

<https://tinyurl.com/jmccarthyeds2018>

Explore High Impact Strategies for Differentiation So All Can Learn

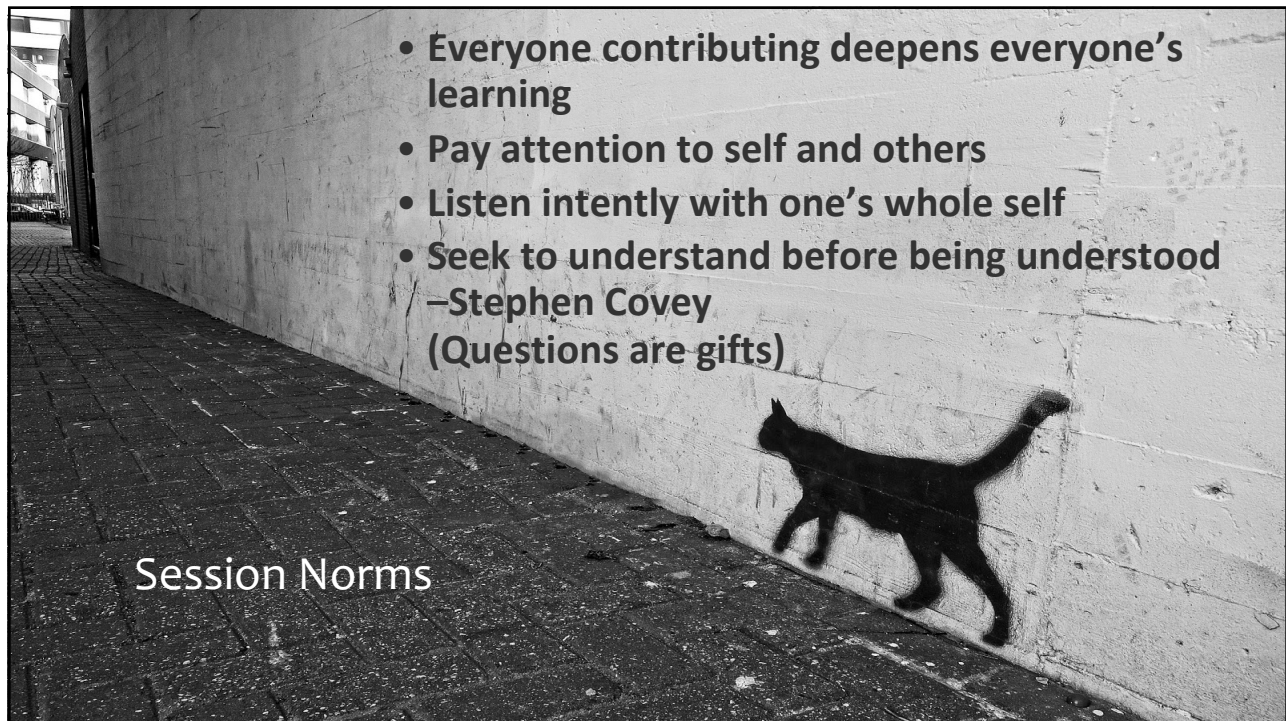
<https://tinyurl.com/2018differentiation>

John McCarthy, EdS

@jmccarthyeds (Twitter & Instagram)

JMcCarthy@openingpaths.org

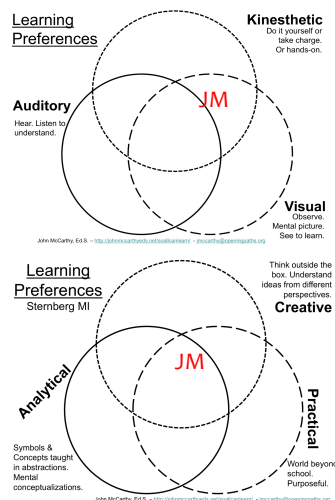
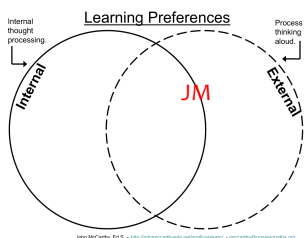
<http://johnmccarthyeds.net/soallcanlearn/>



Agenda: bit.ly/differentiationagenda

Learning Preferences Quick Survey

On the 3 Charts ([handout](#)) posted on the walls, write your initials where it best describes your preferred approach to learning.
[View here for Learning Preferences descriptions.](#)



Learning Profile Cards

Score 1-4

Visual

Auditory

Kinesthetic

Score 1-4

Writing

Math

Reading

Science

Social Studies

Multimedia

Art

Score 1-4

Analytical

Practical

Creative

List 3-4

Interests or hobbies

Processing Style

Internal: 1-4

External: 1-4

Front

Full Name

Phone Number

Email

Social Network contact

Back

<http://openingpaths.org/blog/differentiation-learning-preferences/>

John McCarthy, EdS

Adjunct Professor for Education Graduate Department at Madonna University

Writer for Edutopia.org ([Profile](#)) and Author of “So All Can Learn: A Practical Guide to Differentiation

Founder of Opening Paths, an Education Consulting & Coaching organization that serves schools in the US and Internationally.

National Faculty Member for the Buck Institute for Education for 7 years








School Improvement Consultant for Wayne RESA (MI). Supported 34 school districts & over 50 charters schools in Wayne County, the largest county in MI.

Site Director for whole school transformation through Understanding By Design and Project-Based Learning via Co-nect, Inc

High School Teacher of English, Social Studies, and Physical Education in states of IL & MI

Think Dots (Tiered 1)

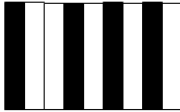
Instructions:
 Complete 4 of the 6 tasks. Task 1 and 2 must be completed. Show and explain all work.

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> What is the top # of the fraction called? What is the bottom # of the fraction called? Where do the numbers come from that go in those two places? | Name 2 different fractions that could represent the picture.  | Draw a picture that shows $\frac{1}{3} + \frac{2}{3}$ |
|  |  |  |
| Make a word problem that explains $\frac{3}{8}$ | If $\frac{3}{8}$ of the race is bicycling, $\frac{1}{8}$ is swimming, how much of the race is left to run? | If you had the following scores on a test, which one would be better? <div style="display: flex; justify-content: space-around;"> <div> <u>Right</u> Total </div> <div> $\frac{1}{2}$ or $\frac{4}{6}$ </div> </div> |
|  |  |  |

Think Dots (Tiered 2)

Instructions:

Choose and complete 5 of the 6 tasks. Task 1 must be one of the choices. Show and explain all work.

| | | |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is the top of the fraction called? What is the bottom of the fraction called? | Write a fraction for the shaded area.  | Draw a picture that shows $\frac{2}{3}$. |
| ● | ● ● | ● ● ● |
| Make a word problem that explains $\frac{7}{10}$. | If you have $\frac{3}{5}$ of a pizza eaten, how many pieces are left in the pizza? | If you had the following scores on a test, which would be better? <div style="display: flex; justify-content: space-around;"> <div>Right Total</div> <div>$\frac{1}{2}$ or $\frac{4}{6}$</div> </div> |
| ● ● ● ● | ● ● ● ● ● | ● ● ● ● ● ● |

Think Dot Activity Debrief

| 1 | 2 | 3 |
|---|---|---|
| | | |
| 4 | 5 | 6 |
| | | |





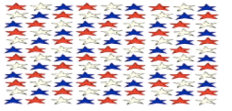




Benefits

- Choice driven
- Learning Profile rich
- Address readiness through Tiering
- Used for Content, Process, and/or Product
- Collaborative tool
- Engaging

Related Tools










- Task Cards
- Centers

100th Day of School Activities

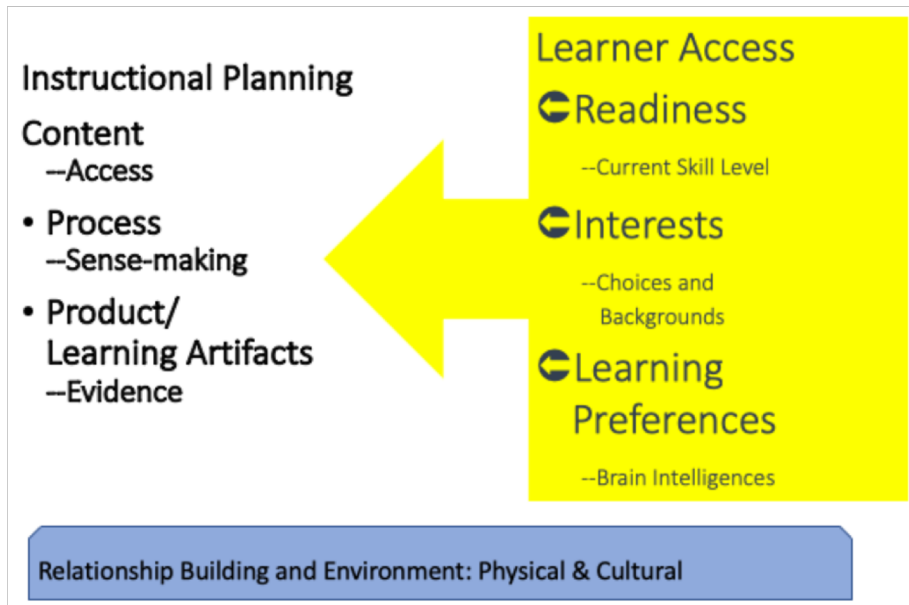
| | | |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|  I can be quiet for 100 seconds. |  I can catch a bean bag 100 times. |  I can run in place 100 times. |
|  I can clap my hands 100 times. |  I can stick stickers 100 times. |  I can walk backwards 100 inches. |
|  I can write numbers 1 to 100. |  I can make a pattern in 100 squares. |  I can count my 100th Day Treasure. |

Developed by Marilyn Martin - Garden City 1/2008
 This is a K version which picture based as primary form of directions.
 Could also be used as a Think-Tac-Toe.

100th Day of School Activities

| | | |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|  I can jump rope ____ times. |  I can catch the ball ____ times. |  I can run in place ____ times. |
|  I can touch my toes ____ times. |  I can bounce a ball ____ times. |  I can skip ____ times. |
|  I can float a balloon ____ times. |  I can shoot ____ baskets. |  I can flip a penny ____ times. |

Developed by Marilyn Martin - Garden City 1/2008
 This is a K version where the pictures are the primary form of directions. Could also be used as a Think-Tac-Toe.



Starting Place for Differentiation

“Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what **each** student holds as ‘given’ or ‘known’ and what he or she needs in order to learn, differentiation is no longer an option; it is an obvious response.”

Assessment as Learning:
Using Classroom
Assessment to Maximize
Student Learning
Lorna M. Earl, Corwin
Press, Inc.
2003 – pp. 86-87



When does DI happen?

Intuitively
In the moment

Intentional
Pre-planned

Chapter 2 from
“So All Can Learn: A Practical
Guide to Differentiation”

<http://bit.ly/saclpraise>



Crossroad Lessons

| Leveling Up Differentiation | |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Levels of Implementation | Description of what Differentiation looks like |
| One | Teacher practice is intuitive rather than intentional. Student needs are met during lessons only when the needs appear and are recognized by the teacher. For example, students not asking questions, lay heads on the table, little to no activity on the assignments, limited participation/ engagement. Supports may be organically developed. |
| Two | Teacher practice is mostly intuitive with some Intentional influences. Student needs are met during lessons as the needs appear, based on observations and planned formative assessments. Some support resources are readily available and provided to students as needed, based on previous experiences from teaching the lesson concepts. |
| Three | Teacher uses Intentional planning to begin supporting Intuitive practice, but may be used infrequently. Teacher reflects on assessment data as a means to develop and/or align resources that support the common learning gaps by students during the lesson. Data analysis is mostly group trends, rather than based on individual needs. |
| Four | Teacher uses Intentional planning to target support for Crossroad lessons. Resources are developed and provided to address academic growth for struggling and advanced students based on their needs. |

<http://johnmccarthyeds.net/studyguide/>

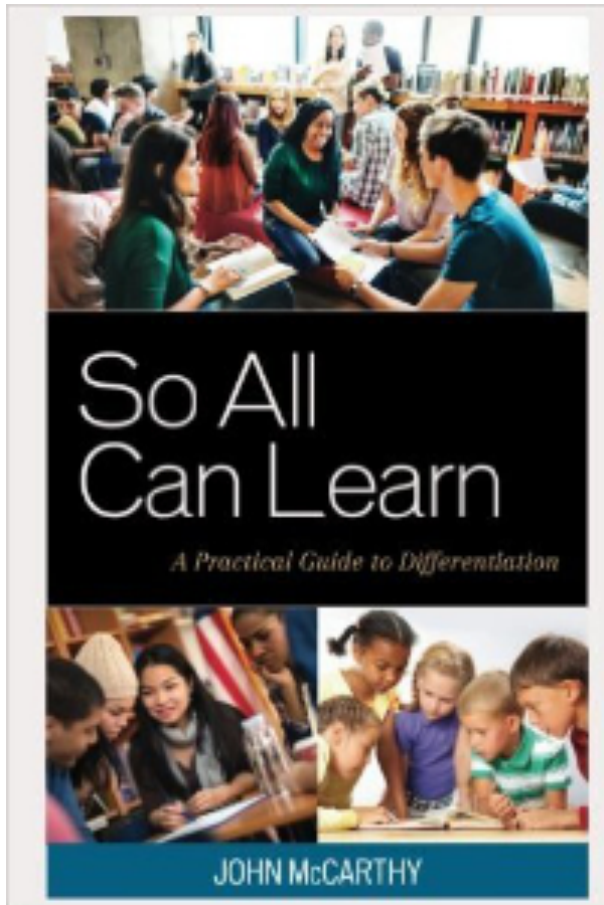
How can we Differentiate even more with our Learners?



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

Leveling Up Differentiation

| Levels of Implementation | Description of what Differentiation looks like |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| One | Teacher practice is intuitive rather than intentional. Student needs are met during lessons only when the needs appear and are recognized by the teacher. For example, students not asking questions, lay heads on the table, little to no activity on the assignments, limited participation/ engagement. Supports may be organically developed. |
| Two | Teacher practice is mostly intuitive with some Intentional influences. Student needs are met during lessons as the needs appear, based on observations and planned formative assessments. Some support resources are readily available and provided to students as needed, based on previous experiences from teaching the lesson concepts. |
| Three | Teacher uses Intentional planning to begin supporting Intuitive practice, but may be used infrequently. Teacher reflects on assessment data as a means to develop and/or align resources that support the common learning gaps by students during the lesson. Data analysis is mostly group trends, rather than based on individual needs. |
| Four | Teacher uses Intentional planning to target support for Crossroad lessons. Resources are developed and provided to address academic growth for struggling and advanced students based on their needs. The focus of support may occur prior to key assessments, or after the assessment has taken place. |
| Five | As part of Intentional planning, the teacher explicitly uses the elements of Differentiation. The teacher can explain the specific connections of their differentiation practices to Content, Process, and/or Products. Usage may occur at least twice a week. Assessment data is used frequently to inform decisions for differentiating instruction. Three-dimensional instruction occurs at least once a week. |
| Six | Instructional use of Content, Process, and Products is an integrated part of planning. For example, process experiences increase to two or more times during a lesson. Use of Readiness, Interests, or Learning Preferences is being intentionally explored to increase the quality of learning experiences. Individual assessment data is beginning to be used for some opportunities for personalizing or individualizing the learner experience. Three-dimensional instruction occurs frequently each week where needed. |
| Seven | Intentional planning happens frequently as part of the natural process of preparing learning experiences. Student voice begins to have an influence on instruction based on data collection for Readiness, Interests, and Learning Preferences. Students experience learning experiences where they are actively working alone and in groups based on their identified needs and interests. |
| Eight | Intentional planning and intuitive support is heavily influenced by the needs identified by learners. The students decide or co-plan some of their learning experiences within the areas of Content, Process, and/or Products. Teacher and students use the Elements of Differentiation to craft learning experiences that support the curriculum outcomes. Assessment data is used frequently for ongoing teaching, coaching, and assessing by both teachers and students. |
| Nine | Intentional planning and intuitive support is fluid and occurs daily as part of the natural course of teaching and learning. The lead role of learning is interchangeable between students and teacher. The student may provide the direction based on their Interests and Learning Preferences, while the teacher leads on co-creating experiences based on student readiness. Assessment data is used to adapt, adjust, and/or change learning experiences where needed based on the curriculum outcomes. Teacher and students collaborate as co-learners for innovative methods to meet learning needs through the lens of Differentiation. |



So All Can Learn: A Practical Guide to Differentiation (pp. 73-4)
By John McCarthy, EdS.

Book info: <http://bit.ly/soallcanlearn>
Order info:

Order from Rowman & Littlefield
<https://goo.gl/PddV9s>



Order from Amazon
<https://goo.gl/LHRmps>



<https://tinyurl.com/jmccarthyeds2018>

Promote Student Voice and Engagement through Powerful Student-Led Activities

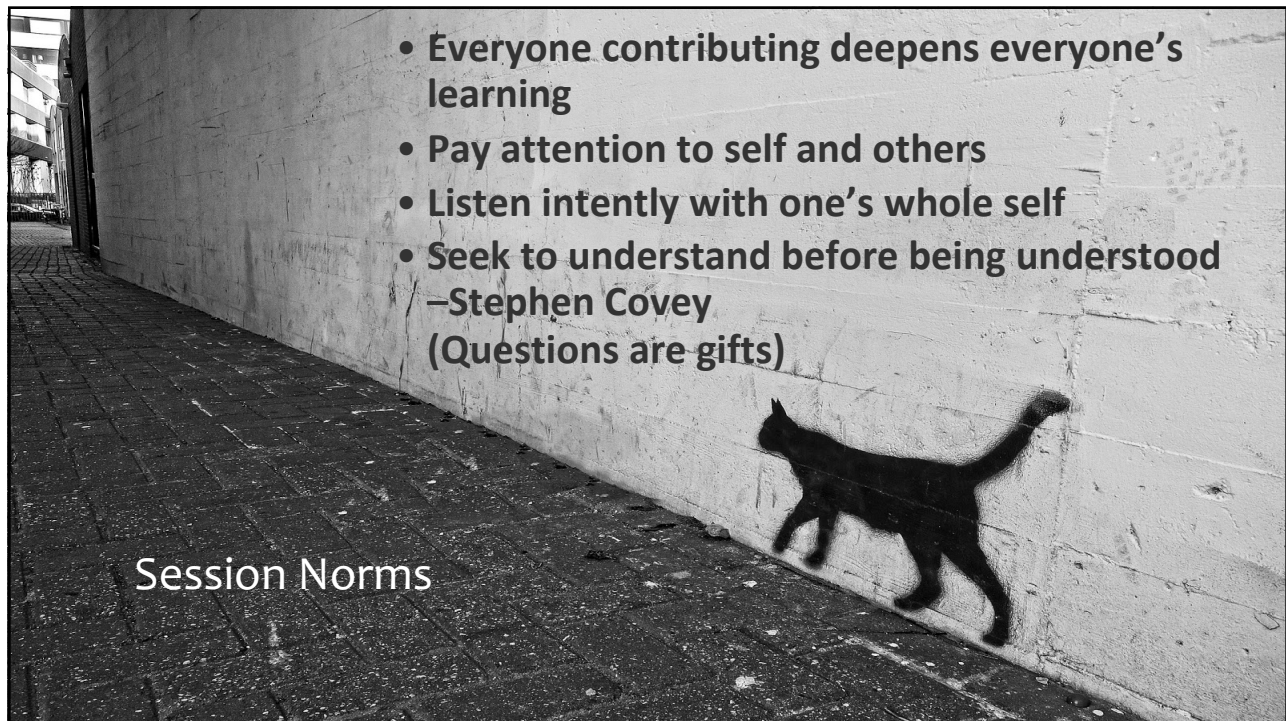
<https://tinyurl.com/2018studentvoices>

John McCarthy, EdS

@jmccarthyeds (Twitter & Instagram)

JMcCarthy@openingpaths.org

<http://johnmccarthyeds.net/soallcanlearn/>



John McCarthy, EdS

Adjunct Professor for Education Graduate Department at Madonna University

Writer for Edutopia.org ([Profile](#)) and Author of “So All Can Learn: A Practical Guide to Differentiation

Founder of Opening Paths, an Education Consulting & Coaching organization that serves schools in the US and Internationally.

National Faculty Member for the Buck Institute for Education for 7 years

School Improvement Consultant for Wayne RESA (MI). Supported 34 school districts & over 50 charters schools in Wayne County, the largest county in MI.

Site Director for whole school transformation through Understanding By Design and Project-Based Learning via Co-nect, Inc

High School Teacher of English, Social Studies, and Physical Education in states of IL & MI

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Poseidon Water Leadership: 3 Academics: 4 Math: 3 Writing: 1 Introvert/Extravert: I Swimmer, protector, likes hair care products, quiet | Hercules Strong Leadership: 2 Academics: 1 Math: 1 Writing: 1 Introvert/Extravert: E Bodybuilder, short temper, Big picture thinker, hates stables | Jason Argonaut Leadership: 4 Academics: 2 Math: 3 Writing: 3 Introvert/Extravert: I Loves outdoors, works with hands, short patience | Achilles Trojan Leadership: 3 Academics: 2 Math: 1 Writing: 2 Introvert/Extravert: E ELL, Loves sailing, loves contact sports |
| Wolf Breath Leadership: 1 Academics: 4 Math: 4 Writing: 4 Introvert/Extravert: I Hungry, loves pork, loner, aversion to the color Red | Prince Frog Leadership: 2 Academics: 3 Math: 2 Writing: 2 Introvert/Extravert: E Gets into other's personal space, flirt, driven | Pandora Box Leadership: 1 Academics: 1 Math: 3 Writing: 1 Introvert/Extravert: I Large curiosity | Goldilocks Bear Leadership: 1 Academics: 3 Math: 2 Writing: 3 Introvert/Extravert: I Can be bossy, interested in other's personal lives |
| Loki Norse Leadership: 3 Academics: 1 Math: 4 Writing: 4 Introvert/Extravert: I Need attention, observant, hates myths, likes riddles, trickster | Thor Norse Leadership: 3 Academics: 2 Math: 3 Writing: 2 Introvert/Extravert: I ELL, knows weather—esp. storms, loves family history | Pocahontas Hope Leadership: 4 Academics: 3 Math: 4 Writing: 2 Introvert/Extravert: I Observant, empathetic, can be passionate with beliefs | U. Duckling Leadership: 2 Academics: 2 Math: 2 Writing: 2 Introvert/Extravert: E Shy, easily lost |

4 = Strong 3 = Moderate 2 = Somewhat 1 = Weak

John McCarthy, EdS – www.OpeningPaths.org – jmccarthy@openingpaths.org

Learning Profile Cards

Score 1-4
 Visual
 Auditory
 Kinesthetic

Score 1-4
 Analytical
 Practical
 Creative

List 3-4
 Interests or hobbies

Score 1-4
 Writing
 Math
 Reading
 Science
 Social Studies
 Multimedia
 Art

Processing Style
 Internal: 1-4
 External: 1-4

Front

Full Name
 Phone Number
 Email
 Social Network contact

Back

<http://openingpaths.org/blog/differentiation-learning-preferences/>

Figure 1: Attributes Employers Seek on a Candidates Resume

| ATTRIBUTE | % OF RESPONDENTS |
|--------------------------------|------------------|
| Problem-solving skills | 82.9% |
| Ability to work in a team | 82.9% |
| Communication skills (written) | 80.3% |
| Leadership | 72.6% |
| Strong work ethic | 68.4% |
| Analytical/quantitative skills | 67.5% |
| Communication skills (verbal) | 67.5% |
| Initiative | 67.5% |
| Detail-oriented | 64.1% |
| Flexibility/adaptability | 60.7% |

The Key Attributes Employers Seek On Students' Resumes (NACE, 11/20/2017) - <http://bit.ly/nace2018>

Why is Student Voice important to develop during instruction and school?

- Elbow Partners
- Clock Partners
- Contacts Partners
- Paired Verbal Fluency
- Think-Pair-Share & Pair-Think-Share
- Color Match

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