



The Active Classroom

Differentiation at it's best—

Louisiana Teacher Leader Summit

June, 2017

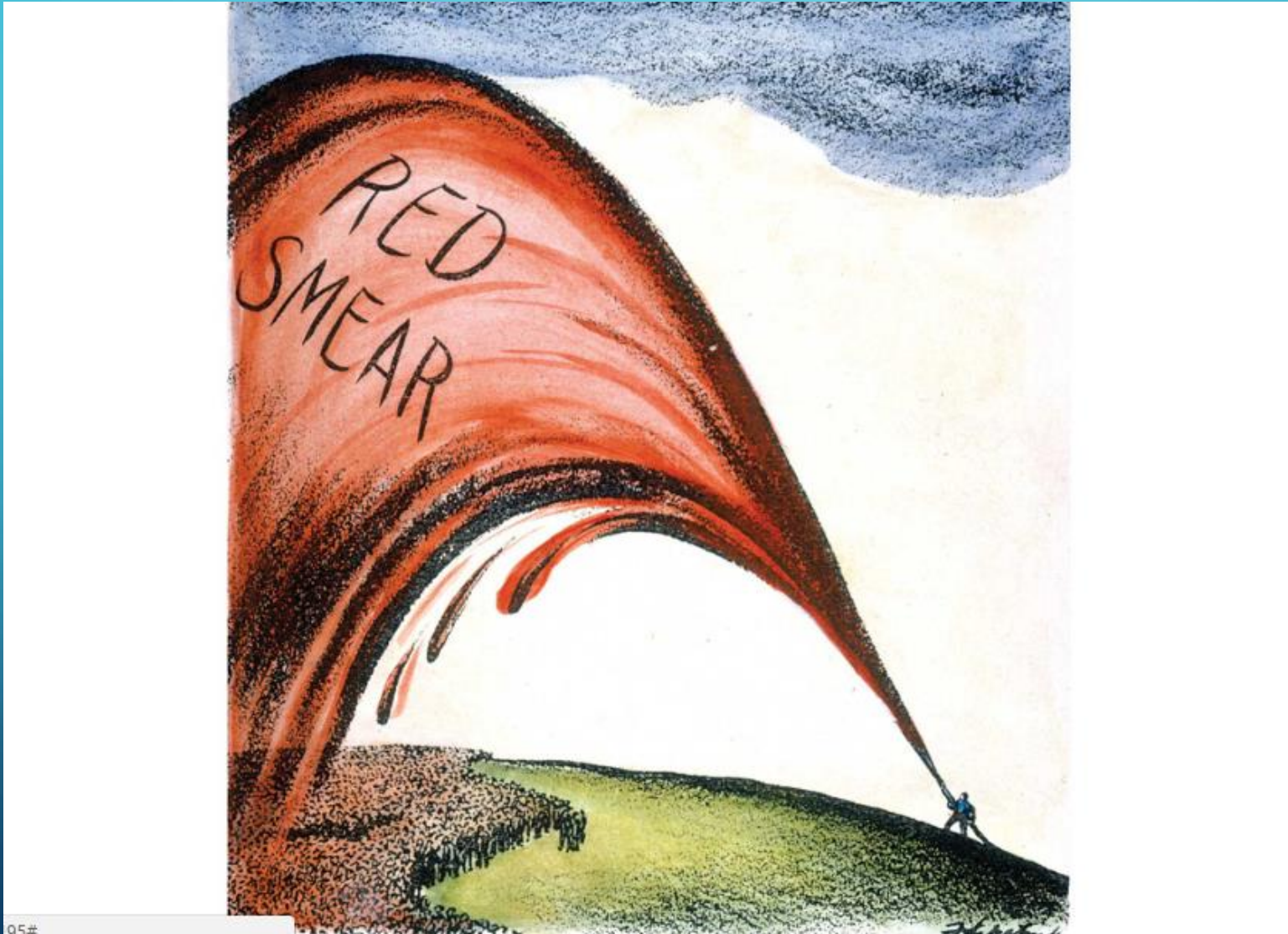
Vickie Hebert

Jason Ihlenfeld

DEFINING DIFFERENTIATION

- Human Spectrum Activity
- Table Discussion questions – What is differentiation? How do you differentiate in your classroom/school/district?
- Whole Group share

IMAGE ANALYSIS (THE DEBATE)



THE SIMULATION: CUBAN MISSILE CRISIS



Eight hundred women strikers for peace on 47th Street

Image source: By Phil Stanziola, 1962. Courtesy of the Library of Congress

DEBRIEF/DISCUSS

- In this example, what types of students were addressed?
- How might we differentiate further? What types of differentiation did/can occur?

DECISION MAKING – UNINTENDED CONSEQUENCE

invasion, the treaty would have seen defeat anyway. The president wanted to wait for a more favorable time to submit it for a vote.

- G. **Embargo American grain exports:** He imposed an embargo on exports of wheat and corn to the Soviet Union. The embargo mainly hurt American farmers, who voted against President Carter in the 1980 election *en masse*. It had a minor impact on the Soviet Union.
- H. **Unite world opinion:** American diplomats worked hard to get other countries to state their public opposition to the Soviet invasion
- J. **Aid the rebels:** President Carter and Congress sent a small amount of aid to the *mujahideen* through 1981. The Reagan Administration helped turn the tide in the war in Afghanistan by supplying them with Stinger anti-aircraft missiles in 1985. American leaders were delighted that the Soviets had presented them with an opportunity to support a rebellion, as the Soviets had done in the Vietnam War. However, the aid strengthened the rebels, who were Islamic radicals. Eventually, these same fighters, led by Osama bin Laden, would take actions against U.S. interests.



A *mujahid* holding a surface-to-air missile

DEBRIEF/DISCUSS

- How did this option differ from earlier lessons?
- What other ways might we need to differentiate?

How We Differentiate

To differentiate in response to **readiness**, a teacher constructs tasks at varied levels of difficulty. What does this look like?

- Adjusting the degree of difficulty
- Adding/removing models, peer coaching, scaffolding, i.e. graphic organizers
- Varying direct instruction methods



How We Differentiate

To differentiate in response to **interest**, a teacher aligns content and skills with topics/pursuits that students find interesting. What does this look like?

- Use of music and/or art to analyze history
- Providing access to many resources
- Giving students choices of tasks and products, including student created options
- Encouraging further investigation or application of content in student interest areas



What We differentiate...

CONTENT, PROCESS, PRODUCT

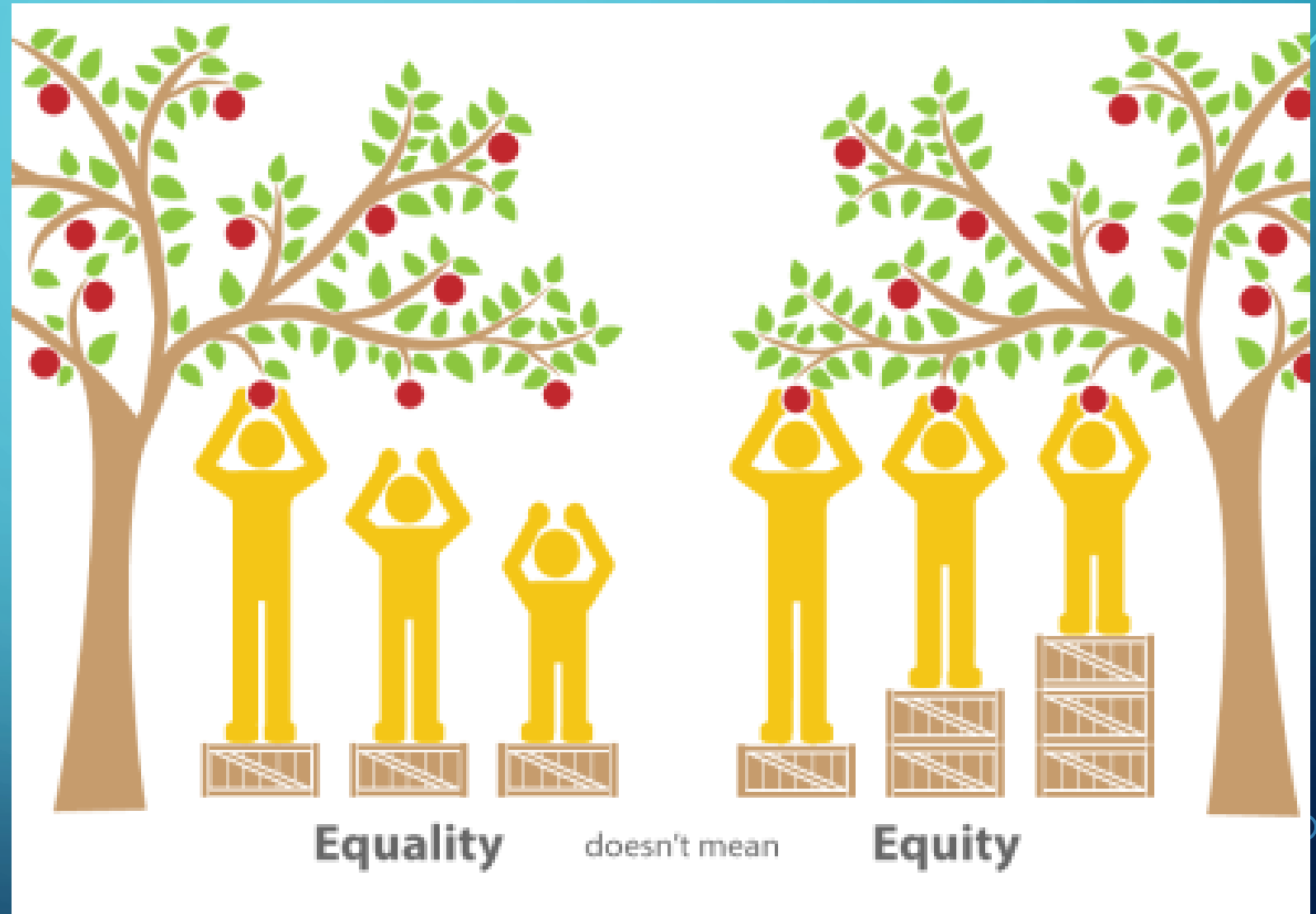
- **Differentiating *Content*** – use of manipulatives, leveled texts, flexible grouping, re-teaching or exempting students from certain content, use of varied methods to convey content such as technology tools, videos, games, etc.
- **Differentiating *Process*** – use of options at differing levels of difficulty based on the learning target, i.e. drawing, writing, speaking.
- **Differentiating *Products*** – allow students to determine product, encourage students to express knowledge in varied ways, use of cooperative groups that include individual accountability and group interdependence, use a variety of assessment (portfolios, exhibitions, as well as tests), student created rubrics of quality.

Why we differentiate...

EQUITY

"Equity means providing underserved students extra experiences, resources, knowledge, skills, and language so they may gain equal access to future educational and professional opportunities."

- Jeff Zwiers in *Academic Conversations*



- **We believe...** All students can succeed if given the right amount of challenge and the right amount of support.

Differentiate by:

Mode

Student Interest

Reading Level

Media

Activity

Learning Style

Language



Inquiry for every learning style so every student can succeed



Web-Based Activity



Decision Making



Reading



Video Analysis



Simulation



Image Analysis



Audio



PowerPoint®



Historical Maps



Mapping



Study Skills

Now what?

How will you encourage equity on your campuses?



Vickie Hebert

Vickie.hebert@solacc.edu

Jason Ihlenfeld

jihlenfeld@nystromeducation.com