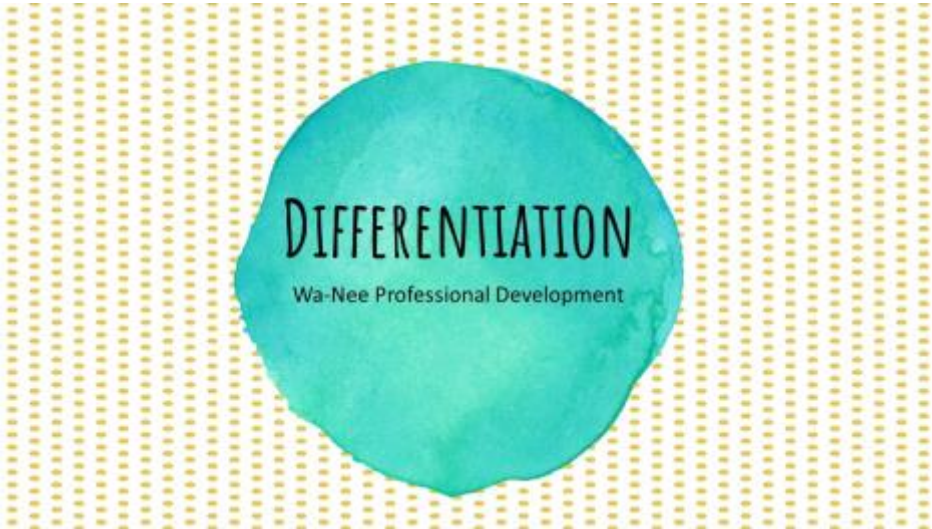


Differentiation PD

Today's Presentation

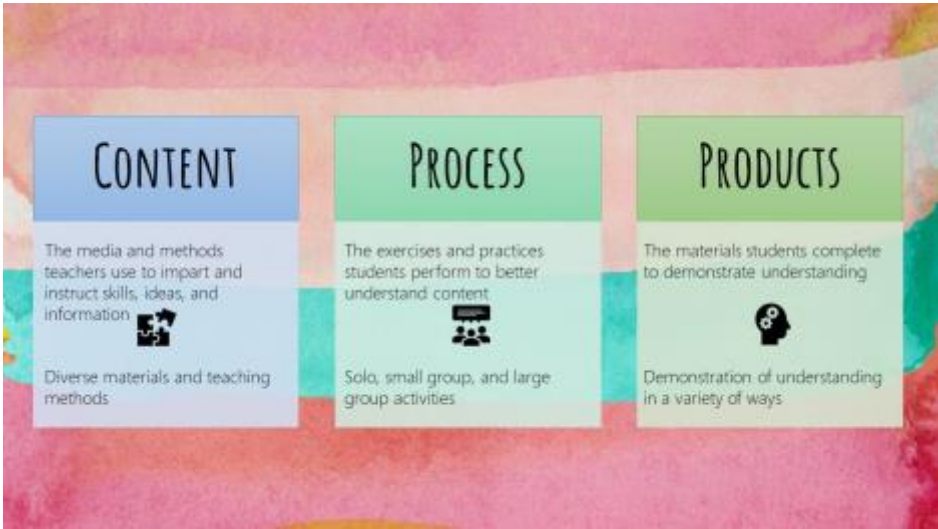
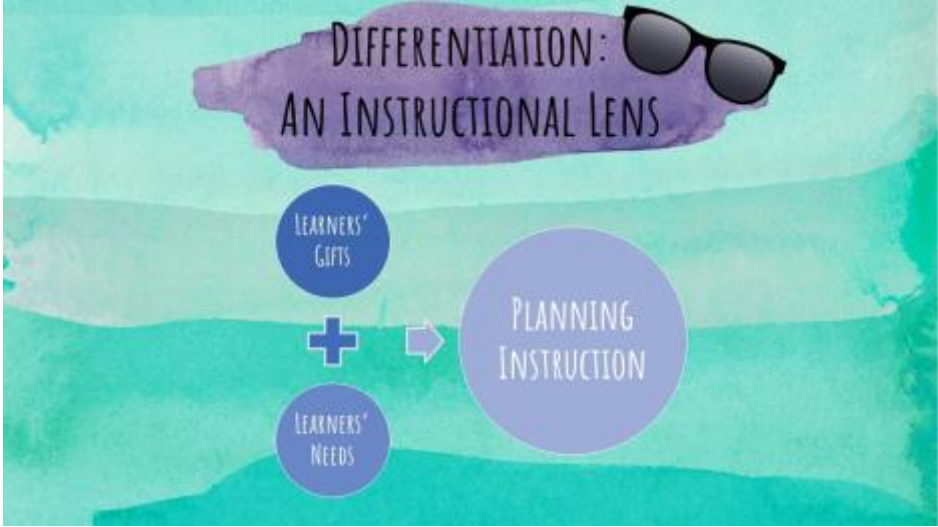
A slide with two columns of text, separated by a vertical spiral line. The left column is titled "OBJECTIVES" and contains two bullet points. The right column is titled "AGENDA" and contains a numbered list of six items. The slide is decorated with blue watercolor splatters and dots.

OBJECTIVES

- Understand what differentiation is/isn't
- Understand some structures that can be used for intentional differentiation

AGENDA

1. Welcome
2. Differentiation Defined
3. Groundwork
4. Station Work
5. Debrief Stations
6. Sharing and Start



GROUNDWORK

1. PRE-ASSESS

- Expand
- Meet
- Support

- Intervention
- Proficient
- Enrichment

2. PULL APART THE LEARNING SKILL

- What is the main goal?
- What skills are needed to achieve the goal?



STATION ROTATION

- With your group, complete the tasks at your station
- Each station will last 15 minutes.
- When time has finished, clean up your area and reset your station



Groups	Rotation 1	Rotation 2
	Station 1A	Station 2A
	Station 1B	Station 2B
	Station 2A	Station 1A
	Station 2B	Station 1B

Station 1 Resources

Building Challenge FlipGrid Link (USE CHROME): <https://flipgrid.com/differentiationpd> Password:

Differentiation Sort with Padlet Link: <https://padlet.com/vanglemyer/differentiation>

Station 2 Resource: Task 1



1 - Meet my friend Eric Crouch and watch his Chicken Finger Approach video.



<https://sway.office.com/D71ant4kTCnFTHce#content=FOdoJMwym7lemC>

Debriefing and Starting

STATION DEBRIEFING

Plus/Delta (Image)

- Station A
 - Goal: Myth Busting
 - Choice Board
 - Dyad Reading Strategy/Building Challenge
 - Padlet/Flipgrid
- Station B
 - Goal: Differentiation, Individualization, Personalization
 - Task Cards
 - Silent Discussion Strategy
- Station Structure



START HERE

- Choose a structure/model
- Pull Apart Learning Skill
 - Mindmup (Chrome)
 - Literacy Framework



Summer Podcast PD Opportunity



- Optional PD opportunity
- Podcast sent every 2 weeks
- Reflection/Response Opportunity

Schedule: Podcast Episode 1: June 10-21 Podcast Episode 2: June 24-July 5 Podcast Episode 3: July 8-19 Podcast Episode 4: July 22-August 2 To join, sign up using the form (below) on or before June 7th!

Embed:</p></div>
<div data-bbox="111 791 223 810" data-label="Section-Header">
<h2>Resources</h2>
</div>
<div data-bbox="111 823 881 895" data-label="Text">
<p>Resources for Pulling Apart A Learning Skill: https://www.mindmup.com/ -Mind mapping tool- Use Chrome https://www.doe.in.gov/literacy/framework -IDOE's Literacy Framework (for all content areas) Further reading on differentiation: https://www.teachhub.com/differentiated-instruction-secondary-classroom https://www.prodigygame.com/blog/differentiated-instruction-strategies-examples</p>
</div>

download/ <http://inservice.ascd.org/five-tips-for-getting-started-with-differentiation-in-a-secondary-classroom/> <https://www.cultofpedagogy.com/starter-kit-differentiated-instruction/> <https://www.edutopia.org/blog/differentiated-instruction-myth-no-time-john-mccarthy> <https://x78251kcpll2l2t9e46kf96a-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Choice-Menus.pdf>



EXPLORE AND LEARN

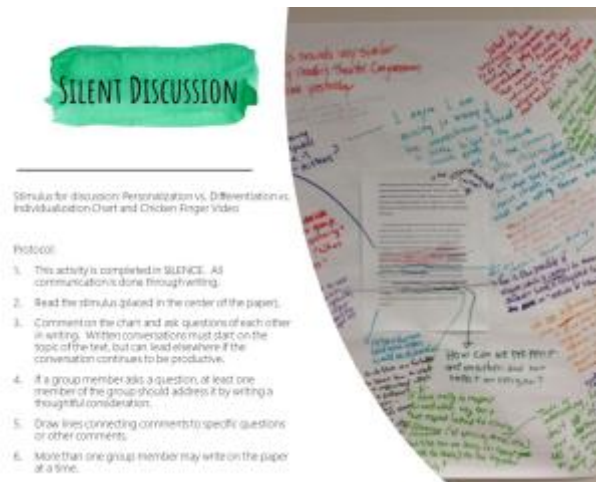
STATION 1: DYAD READING

Directions:

1. Grab a copy of the excerpt from *How to Differentiate Instruction in Academically Diverse Classrooms*
2. Choose a partner (or two) and read the article using the Dyad Reading Strategy.

DYAD READING STRATEGY:
Find a place around the classroom to set up two chairs.

Partner 1 will read a section aloud while partner 2 listens.
Partner 2 will then summarize in one sentence the central idea of the section.
Partner 1 will read the next section aloud while partner 2 listens.
Partner 2 will then summarize in one sentence the central idea of the section.
Continue until the article is finished.

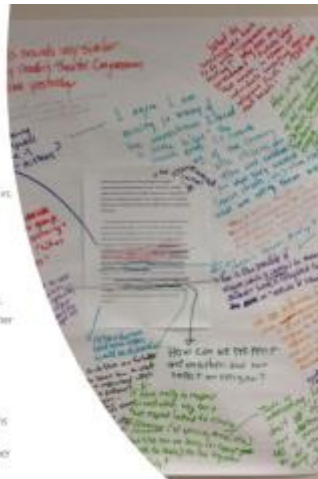


SILENT DISCUSSION

Stimulus for discussion: Personalization vs. Differentiation vs. Individualization Chart and Chicken Finger Video

Protocol:

1. This activity is completed in SILENCE. All communication is done through writing.
2. Read the stimulus (placed in the center of the paper).
3. Comment on the chart and ask questions of each other in writing. Written conversations must start on the topic of the text, but can lead elsewhere if the conversation continues to be productive.
4. If a group member asks a question, or if at least one member of the group should address it by writing a thoughtful consideration.
5. Draw lines connecting comments to specific questions or other comments.
6. More than one group member may write on the paper at a time.



Personalization v Differentiation v Individualization Sort

<p>Personalization: A learning experience designed for each student with their specific needs in mind.</p>	<p>Differentiation: The teacher tailors the learning experience to meet the learning needs, preferences, and learning goals of individual students through the alteration of content, product, or process.</p>	<p>Individualization: The teacher adjusts the pace of learning to meet the needs of each student.</p>
<p>The learner... drives their learning.</p>	<p>The teacher... provides instruction to groups of learners.</p>	<p>The teacher... provides instruction to an individual learner.</p>
<p>connects learning with interests, talents, passions, and aspirations</p>	<p>adjusts learning needs for groups of learners.</p>	<p>accommodates learning needs for the individual learner.</p>
<p>actively participates in the design of their learning.</p>	<p>designs instruction based on the learning needs of different groups of learners.</p>	<p>customizes instruction based on the learning needs of the individual learner.</p>
<p>owns and is responsible for their learning that includes their voice and choice on how and what they learn.</p>	<p>is responsible for a variety of instruction for different groups of learners.</p>	<p>is responsible for modifying instruction based on the needs of the individual learner.</p>
<p>identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from the teacher.</p>	<p>identifies the same objectives for different groups of learners as they do for the whole class.</p>	<p>identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.</p>
<p>acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.</p>	<p>selects technology and resources to support the learning needs of different groups of learners.</p>	<p>selects technology and resources to support the learning needs of the individual learner.</p>



Personalization v Differentiation v Individualization Chart (v3), (2013)

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<http://www.personalizelearning.com/2013/03/new-personalization-vs-differentiation.html>