Welcome and Housekeeping

- Discussion/Interactive Format
  - Quick Polling
  - Type messages into chat area
  - Break for responding to chat questions/comments
  - Those on just the teleconference can email questions to: eventquestion@wested.org

Role Poll

Are you a:
- language arts teacher?
- social studies teacher?
- school or district administrator?
- mentor, curriculum designer, or other school-based person?
- other?

Presentation

- RTI 101
- Differentiation Definition
- Featured DI Tool/Strategy:
  - Choice of Reading/Responses
  - Dialectical Journal
  - Tiered Instruction
  - Graphic Organizers
  - RAFT
  - Multiple Intelligence Options
RTI

• Two aspects: Academic and Behavioral
• Designed to:
  • (1) help all children succeed,
  • (2) catch students early if they have problems, and
  • (3) teach in a scientifically research-based method to ensure success for all learners.
• Students are assessed comprehensively. Then, they can be helped and tiered accordingly.
• Three tiers: triangle with three layers

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>all students</td>
<td>those with moderate gap in skills and knowledge who consistently do not meet benchmarks</td>
</tr>
<tr>
<td>Setting</td>
<td>all content areas</td>
<td>all content areas</td>
</tr>
<tr>
<td>Instructional Content</td>
<td>adopted content area classroom materials and supporting materials</td>
<td>intervention and content materials that support Tier 1 instructional setting</td>
</tr>
<tr>
<td>Grouping</td>
<td>as appropriate for instruction</td>
<td>as appropriate for instruction</td>
</tr>
</tbody>
</table>

Response to Intervention in Pennsylvania

Tier 1: Core Instruction
  • For all students
  • Universal screening and benchmark assessments

Tier 2: Targeted Group Intervention
  • For students at academic or behavioral risk
  • Bi-Monthly Progress Reporting

Tier 3: Intensive Intervention
  • For students significantly below grade level

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>continuous assessment using multiple measures</td>
<td>continuous assessment to pinpoint problems and target interventions</td>
</tr>
<tr>
<td>Staffing</td>
<td>general education teachers and co-teachers</td>
<td>• general education teachers • reading specialists • special education teachers • academic coaches</td>
</tr>
<tr>
<td>Time</td>
<td>regular schedule</td>
<td>• flexible groupings of students during school (MS) • during or outside the classroom; e.g., tutoring flexible groupings, double blocking of class periods (HS)</td>
</tr>
</tbody>
</table>
“In many schools there may not be funding for special help, and the general education teacher is responsible for [RtI] implementation. This requires the general education teacher to thoroughly understand and know how to implement the intervention and differentiated instruction.”

“Differentiated instruction and Response to Intervention go hand-in-hand. Differentiated instruction will benefit all students.”

Source: Marilyn Appelbaum

---

**POLL: Familiarity with DI**

Which applies to you? Check one.

- I feel confident with differentiation but want to learn more.
- I have dabbled in differentiation and surely want to build my capacity.
- I am not very familiar with differentiation; I haven’t felt very confident using it yet.

---

**DI Definition**

*Differentiated Instruction* is consistently using a variety of instructional approaches to modify **content**, **process**, and/or **products** in response to learning readiness, learning profile, and interest of academically diverse students.

Source: *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Tomlinson

---

**What DI Is NOT**

Differentiation does not mean that every single lesson or unit includes a differentiated content, process, and product for each student’s interest, readiness level, and learning profile.
Get ready to determine which type of differentiation…

readiness?
interest?
or learning profile?

Poll Prompt for “How does historical setting...?” Assignment

1.) After viewing the next slide you will be asked to check which type of differentiation the assessment most appeals to:

- Readiness-based differentiation
- Interest-based differentiation
- Learning style differentiation

2.) Carefully review all the assessment choices on the slide. In the chat room, answer this question: “Regardless of the assessment choice, what do all of them have in common as the major focus?”

How does historical setting influence characters?

| Write an article about how characters in the novel are influenced positively and negatively by the historical setting. | Use a class discussion focusing on how the protagonist and antagonist are each influenced by the historical setting. | Make up analogies to compare how characters are influenced by historical settings in this novel and others. |
| Create a PowerPoint or photo album to show the positive and negative influences of the historical setting on characters. | Design a poster, bulletin board, or mural showing how characters are positively and negatively influenced by the historical setting. | Give a presentation with musical accompaniment to express the influence of the historical setting. |
| Create a musical collage to depict the historical setting. | Teach one or two others about how the historical setting was an influential factor in characters’ actions. | Describe how you feel about the ways characters reacted to their historical setting. |

Poll Prompt for “How did the Renaissance...?” Assignment

After viewing the next slide you will be asked to check which type of differentiation the assessment most appeals to:

- Readiness-based differentiation
- Interest-based differentiation
- Learning style differentiation

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How did the Renaissance impact people then and now?

Choose a Renaissance topic to research. Then write a summary to share with the class that addresses the guiding question: “How did your topic influence the Renaissance movement and the world today?”

**Topic choices:**
- Michelangelo Buonarroti
- Leonardo da Vinci
- Niccolò Machiavelli
- Popular Renaissance Cities
- Role of Women
- Medicine
- Entertainment
- Architecture
- Médici family

Poll Prompt for “Government in Action” Assignment

After viewing the **next slide** you will be asked to check which type of differentiation the assessment most appeals to:

- Readiness-based differentiation
- Interest-based differentiation
- Learning style differentiation

Government in Action

Read your assigned text. Then, answer these questions:

1. How do government systems balance group and individuals’ rights?
2. How do government structures and systems evolve from contributions of the past?
3. How are governmental structures and systems alike and different?
4. When needs go unmet, how do society’s members challenge political structures?

Some ways to differentiate by…

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of reading</td>
<td>Dialectical journals</td>
<td>Interest options</td>
</tr>
<tr>
<td>Choice of reading</td>
<td>Tiered activities, assignments</td>
<td>Graduated rubrics</td>
</tr>
<tr>
<td>responses</td>
<td>Varied graphic organizers</td>
<td>Complex instruction</td>
</tr>
<tr>
<td>Organizing ideas</td>
<td>Interest groups</td>
<td>Tic-Tac-Toe</td>
</tr>
<tr>
<td>through graphic</td>
<td>Grouping choice</td>
<td>Tiered assessments</td>
</tr>
<tr>
<td>organizers</td>
<td>Mini-workshops (relearn or extend)</td>
<td>Independent Study</td>
</tr>
<tr>
<td>Tape-recorded</td>
<td>Anchor activities</td>
<td>Community mentorships</td>
</tr>
<tr>
<td>materials</td>
<td>Games</td>
<td>Multiple intelligence options</td>
</tr>
<tr>
<td>Jigsaw</td>
<td>Literature circles</td>
<td>RAFT</td>
</tr>
<tr>
<td>Learning contracts</td>
<td>RAFT</td>
<td>RAFT</td>
</tr>
</tbody>
</table>

...according to readiness, interest, and learning profile
POLL: Strategies in Use

Which of the following DI strategies are you currently implementing? Check all that apply.
- Choice of Reading and Responses
- Dialectical Journals
- Graphic organizers
- Tiered Instruction
- RAFT
- Multiple Intelligence Options

Strategy:
Choice of Reading and Responses / Dialectical Journals

Differentiated by:
Readiness Learning Style

Component:
Content / Process

Read for Meaning

<table>
<thead>
<tr>
<th>CLARIFYING</th>
<th>UNDERSTANDING CONCEPTS</th>
<th>CONNECTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were you confused by in the reading? How did you figure it out?</td>
<td>Draw a symbol or a picture of a quote or concept. Write the quote or concept under your symbol or picture.</td>
<td>Explain how a quote or concept you select connects with your life, other literature or historical time periods, or the world today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REACTING</th>
<th>COMPARING / CONTRASTING</th>
<th>PREDICTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose and react to some part of the reading.</td>
<td>Compare and contrast the actions of two characters in the novel or two historical figures.</td>
<td>Predict the impact of a theme or concept on the world today. Or, predict what will happen next.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFERRING</th>
<th>QUESTIONING</th>
<th>SUMMARIZING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a part of the reading and make insightful and thoughtful inferences.</td>
<td>Write questions that begin with who, what, where, when, why and how. Answer any of them that you can.</td>
<td>Provide a brief summary of what you learned in a portion of the reading. Use only three sentences.</td>
</tr>
</tbody>
</table>

Dialectical Journal: Any Reading

<table>
<thead>
<tr>
<th>Quotes/Lines</th>
<th>Personal Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Record words, phrases, lines or direct quotes from the reading material that struck you in some way.</td>
<td>On this side, personally respond to what you’ve written in the left column. Here are ways you might choose to respond. Pick one or several of these ways to respond:</td>
</tr>
<tr>
<td>• Record the page number and a topic so we can look in the textbook or reading source if we need more information.</td>
<td>1. ask questions 2. make predictions 3. analyze the text 4. draw a connection 5. comment on the terms 6. make a personal observation</td>
</tr>
</tbody>
</table>
**Dialectical Journal: LANGUAGE ARTS**

<table>
<thead>
<tr>
<th>Choose guiding question:</th>
<th>Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1. How do readers use methods of characterization to determine character traits?</td>
<td></td>
</tr>
<tr>
<td>□ 2. How does a poet's use of figurative language evoke readers' emotions?</td>
<td></td>
</tr>
<tr>
<td>□ 3. How does the theme represent a comment about life?</td>
<td></td>
</tr>
<tr>
<td>□ 4. How do the interactions between main and subordinate characters affect the plot?</td>
<td></td>
</tr>
</tbody>
</table>

**Dialectical Journal: SOCIAL STUDIES**

<table>
<thead>
<tr>
<th>Choose guiding question:</th>
<th>Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1. How do revolutions have enduring political affects on self-government and individual liberty?</td>
<td></td>
</tr>
<tr>
<td>□ 2. How do issues of international trade affect a country's economy? (12.4)</td>
<td></td>
</tr>
<tr>
<td>□ 3. How does federal government influence the economy? (12.3)</td>
<td></td>
</tr>
<tr>
<td>□ 4. How can immigration policies transform a society? (11.11)</td>
<td></td>
</tr>
</tbody>
</table>

**BREAK:**

**Review of Questions and Comments in Chat**

**Strategy:** Tiered Activity

**Differentiated by:** Readiness

**Component:** Process
Diamante Poem Template #1

- **Line 1:** write down one character (animal or human). Then skip to line 7 and write down an opposite character.
- **Line 2:** write two adjectives describing the character in Line 1.
- **Line 3:** write three participles (verb form ending with –ed or –ing) that relate to the character in Line 1.
- **Line 4:** write four nouns related to the two characters. The first two nouns will relate to the character in Line 1; the last two nouns will relate to the opposite character written in Line 7.
- **Line 5:** write three more participles that relate to the character in Line 7.
- **Line 6:** write two adjectives that describe the character in Line 7.
- **Line 7:** opposite character of Line 1

---

**Diamante Poem Example**

BEOWULF

courageous  reckless

celebrated  sacrificing  victimized

hero  warrior  ==  monster  ambiguous

exiled  condemned  resented

---

Diamante Poem Template #2

- **Line 1:** write the name of the main character
- **Line 1:** three words describing the main character
- **Line 2:** three words describing the setting
- **Line 2:** five words describing the main character
- **Line 3:** three words describing a conflict in the story
- **Line 4:** three words describing the resolution to the problem

---
Diamante Poem Template #3

Line 1: write the name of the main character
Line 2: write two words describing the main character
Line 3: write three words describing the setting
Line 4: write four words stating the story problem
Line 5: write eight words describing the solution to the problem

Cause and Effect

Cause 1

Cause 2

Cause 3

Effect(s)

Cause and Effect Chain

Causes:

Effects:
Can revealing a secret ever be beneficial or justified?

Your opinion

What the character does ...

What the character says ...

INSIGHTFUL

PERCEPTIVE

What others say ...

What the character thinks/feels ...

How did the American Revolution impact others ...

... politically?

... socially?

... economically?

Group these sentences into 3 categories based on sentence beginnings. Give a name to each category:

1. We talked about politics and business.
2. When at last my own eyelids were so heavy with sleep that even my swirling brain couldn’t keep them from closing, I could still hear the rise and fall of their voices.
3. If I had stayed any longer, my nerve might have deserted me.
4. Suddenly a shout resounded throughout the courtyard.
5. A dairyman with two pails yoked over his shoulders jostled me as I went by.
6. Obviously, you’re poor, or you wouldn’t have consented to travel as my servant.
7. If you don’t keep quiet, I’ll do as your mother suggested.
8. I’d never before washed myself anywhere but in the large wooden tub my mother placed in our courtyard or our room.
9. Slowly the caravan wound out of the khan’s wide gate, down the street of the suq, and across the Thalatha Bridge.
10. Gindar nodded.
Group these sentences into 3 categories based on these sentence beginnings: 1) subject; 2) adverb; 3) clause:

1. We talked about politics and business.
2. When my eyelids were heavy with sleep, I could hear the rise and fall of their voices.
3. If I had stayed any longer, my nerve might have deserted me.
4. Suddenly a shout resounded throughout the courtyard.
5. A dairyman with two pails placed over his shoulders jostled me as I went by.
6. Obviously, you’re poor, or you wouldn’t have consented to travel as my servant.
7. If you don’t keep quiet, I’ll do as your mother suggested.
8. I had never before washed myself anywhere but in the large wooden tub my mother placed in our room.
9. Slowly the caravan wound out of the khan’s wide gate, down the street of the suq, and across the Thalatha Bridge.

Arrange the following items into 2 categories. Give a title to each category.

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siddhartha Gautama</td>
<td>Four Noble Truths</td>
</tr>
<tr>
<td>Confucius</td>
<td>Himalayas</td>
</tr>
<tr>
<td>People born within a caste system</td>
<td>Buddhism</td>
</tr>
<tr>
<td>Reincarnation</td>
<td>Vedas</td>
</tr>
<tr>
<td>Great Wall</td>
<td>Early writing appeared on bones or bamboo strips</td>
</tr>
<tr>
<td>Han Dynasty</td>
<td>Hindu religion</td>
</tr>
<tr>
<td>Indus River Valley</td>
<td>Worshipped a supreme god, Shang Di</td>
</tr>
<tr>
<td>Gupta Dynasty</td>
<td>Invented device for detecting earthquakes</td>
</tr>
<tr>
<td>Invented paper</td>
<td></td>
</tr>
</tbody>
</table>

BREAK and OPEN RESPONSE

Choose one of the strategies presented so far (see below) and type a question or comment about it:

- Choice of Reading/Responses
- Dialectical Journal
- Tiered Instruction
- Graphic Organizers

Strategy: RAFT
Differentiated by: Learning Profile/Readiness
Component: Process or Product
RAFT

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>What role or point of view should the student take; e.g., teacher, other students, a parent, editor, people in the community, etc.?</td>
<td>Who will read, see, or use this; e.g., famous scientist, prehistoric cave dweller, literary character, chemical element or physical object, etc.?</td>
<td>What is the most effective and meaningful product format to show understanding; e.g., letter, article, report, poem, e-mail, advertisement, etc.?</td>
<td>Who or what is the subject of this writing; e.g., famous scientist, prehistoric cave dweller, literary character, chemical element or physical object, etc.?</td>
</tr>
</tbody>
</table>

Source: Santa, 1988

What was daily life like in Medieval society?

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lord or lady</td>
<td>Monarch</td>
<td>Persuasive letter</td>
<td>Describe anger towards the rise of charters that allowed the peasants to no longer be ruled by them</td>
</tr>
<tr>
<td>Merchant</td>
<td>Trader from the East</td>
<td>Advertisement with illustrations and list</td>
<td>Persuade traders to purchase goods</td>
</tr>
<tr>
<td>Clergy</td>
<td>God</td>
<td>Prayer</td>
<td>How they serve the townspeople</td>
</tr>
<tr>
<td>Beggar</td>
<td>Self</td>
<td>Journal entry</td>
<td>Use imagery to describe their life on the streets</td>
</tr>
</tbody>
</table>

History

<table>
<thead>
<tr>
<th>Historical Figure</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>An historical figure in this same time period</td>
<td>Formal letter</td>
<td>Answer one or more of these guiding questions in your writing</td>
</tr>
<tr>
<td>A citizen who lived during the time of this historical figure</td>
<td>Historical diary entries or entries in a political document</td>
<td>How political and economic ideas bring about change?</td>
</tr>
<tr>
<td>A historical figure in any time period</td>
<td>Historical data sets and visualizations</td>
<td>How did conflict affect people?</td>
</tr>
<tr>
<td>A citizen of any time period (even today)</td>
<td>Set of laws and propaganda</td>
<td>How do leaders affect the outcome of conflict?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How do leaders support or fail their citizens?</td>
</tr>
</tbody>
</table>

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**RAFT: The American Revolution**

<table>
<thead>
<tr>
<th>ROLE</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tory, Patriot, or</td>
<td>people who have a</td>
<td>propaganda or editorial</td>
<td>You need to convince those with opposing views that your position</td>
</tr>
<tr>
<td>Neutralist</td>
<td>different opinion than</td>
<td>piece for a newspaper</td>
<td>is the right way to think.</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The Writing Task:** Write both opinion and facts to support your position. Make sure your opinions have at least four facts to back them up. Reference the facts you use so the reader is aware that you can solidly defend your position. Your response should be at least two typed double-spaced pages in 12 pt. Times Roman or Arial font.

---

**Literature RAFT**

<table>
<thead>
<tr>
<th>Character in Current Novel</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>another character in the current novel</td>
<td>informal letter</td>
<td>informal letter</td>
<td>Answer one or more of these guiding questions in your writing and/or picture:</td>
</tr>
<tr>
<td>character in any other book or short story</td>
<td>picture portfolio of drawings and detail captions</td>
<td>picture portfolio of drawings and detail captions</td>
<td>How does the setting affect you?</td>
</tr>
<tr>
<td>a famous person today or a historical figure</td>
<td>personal diary</td>
<td>personal diary</td>
<td>How have you changed and why?</td>
</tr>
<tr>
<td>the reader</td>
<td>play script</td>
<td>play script</td>
<td>What internal conflicts do you face, and how can you overcome them?</td>
</tr>
<tr>
<td>myself (as character in novel)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**ASSESSMENTS A to Z**

- A: advertisement
- B: Nelson
- C: analysis
- D: collection
- E: dictionary
- F: English
- G: ethics
- H: history
- I: language
- J: literature
- K: psychology
- L: philosophy
- M: mathematics
- N: music
- O: science
- P: poetry
- Q: language
- R: literature
- S: science
- T: literature
- U: science
- V: literature
- W: science
- X: literature
- Y: science
- Z: literature

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Literature Assessment

Guiding Questions
Address all of these guiding questions in a project of your choice. See “Project Choices.”

1. How do authors develop characters?
2. How does setting affect characters and impact the plot?
3. How does conflict shape characters’ actions and theme?
4. How does the theme of this novel connect to other literature?

Project Choices
Choose one of these projects to demonstrate your understanding of the four guiding questions. You may work alone, with a partner, or in a small group of no more than 4. After you create your project, present it to the class either live or pre-recorded.

- Interview
- Talk Show
- Skit
- PowerPoint
- Debate
- Poem or Song

**CHARACTER HIGHLIGHTS**

**SPEECH**
Write a speech that your chosen person might have made keeping in mind: the topic for this speech, the purpose, and the audience. Then, deliver the speech to the class after preparing it. Submit the typed speech to your teacher after delivering it.

**ILLUSTRATIONS**
Create a series of illustrations that show your chosen person’s life through art. Beneath each drawing, include a caption. Present these pictures in chronological order.

**RESEARCH**
Write down 8-10 questions that you would pose to your chosen person if they were alive. Then, conduct some research and answer your questions. You can do this activity with a partner in which you each pose questions, and then research answers to your partner’s questions. Submit neatly typed and formatted questions and answers to your teacher.

**POETRY OR PROSE**
Consider all you have read/heard about your chosen person. Then use these line starters to react to the reading. You can complete the phrases in prose or poetry form. Add a title.

I wish that …
I realize that …
I decide that …
I wonder about …
I see that …
I believe that …
I feel that …
I hope that …
Our Exit Card: Open Response
Which strategy will you try? How might you adapt the strategy for your students?
Next Steps

1. Enroll in the online course through University of San Diego and earn 4 college credits. Title: "Differentiating Your Classroom For Success - EDU 518DC "; website: www.usd-online.org/course.aspx?id=275


3. Visit website www.kathyglassconsulting.com to learn about professional development opportunities. Kathy customizes all workshops to meet the specific needs of the groups she addresses.

Survey Feedback
http://www.surveymonkey.com/s/BFHNXSQ

Archive
http://www.schoolsmovingup.net/webinars/differentiation