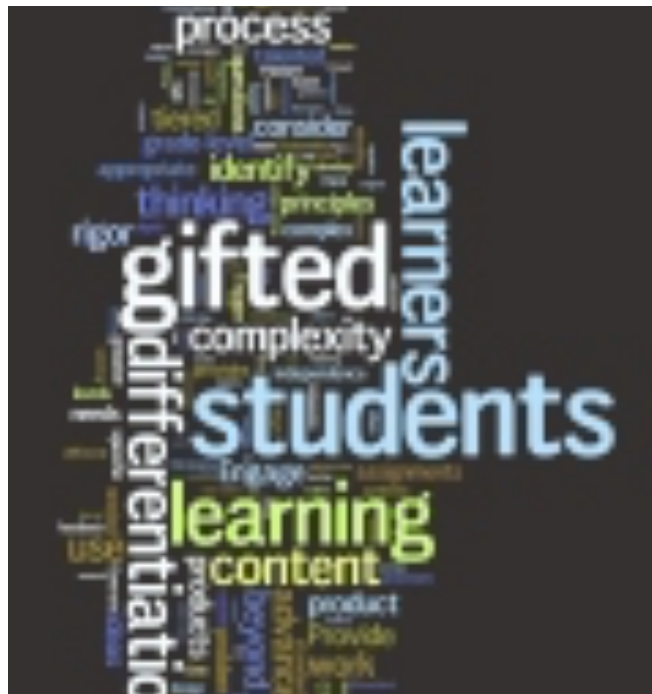




Addressing the Mixed-Ability Classroom in Confinement Settings



Participant Guide

Goal:

To improve educational outcomes for youth in confinement

Learning Objectives:

At the end of this training session, you 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.

How to Use the Participant Guide

In this Participant Guide for Understanding Adolescent Development through Current Brain Research, you will find materials needed to take notes on presentations and to participate fully in both group and individual activities.

You should keep this Participant Guide after the training session has concluded and use it as a reference and a resource as you return to your work. You may also be asked to discuss the content and the significance of this training with your supervisor and/or other staff members.

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

Ms. Thomas

Ms. Thomas is the Science teacher in the county detention center. She typically has 8-10 students of mixed ability in her classroom per period. The mobility rate for students is very high, but there are some long termers in the room. Her rate of special need students (SPED or mental health issues) is double the rate in a comparative local public school classroom. She knows the science standards for every class offered by the local district. She focuses on addressing a specific standard(s) each class period with an emphasis on the key parts students are likely to see on the district assessments. She focuses her energy on getting kids through a specific class so they earn credit. She commonly breaks students out into individualized activities that match their specific need. She provides hands-on / interactive events when they meet the specific need of the class, but she motivates by showing students how they will earn credit. She is driven by the desire to help these students graduate. She has multiple re-test opportunities, works tirelessly to offer outside of class packets and even stops in on the weekends to provide materials for the students who are highly motivated. She takes pride in the group of students who excel in her classes and complete courses, earn credit and return to their schools. She is a kind and caring teacher, but any student who refuses to participate or is disruptive is removed, she wants the others to work diligently and quietly to maximize their progress through the curriculum. If a student has completed their science requirements for graduation, she will allow them to work on other coursework during science time.

Notes: _____

Mrs. Jacobs

Mrs. Jacobs is a Social Studies teacher in the county detention center. She typically has 8-10 students of mixed ability in her classroom per period. The mobility rate for students is very high, but there are some long termers in the room. Her rate of special need students (SPED or mental health issues) is double the rate in a comparative local public school classroom. Mrs. Jacobs is the favorite teacher of all the students. She provides exciting and fun activities that are hands-on, interactive, and always entertaining. She is funny, clever, and relates beautifully to the “street style” that is comfortable with the students. The students feel successful every day because her lessons can be done by everyone. If you need a little extra help she will carry you along to make you complete the work by reducing the expectation, giving you the answer so you can move along with the rest of the class, or get you a partner to do it for you. There is no fear, or struggle, and the classes are fun. She has minimal behavioral issues because the class is a performance, a show that kids want to see. The information is presented and the students repeat it back. They remember the information because of the activity.

Notes: _____

Ms. Tucker

Ms. Tucker is the Language Arts teacher in the county detention center. She typically has 8-10 students of mixed ability in her classroom per period. The mobility rate for student is very high, but there are some long termers in the room. Her rate of special need students (SPED or mental health issues) is double the rate in a comparative local public school classroom. She knows her Language Arts standards across the district curriculum and sees connections to other disciplines standards. She sees the common threads through the standards that cross multiple grade levels and has an understanding of the skills needed to differentiate for her students. She knows the profile of her students and the dynamics of the class profile as a whole group. She “reads” the room each day and has multiple options available for modifying or changing the daily plan. Her lessons are supportive, challenging, and require the students to invest in their own learning. She teaches everything with caring, humor, respect, and a continual and complete belief in her students’ ability to achieve higher and higher goals. She isn’t caught off guard by student knowledge gaps, and she celebrates every success. Her tracking of student achievement is continuous, ongoing, and disciplined. She has a concise record keeping system and seeks out knowledge from colleagues and the available records to provide the best services possible for her students. She varies the challenge and enjoyment level within her classroom constantly, and the student drives their own learning process. Students learn more than language arts standards, they learn application to their own lives, they grow intellectually, and they develop a sense of purpose, accomplishment, and self-motivation. The students learn because they choose to learn in the inviting environment the teacher creates. They learn to love the struggle because they know they are supported. They know that she cares, so they want to know what she teaches.

Notes: _____

Student Profiles

Types of Data

Demographic	Student Learning
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
School Process	Perceptions
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Other Sources of Information

- What is your favorite subject?
- How do you learn best?
- What do you like to do outside of school?
- Do you prefer working in a group or alone?

Others: _____

Standards

<http://www.corestandards.org/read-the-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 postsecondary 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 or in a confinement facility, an anchor standard is the target. The CCSS also offers more specific explanations of the anchor standards by grade level.

Because literacy tasks involve various modes of operation, there are several sets of anchor standards. They are: Reading, Writing, Speaking and Listening, and Language.

10 Reading Anchor Standards

- Key Ideas and Details ([R.CCR.1*](#), [R.CCR.2](#), [R.CCR.3](#))
- Craft and Structure ([R.CCR.4](#), [R.CCR.5](#), [R.CCR.6](#))
- Integration of Knowledge and Ideas ([R.CCR.7](#), [R.CCR.8](#), [R.CCR.9](#))
- Range and Level of Text Complexity ([R.CCR.10](#))

10 Writing Anchor Standards

- Text Types and Purposes ([W.CCR.1](#), [W.CCR.2](#), [W.CCR.3](#))
- Production and Distribution of Writing ([W.CCR.4](#), [W.CCR.5](#), [W.CCR.6](#))
- Research to Build and Present Knowledge ([W.CCR.7](#), [W.CCR.8](#), [W.CCR.9](#))
- Range of Writing ([W.CCR.10](#))

6 Speaking and Listening Anchor Standards

- Comprehension and Collaboration ([SL.CCR.1](#), [SL.CCR.2](#), [SL.CCR.3](#))
- Presentation of Knowledge and Ideas ([SL.CCR.4](#), [SL.CCR.5](#), [SL.CCR.6](#))

6 Language Anchor Standards

- Conventions of Standard English ([L.CCR.1](#), [L.CCR.2](#))
- Knowledge of Language ([L.CCR.3](#))
- Vocabulary Acquisition and Use ([L.CCR.4](#), [L.CCR.5](#), [L.CCR.6](#))

Spiral Curriculum

The Spiral Curriculum is an approach to education that introduces key concepts to students at a young age and covers these concepts repeatedly, with increasing degrees of complexity.

Examples: _____

One Example from a Spiral Curriculum

This example is extracted from the Language Arts standards common core curriculum for grades Kindergarten through 12th grade. It was prepared and used with the permission of Brooke Mabrey, Curriculum and Instruction Specialist, McDowell County Schools, North Carolina.

The skills that are not in bold were taught in previous grades. Skills in bold are new skills to be acquired. You can assess for each skill and if mastered, spiral forward, if not acquired, spiral back and reteach.

6th Grade: Sentence Level

- Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences
- Produce, expand and rearrange complete, simple, compound, and complex sentences
- Emergent understanding of dependent and independent clauses (based on production of complex sentences)
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Expand, combine, and reduce sentences for meaning, reader/listener interest and style
- **Vary sentence patterns for meaning, reader/listener interest and style**
- **Maintain consistency in style and tone**

7th Grade: Sentence Level

- Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences
- Produce, expand and rearrange complete, simple, compound, and complex sentences
- Emergent understanding of dependent and independent clauses (based on production of complex sentences)
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Expand, combine, and reduce sentences for meaning, reader/listener interest and style
- Vary sentence patterns for meaning, reader/listener interest and style
- Maintain consistency in style and tone
- **Recognize and eliminate wordiness and redundancy**
- **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers**

8th grade: Sentence Level

- Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences
- Produce, expand and rearrange complete, simple, compound, and complex sentences
- Emergent understanding of dependent and independent clauses (based on production of complex sentences)
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Expand, combine, and reduce sentences for meaning, reader/listener interest and style
- Vary sentence patterns for meaning, reader/listener interest and style
- Maintain consistency in style and tone
- Recognize and eliminate wordiness and redundancy
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- **Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences**

9th and 10th grade: Sentence Level (same set of standards with 2 years to master)

- Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences
- Produce, expand and rearrange complete, simple, compound, and complex sentences
- Emergent understanding of dependent and independent clauses (based on production of complex sentences)
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Expand, combine, and reduce sentences for meaning, reader/listener interest and style
- Vary sentence patterns for meaning, reader/listener interest and style
- Maintain consistency in style and tone
- Recognize and eliminate wordiness and redundancy
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences
- **Use parallel structure**
- **Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations**

KUD

Answer the following questions. If you don't know the answer, write HLY (for Haven't Learned Yet). Don't worry if you don't know any of these: you're not expected to know them yet and this is not a test!

1. What does the acronym KUD stand for?

2. Define and give an example of a "K"

3. Define and give an example of a "U"

4. Define and given an example of a "D"

5. Why are KUDs important in any lesson, but especially a differentiated lesson?

6. What questions or problems do you currently have concerning KUDs?

7. At this point, circle your level of knowledge and expertise with KUDs.

- a. Just beginning
- b. On my way
- c. Feeling like an expert

“To begin with the end in mind means you start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”
Stephen Covey

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.

KNOW

These are the:

- facts
- vocabulary
- dates
- places
- names
- examples

you want your students to memorize.

“Teaching facts in isolation is like trying to pump water uphill.”

Carol Tomlinson

Examples: _____

Notes:

UNDERSTAND

Major concepts and essential truths. “The Big Idea”

- This is the core to the meaning of the lesson or unit. These are what connect the parts of a subject to the student’s life and to other subjects. These are not things we can memorize.
- It is through understanding that we teach our students to truly grasp the “**point**” of the lesson or experience
- “I want my students to understand that...”

Examples:

Notes:

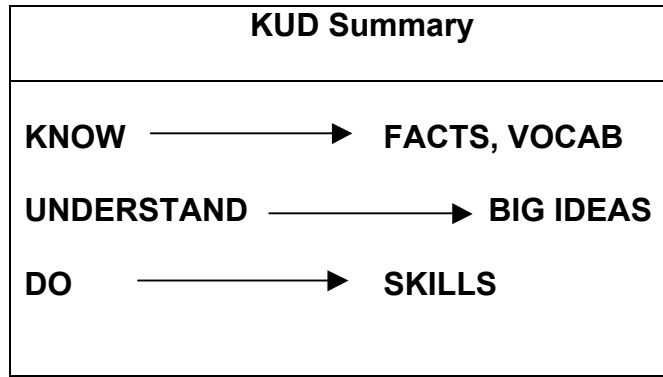
Do

These are the:

- Skills
- Behavioral Objectives
- Outcomes
- These are usually verb and/or phrases

Examples:

Notes:



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.

Notes: _____

Identifying KUDs

In your table groups, discuss and decide if each statement is a K, a U or a D:

1. The physical geography of a region directly impacts the development of the civilization that settles in that particular region.	
2. Christopher Columbus discovered America in 1492.	
3. Locate places on a map using a geographic grid including latitude and longitude.	
4. Scientists record the results of their experiments in a careful and detailed manner.	
5. Count to 100 in units of ten.	
6. Analyze the causes of the America revolution.	
7. Writers use a variety of literary elements to inform, persuade, describe, and entertain readers.	
8. Good writers use the skills of logical organization and strong voice to convey a message to the reader.	
9. You can find the decimal for $\frac{3}{8}$ by using equivalent fractions.	
10. Four quarter notes equal one whole note.	
11. Jump rope for 4 minutes	
12. Understanding the formula for finding area will be useful in your adult life.	

From Standards to KUDs

Standard: Students will describe the main topics or ideas in communications they read and view		
Know	Understand that...	Be able to do
The main idea is the most important thing the paragraph says about the topic..	An author always has a point to make. Much of what an author writes revolves around the point.	Identify and describe the main topics or ideas in what is read and viewed.

Notes: _____

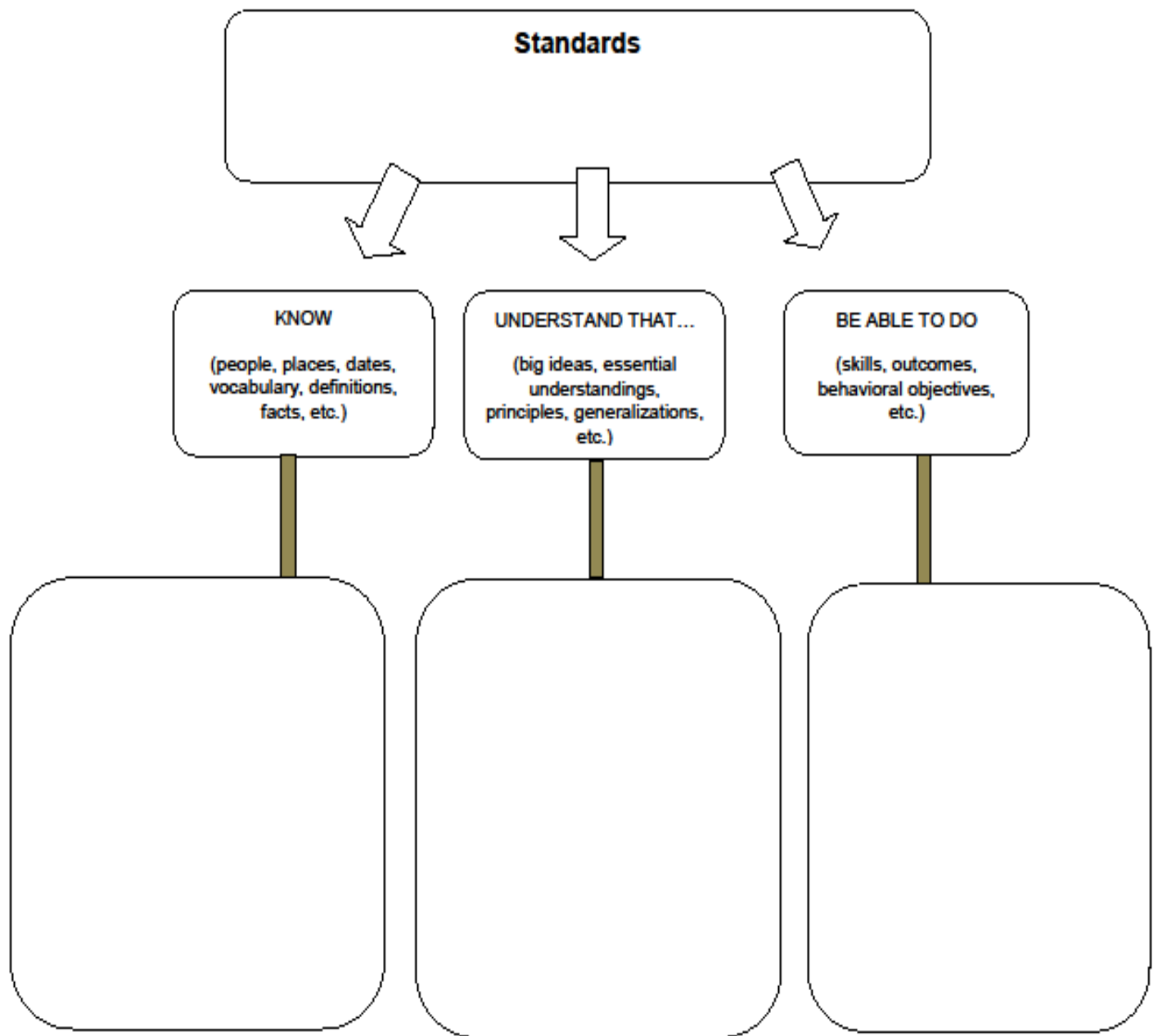
From Standards to KUDs

Use the template on the next page of your Participant Manual.

Working in your small groups, create KUDs using the standard:

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, videos, multimedia) to present a particular topic or idea. (CCSA ELA-Literacy RI 8.8).

Notes: _____



KUD Checklist

Do my Know goals...

Contain the discrete knowledge (vocabulary, dates, names, procedural knowledge) about which my students will be assessed? Both pre- and summative assessments?	
--	--

Are my Understand goals...

Are my Do goals...

Written in complete sentences?			Separate from a context? (That is they are transferable to other contexts or disciplines, or can be used in ways other than those in which we will use them in this lesson)	
Show a relationship between two or more concepts?			Representative of authentic skills of the field or discipline?	
Transfer to other time, cultures, contexts, or situations?			Will students receive explicit instruction in and be evaluated on degree of mastery of these skills in the lesson?	
Answer “why?” or “how?”				

Class Profiles

Student Name:					
Reading Level					
Math Level					
IEP Y/N					
Learning Style/ Preferences					
Social/ Emotional					
Interests					
Strengths					
Challenges					

Class Profiles

Student Name:					
Reading Level					
Math Level					
IEP Y/N					
Learning Style/ Preferences					
Social/ Emotional					
Interests					
Strengths					
Challenges					

Class Profiles

Student Name:					
Reading Level					
Math Level					
IEP Y/N					
Learning Style/ Preferences					
Social/ Emotional					
Interests					
Strengths					
Challenges					

Class Profile

Detention

1. Sam – Came in last night. Bruising on his face from the car accident that ended the police chase. Still slightly hung over. Has missed most of the last month of school but was a good student prior to the issues he is involved in now. 11th grade, on track to graduate. Quiet and withdrawn.
2. Tyree – This is his 7th visit to the detention center in the last 4 years. He is in 10th grade but only has the credits for 1 semester of 9th grade. Attends school off/on. He is behind 5 grade levels in reading, 2 grade levels in math (and likes math). Tyree can't sit still, has poor impulse control, and is constantly "on the go." He is very bright, but if not entertained he will entertain himself in ways that will not contribute positively to the class.
3. Janelle – 14 years old. She has been in the center for a month and a half. She is an avid recreational reader, gets along well with staff, peers, and teachers. She likes to journal but has not had a visitor during her entire stay. Today she has her head down and quietly sobbing.
4. Dale – He is 17 and relatively mature. He knows the world and is planning on a GED. He can answer any question and is always convinced his perspective/interpretation is the correct one. He "runs" the housing unit. He is a poor reader but very self-conscious of any weakness. He is a SPED student but there is no IEP available at this time.
5. Shiloh – Shiloh is a SPED student who requires extra time for assignments, should repeat back directions, has test questions read aloud to him. Shiloh is very sensitive about being singled out. He puts on a tough façade to keep others away. He is 16 years old, but confused about why he is in the facility and focused on what the outcome of his situation will be more than any academic activities
6. Maria – Maria is 16 and usually very cooperative and helpful. She encourages others and is curious and insightful. She has missed chunks of school throughout her life, but is a self-driven learner. She is amazingly artistic and cares deeply about her family's cultural history.
7. Mathias – Mathias is 15 going on 30! He is extremely bright (gifted) and mature beyond his years. He runs his own life, and the household he lived in. He provides exceptional input to the class and is a voracious reader. Challenged or boxed into a corner he has huge outbursts and these are quick to occur. His peer relationships are strong until they go wrong.
8. Levi – 12 years of age, Levi is functioning at approximately a 9 year old capacity. He is scared and withdrawn with peers but overly affectionate with adults. He loves games/puzzles/worksheets and any positive response from an adult. He is a SPED student but his records are 3 years out of compliance.

Class Profile

Corrections

1. Austin – Austin is from Mexico. He is (as reported) 16. He has been in the U.S. 30 months. He speaks functional English. He has no relatives here and was sent here to earn money to be sent back to his family. He only wants to get out and work. His future is uncertain with INS. He enjoys math and science. He would like to improve his English speaking skills. He has been in the facility for a month and a half in segregation and his exit date is unknown.
2. Samuel – Samuel is 17 and an average student on track to graduate. He likes school but will be in Juvenile Corrections until 19 when he will be transferred to adult prison for 3-5 years. He is currently only interested in a GED. He could probably pass with only minor effort.
3. James – James is a 16 year old brand new arrival. He came with his educational records complete. In your verbal discussions with him he explains that he was in the schools / facilities listed in his records but spent most of his time in “resource” rooms or with a designated staff member. The “records” did not indicate the high level of care he will require to be successful.
4. Adan – Adan has been in the facility for 4 months. He is 15 and very angry. He does not like, nor want to attend school. He has never engaged regularly in the school programming to provide an opportunity to develop the relationship. His issues with corrections officers has caused him to be moved from unit to unit and disrupted his school opportunities. This issue, combined with his lack of interest in school have helped him to “slip through the cracks” and get lost in the system. School attendance is now a major issue of his “special program” within the facility.
5. Luciano – Luciano is 14 and has highly engaged parents. They are very focused on him continuing and finishing his education. He will be in the correctional facility for an extended period of time due to the serious nature of his offenses. He loves art, Social Studies, and struggles with math. His records indicate he is on track for his age/grade level but the recent life events have disrupted his learning progression.
6. Ashanti – Ashanti has been in 22 foster homes in his 15 years of life. He does not trust anyone, but looks out well for himself. He has an IEP BD/ADHD and all records are up to date. He is a relatively short term stay and has only a few months left.
7. Edwin – Edwin came from a rural backwoods community where he never attended school. Raised in extreme poverty but with strong family connections. He is a motivated learner but will require starting from “square one.” He wants to please adults, but has trouble with complex peer interactions.
8. Jose – Jose has strong gang affiliations. He is quite bright and constantly looking for an advantage. He can be drawn into classroom activities with a natural curiosity but positive praise is brushed off with disdain. He is almost a non-reader but his peers look to him as a leader. He is quick to anger and slow to forgive. He is currently fully invested in his gang life future.

Differentiation

Part 1: What Makes Our Students and Setting Unique?

What is different about the students we teach in a confinement setting?

Differentiation

Part 2: Differentiation: What it is and what it is not

Define differentiation: _____

What it is NOT	What it is

Differentiation

Part 3: The Differentiation Matrix Applied to a Confinement Setting

“In a differentiated classroom the teacher _____

and carries out varied approaches to _____,

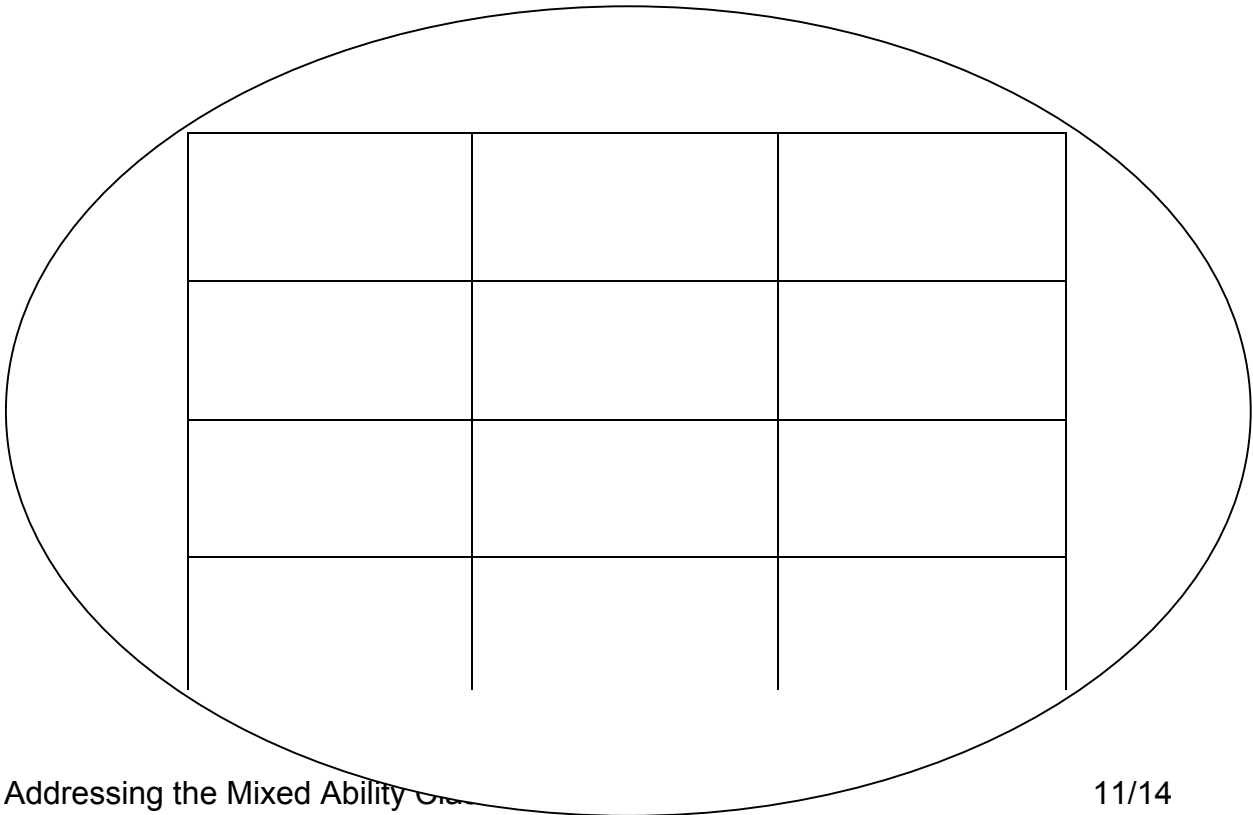
and _____ in anticipation of and response to student

_____ and _____.”

Carol Ann Tomlinson

Differentiation Matrix Applied in a Confinement Setting

Fill in the matrix below:



In differentiated instruction, what is:

Content

Process

Product

Readiness

Interest

Learning Style

Instructional Strategies

Flexible Grouping

What does flexible grouping mean? _____

Refers to students working over time:

- In a variety of configurations
 - Individual
 - Small group
 - Whole group
- In homogeneous groups and heterogeneous groups
- Based on their varied:
 - Readiness levels
 - Interests
 - Learning Profile
- Sometimes student select work groups
- Sometimes teacher selects work groups
- Sometimes group assignments are random
- Sometimes group assignments are purposeful

Teacher Checklist for Group Work

	Students understand the task goals
	Students understand what's expected of individuals to make the group work well.
	The task matches the goals (leads students to what they should know, understand and be able to do).
	Most students should find the task interesting.
	The task requires an important contribution from each group member based on the student's skills and interests.
	The task is likely to be demanding of the group and its members.
	The task requires genuine collaboration to achieve shared understanding.
	Time lines are brisk (but not rigid).
	Individuals are accountable for their own understanding of all facets of the task.
	There's a "way out" for students who are not succeeding with the group.
	There is opportunity for teacher or peer coaching and in-process quality checks.
	Students understand what to do next after they complete their work at a higher level of quality.

Questioning

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.

Let students write their answers. Not all students are verbal.

Create a culture where students feel it is safe to respond.

Write your questions down!

Best Questions Often Begin With:

- Why?
- How?
- What?
- Should?
- Could?

Twelve Objectives for Asking Open Questions

1. To assess learning

2. To ask a student to clarify a vague comment.

3. To prompt students to explore attitudes, values, or feelings (when appropriate).

4. To prompt students to see a concept from another perspective.

5. To ask a student to refine a statement or idea.

6. To prompt students to support their assertions and interpretations.

7. To direct students to respond to one another.

8. To prompt students to investigate a thought process.

9. To ask students to predict possible outcomes.

10. To prompt students to connect and organize information.

11. To ask students to apply a principle or formula.

12. To ask students to illustrate a concept with an example.

Student Choice Activities

Why give students a choice in the classroom?

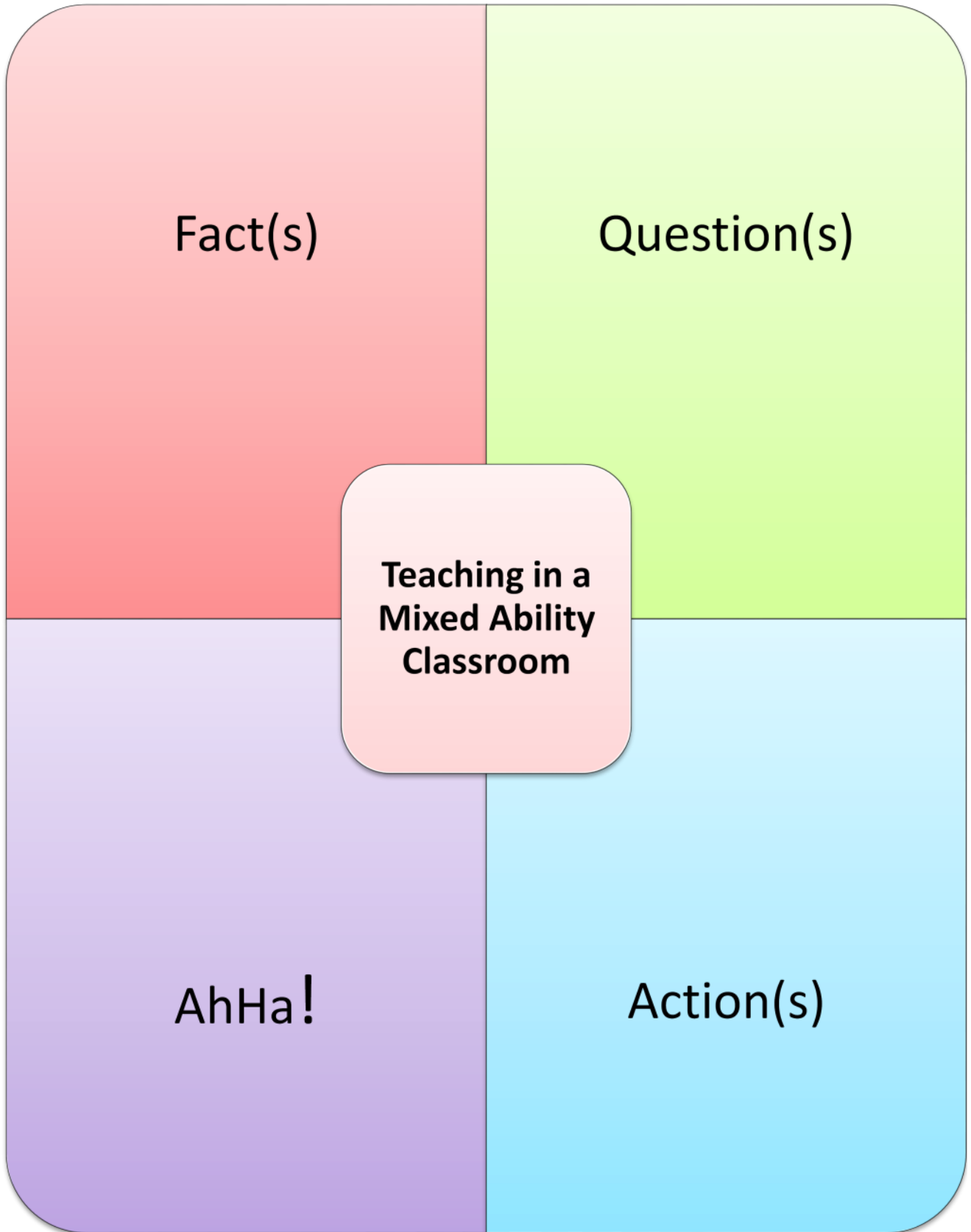
Types of Choices

Content	Process	Product

“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

Notes: _____



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Instructional Strategies

Creating Solutions to Empower Learners. www.openingpaths.org

Building Reading Comprehension with Relevant Non-fiction. <https://newsela.com/>

Asking Questions to Improve Learning -

<http://teachingcenter.wustl.edu/strategies/Pages/asking-questions.aspx>

Informational Text Sites

<http://www.kellygallagher.org/resources/articles.html>

To help build students' prior knowledge, Gallagher assigns them an "Article of the Week" every Monday morning. By the end of the school year he wants them to have read 35 to 40 articles about what is going on in the world. Gallagher shares his weekly articles in a teacher friendly format. The articles have questions and instructions ready for use.

<http://theweek.com/>

This is an online magazine that explores weekly events in politics, science, entertainment and education. Some articles pull from multiple sources, providing students with multiple perspectives on a single issue. Articles are often short and easily digestible for audiences new to informational text.

<http://www.timeforkids.com/TFK/>

Time for Kids Archives: A wide variety of topics with differentiated reading levels for many articles.

<https://newsela.com/>

Always relevant current topic. Can change the reading level of the same article in class for students to differentiate.

<http://www.redorbit.com/>

redorbit.com offers Science, Space, Technology, Health news, videos, images and reference information.

General

Jensen, Eric. 2009. Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It. ASCD

Jensen, Eric. 2011. Turnaround Tools for the Teenage Brain. ASCD

Education Week Teacher Professional Development Sourcebook.

<http://www.edweek.org/tsb/articles/2008/09/10/01tomlinson.h02.html>

Post – Training Activities

In order to transfer the learning from the workshop and further your understanding of the concepts, you should complete at least 3 of the following post-training activities.

1. Retake the Pre-Assessment that you completed prior to the training and see the progress you have made and the areas you would like to learn more about. See page 43 for the Assessment.
2. Select an informational text that you might use in your classroom. Make the connection between the informational text and the standards you are teaching. Then write out some questions you would use to create discussion and further understanding with your students.
3. Create a Professional Learning Community where you work together to learn and plan for teaching students in a mixed-ability classroom. A good reference for this is the book *Exploring Differentiated Instruction* by Cindy Strickland published by ASCD.
4. Using the template provided on pages 44 and 45, create a lesson plan incorporating standards, KUDs and differentiated strategies. Try this lesson out in your classroom and evaluate the results. Refine the lesson as necessary.
5. Read at least 2 of the items on the resource list on pages 39 - 41.

Post-assessment for Addressing the Mixed Ability Classroom in Confinement Settings

Rate your proficiency in each of the categories listed. Use the following scale:

- 1- Not familiar with and not using in my classroom
- 2- Familiar with but not using in my classroom
- 3- Familiar and using sometimes in my classroom
- 4- Understand and using in classroom often
- 5- Totally get it and could be teaching this class

- _____ Differentiated instruction
- _____ Distinguishing between KNOW, UNDERSTAND and DO (KUD)
- _____ Determining big ideas for my content areas
- _____ Identifying individual student data for classroom instruction
- _____ Using a class profile for differentiation
- _____ Working with relevant data to build class and student profiles
- _____ Planning a variety of flexible classroom groupings
- _____ Incorporating student choice in the classroom
- _____ Planning and asking questions that are effective
- _____ Using curriculum standards for the subject(s) I am teaching

Lesson Plan Template – Planning for Differentiation

Unit title:

Lesson Title:

<p>Standards: List the state or national standards that you are using in this unit/lesson.</p>
<p>Overview: What is the purpose of this lesson?</p>
<p>As a result of this lesson/unit students will...</p>
<p>Understand (big ideas, generalizations, rules, the “point” of the discipline or topic within the discipline)</p>
<p>Know (facts, vocabulary, how-to's, information that is memorizable)</p>
<p>Do (skills, thinking skills, skills of the discipline, skills you will assess)</p>
<p>Pre-Assessment (How will you obtain information on students readiness, interests and learning profile as it applies to this lesson? What will your pre-assessment look like?)</p>
<p>What will I differentiate? Content Process Product</p>
<p>How will I differentiate? For: Readiness Interest Learning Profile</p> <p style="text-align: center;">Learning Environment Combination</p>
<p>Instructional Groupings: (whole group, small groups, partners, quads, homogeneous, heterogeneous)</p>

Steps in the Lesson (include ideas for whole class instruction if any, differentiated activities, sharing, etc.)

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Materials Needed

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Closure Activity/Wrap up (This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson)

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Post Assessment (How will you use this data to inform your next learning experience?)

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Additional Resources (Any websites or materials that you used?)

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