

John McCarthy, EdS Conference Sessions [Handout](#)

<https://tinyurl.com/jmccarthyeds2018>

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Explore High Impact Strategies for Differentiation So All Can Learn

<http://johnmccarthyeds.net/choose-your-adventure>

OR: <https://tinyurl.com/2018differentiation>

Differentiation is not difficult to do. It does take work. Fortunately, lesson planning is a required part of our practice, and is THE place to plan for differentiation. Keep in mind 3 concepts:

- **Intuitive Differentiation**
During a lesson in action, we help learners who struggle or need challenge with the academic skills and concepts. How? We answer their questions, refer them to resources, change the task, or reteach. Adjustments are done on the fly or in the moment.
- **Intentional Differentiation**
During lesson planning, we use student data and instructional knowledge to create flexible learning experiences that address the learning outcome. Planning differentiation before teaching the lesson helps us to adequately prepare for learner needs.
- **Crossroad Lessons**
“Where to start planning Differentiation?” Look ahead to those lessons that address key concepts that students must understand if they are going to find success with later lessons. This is a lesson or lessons that you know there will be students who struggle greatly, and others who likely already have the required understanding. Start planning differentiation for that Crossroad Lesson.

References:

Differentiation Portal: <http://openingpaths.org/blog/differentiation-planning/>

Differentiation Resources & References: <http://johnmccarthyeds.net/soallcanlearn/>

Level UP Guide for Teaching Practices: <http://johnmccarthyeds.net/studyguide/>

Author Publications on the topic: <http://johnmccarthyeds.net/publications/>

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Promote Student Voice and Engagement through Powerful Student-Led Activities

<http://openingpaths.org/blog/2018/10/student-voice-making-learning-happen>

OR: <https://tinyurl.com/2018studentvoices>

Students owning their learning happens when teachers “share” control of learning with the students. Giving up any control by teachers is a difficult action. When done, great things happen because students bring their expertise and experiences that can support learning and empower teachers to teach, coach, and facilitate deeper learning experiences for the students. Opens up greater opportunities for differentiation so all can learn and succeed.

- The coach of a sports team can not compete in the game, so they develop and empower the players with the skills and understanding to lead on the field.
- A principal cannot teach all the students in the building, so they must support and grow their staff with best practices in classroom instruction
- The teacher cannot “pour” knowledge into students’ heads and “make” them retain the information. Instead, teachers make learning meaningful and purposeful by involving students in deciding and running of learning activities so that they truly take responsibility for their learning.
- The student cannot magically know how to lead their learning, until they are taught and coached “how” to lead through multiple opportunities of practice, reflection, and self-assessment.

Explore methods and strategies to empower students to succeed in school, careers, and the global community.

References:

Collaboration as Learning: <http://openingpaths.org/blog/collaboration/>

Authentic Learning Experiences (ALE) Portal for Project Based Learning: <http://openingpaths.org/blog/ale/>

Author Publications on the topic: <http://johnmccarthyeds.net/publications/>

Including [The Skills Colleges and Employers Are Looking For](#)