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disco</td>
<td>Country</td>
</tr>
<tr>
<td>Rap</td>
<td>Classical</td>
</tr>
<tr>
<td>Horror</td>
<td>Sci-fi</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>Comedy</td>
<td>Musical</td>
</tr>
<tr>
<td>Drama</td>
<td>Mystery</td>
</tr>
</tbody>
</table>
Zebra  Hippo
Lion  Elephant
Rhino  Monkey
<table>
<thead>
<tr>
<th>Potato</th>
<th>Cauliflower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asparagus</td>
<td>Peas</td>
</tr>
<tr>
<td>Green Beans</td>
<td>Broccoli</td>
</tr>
<tr>
<td>Lamp</td>
<td>Bookcase</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Table</td>
<td>Bed</td>
</tr>
<tr>
<td>Sofa</td>
<td>Desk</td>
</tr>
</tbody>
</table>
Letter Cards

Write each letter on an index card. Shuffle the cards, hand one to each person. Use to form new groups and to review material covered. You can substitute words that come up during the training. These words will form groups of 5. You can create different size groups by using words with different number of letters.

Roles
Level
Group
Teach
Skill
Needs
Plans