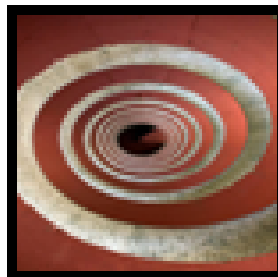


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**Lesson Design with Differentiation in
Mind: Achieving Academic Success
in Content, Process, and Product**



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How Am I Doing?

Differentiation Reflection Checklist for Teachers

10 Tiered Instruction Targets	I'm there!	I'm making good progress.	I'm trying to move in that direction.
1. I identify the essential understandings that I want students to know.			
2. If you asked the students in my class, they would be able to tell you the goals of the unit.			
3. I pre-assess my students to determine strengths and needs.			
4. I plan the final assessment before designing the instruction.			
5. I use assessment to help determine student groupings.			
6. I arrange my groups flexibly; they may vary daily.			
7. I design interesting and relevant lessons to hook and engage the learner.			
8. I create tasks with difficulty and skill levels that are slightly above students' levels.			
9. I begin by first determining on-level tasks that meet the essential understandings, and then I scaffold up or down appropriately for students.			
10. I adjust the complexity, support, pace, materials, and/or directions to meet the needs of learners.			

Do we know “it” when we see it?!

Consider these two approaches to activating prior knowledge in fifth grade social studies classes and think about which one builds more connections:

Scenario 1	Scenario 2
<p>Teacher: “Today we will be starting a unit on the conditions in the states following the Civil War. It was a period of time referred to as Reconstruction. What do you think of when you hear the word Reconstruction?”</p> <p>Max: “It must mean that something was torn down because it has to be constructed again.”</p> <p>Teacher: “Thank you, Max. Who has another thought?”</p> <p>Sophie: “When a tree fell on our house in the storm, we had to reconstruct the garage roof.”</p> <p>Teacher: “Good connection. Can someone else give me an idea?”</p> <p>Reggie: “When things are broken, like my little brother breaks my toys, I try to put them back together. Isn’t that reconstruction?”</p> <p>Teacher: “All these ideas tell us something about Reconstruction. Turn to page 128 in your book and let’s get some more information.”</p>	<p>Teacher: “I want to show you several photographs from cities and towns that were taken during and right after the Civil War. While I do that I want you to write down descriptive words or phrases that come to mind when you see the pictures.”</p> <p>Teacher: “Now, I want you to share these words with one or two people next to you and see if you can add new ones to your own list.”</p> <p>Teacher: “Tell me some of the words and I will write them on the chart paper?”</p> <p>Students: “destruction, ruin, bombed out, death, abandoned, lonely, hungry, poor, wounded, broken, destroyed, help, sad, homeless, hopeful, lost, start over”</p> <p>Teacher: “So...here’s my question. Why is the period right after the civil war referred to as “Reconstruction?” Using what you know and additional information you might have gathered from the pictures, talk to your neighbor(s) and come up with as many areas as you can that you think needed “reconstructing?”</p> <p>{ Students list areas and support responses. }</p> <p>Teacher: “Here’s a follow-up question. Have there been times in your lives when a period of “reconstruction” has existed either personally or in our country or world?”</p>

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Teacher Self-Checklist for Tiering Lessons Based on Content

Question for Teacher	Notes to Self
1. What is the content that I am to teach for this lesson or unit?	
2. What does the learning target tell me that students need to know and be able to do?	
3. Which information is most essential to the learner?	
4. What are the big ideas of this lesson or unit?	
5. What does the verb tell me about the level of thinking that this standard requires?	
6. What are the conjunctions? Will I need to have students demonstrate knowledge in multiple ways?	
7. What are the key vocabulary terms that students must learn?	
8. Are the vocabulary terms part of each student's existing background knowledge or will I need to build this understanding for all or a portion of the class?	
9. If a portion, which students will need to have additional support to acquire content vocabulary?	
10. How will I determine what my students know already so I can build upon (scaffold) their learning?	
11. How can I make sure that students connect the big ideas to their world?	
12. Can related content be brought in to expand thinking and provide enrichment for students who move ahead quickly?	

A Differentiation Self-Assessment

12 Questions to Prompt Decisions about Differentiating by Process

How will I Engage Students?	Notes to Self
1. What information about my students have I learned from the preassessments?	
2. What grouping arrangements are optimal at different stages of the lesson. (When do I use whole group, small group, partners, or individual tasks.	
3. What leveled books and resources do I have to support learning? Do I need to secure additional materials?	
4. What strategies will I use to make connections to what students know already (activate prior knowledge)?	
5. What degree of choice should I offer to students at each tier?	
6. What are entry levels of thinking for students at each tier?	
7. What questions can I pose to scaffold or extend thinking?	
8. How much complexity in a task or assignment can students, pairs, or groups manage?	
9. How quickly or how slowly should tasks advance for each tier of students?	
10. How much independence will specific students, pairs, or groups be able to handle and how much support will I need to provide?	
11. What will be the most effective strategies to use to deliver content?	
12. How will I measure student progress?	

Preface: Attribute association supports concept attainment and expands thinking on the part of students as they strive to make connections among concepts and terms.

Directions: Identify key aspects of a lesson that students must know including the big ideas or concepts and related vocabulary. Select a prompt to get students to generate terms or phrases. Be sure to have students first write down terms on their own using a “think/pair/share” format to ensure that the whole class is reflecting on the prompt. The following examples might help:

To model the activity with your colleagues, try one of these:

- List words or phrases that describe teaching in the elementary school (or middle school; or high school).
- List words or terms related to “higher order thinking.”



Content examples to use as prompts:

- List words that describe these economic times.
- List words that describe the Lewis and Clark expedition.
- List words that are related to the story of The Three Little Pigs.
- List any term that comes to mind that has to do with plate tectonics.
- List words or phrases that have to do with “thinking green.”
- List words that you think describe the character (any main character in literature.).

After think on their own, have students share with a partner, then go around the room asking for each pair to give you one word to put on the list until you have 10 words.



Attribute Association Procedures

- Create a list of 10 attributes or key terms that are taken from students’ responses to the prompt.
- Write them down on a whiteboard, chart, or other display system and number them 1 to 10.
- Divide the class into four groups
- Using each suit from the deck. Separate out 10 cards (Ace = 1 to 10). Tell students to shuffle the 10 cards and put them face down on a desk. Each of them selects a card. The number on the card corresponds with the word on the list.
- Two students start and come up with commonalities between their words. The process continues until all connections are explored. Students can discard the cards and pick again from the pile.


























Variation on a theme: Playing cards are not always available or viable. You can also have students draw numbers 1-10 from envelopes. Another method is BEFORE you list the ten words, ask students to think of three numbers between 1 and 10 and write them down—without looking at a neighbor. These numbers can be used in three rounds of finding connections.

Preassessment of Project Preferences

Dear Students: During this grading period, we will have two projects. Before we get into these assignments, I would like to know some of your preferences when it comes to completing projects. Your responses to the following questions will help me. Please select option 1, 2 or 3 for each question. Thank you.

Question	Option 1	Option 2	Option 3
I prefer completing a project:	<input type="checkbox"/> By myself	<input type="checkbox"/> With one other person	<input type="checkbox"/> With a small group
When it comes to selecting a topic:	<input type="checkbox"/> Give me the guidelines and I would like to select my own.	<input type="checkbox"/> Let me select from several options you provide.	<input type="checkbox"/> Assign a topic to me.
When it comes to organization:	<input type="checkbox"/> I need a written timeline and would like you to check often along the way.	<input type="checkbox"/> I need a written timeline and would like you to look at my final draft.	<input type="checkbox"/> Just tell me when it is due and give me the project expectations. I will have it done.
I prefer the following method of presentation:	<input type="checkbox"/> Using Smart Board and Power Point	<input type="checkbox"/> Incorporating art, mixed media, and music	<input type="checkbox"/> Completing a written report and oral presentation.
When it comes to finding resources:	<input type="checkbox"/> I have ready access to computer, internet and library resources on my own.	<input type="checkbox"/> I have access to a computer, but can only get on the internet at school.	<input type="checkbox"/> I will need to use the computer and other resources at school.

Student's Writers Workshop Look Fors

I know my audience for writing.		
I write for different reasons.		
I talk to a friend or a teacher to help me with my ideas.		
I edit my writing to make it more readable.		
I use rich vocabulary when I write.		
I put in supporting details.		
I use tools to mark my writing.		
I use a thesaurus or dictionary when I need help with a word.		
I look at books to learn what other writers do.		
I use correct punctuation.		
I use correct capital letters.		
My final written work is neat.		
I share my writing with others.		

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Ways to Differentiate Instruction

	Do I Differentiate using...	Always	Sometimes	Seldom	Never
1.	...assessment data				
	a. interest surveys				
	b. learning style inventories				
	c. brain-compatible indicators				
	d. skill competency checklists				
	e. pre- and post-test results				
2.	...the content level of the material				
	a. different levels of textbooks				
	b. different levels of resource materials				
	c. textbook(s) on audio				
	d. interactive, student-directed instruction				
	e. first person accounts				
3.	...a variety of resources				
	a. peer and volunteer resources				
	b. library books and reference materials				
	c. primary documents				
	d. computers				
	e. use of internet technologies				
4.	...varied instructional delivery systems				
	a. games and simulations				
	b. learning/interest centers				
	c. cooperative learning activities				
	d. individual inquiry and study contracts				
	e. choice of products to demonstrate mastery				
5.	...the duration of learning activities				
	a. division of task into two or more sessions				
	b. "Age, plus/minus 2 minutes" to focus instruction				
	c. re-teaching as needed				
	d. allowing for student choice				
	e. providing enrichment				

	Differentiate	Always	Sometimes	Seldom	Never	
6.	...a variety of thinking strategies					
	a. finding support in text for responses					
	b. modeling “think alouds” when answering					
	c. making text to real-world connections					
	d. responding from many points of view					
	e. interacting at high levels of Bloom’s Taxonomy					
	7.	...using student as instructor				
	a. reciprocal teaching					
	b. questioning the text (or teacher)					
	c. peer-learning groups					
	d. setting performance goals					
	e. student-directed learning experiences					
8.	... student involvement in planning					
	a. developing organizational skills					
	b. developing time management strategies					
	c. establishing targets for learning					
	d. developing rubrics for products or performance					
	e. determining ways to demonstrate mastery of content					
	9.	...adjustments in expected outcomes				
		a. gearing standards to individual abilities				
		b. gearing standards to individual interests				
c. gearing standards to group norms						
d. setting criteria for quality of work						
	e. setting criteria for quantity of work					
	10.	...the evaluation process				
		a. self-evaluation				
		b. portfolio evaluation				
c. product evaluation						
d. performance evaluation						
	e. selected response evaluation					