Robin Fogarty & Associates
Presents:

Supporting Differentiated Instruction:
A Professional Learning Community Approach

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Differentiating Instruction A Professional Learning Communities Approach
Solution Tree Press
From Staff Room to Classroom: Planning and Coaching Professional Learning
From Staff Room to Classroom 11: The One-Minute Professional Development Planner
Best sellers from Corwin Press

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This we believe . . .

- Teachers make THE Difference
- We Must Trust the Learner
- Less is More!
- The Person Doing the Talking is the Person Doing the Learning
- Professional Learning Communities Begin the Conversation

**RFA** professional development is:

- Sustained – *PD that transfers over time with coaching.*
- Job-embedded – conversations start during PD & carry over into the team sessions.
- Collegial – *Collaborations are the norm.*
- Interactive – *active, engaged learning modeled throughout.*
- Integrative – *differentiated learning is applied to adult learners.*
- Practical – *participants can use these strategies in their classroom, the very next day.*
- Results-oriented – *the goal is change in practice that impacts student achievement.*

Robin Fogarty & Associates

. . . we believe that the classroom teacher makes the difference . . . we publish books for teachers, by teachers on the science and magic of teaching . . . we host seminars for educators throughout the United States . . . we work in schools and districts all over the world, helping teachers inspire students to learn for life.
## Four Corner Framework of the Quality Classroom

<table>
<thead>
<tr>
<th>Setting the Climate FOR Thinking</th>
<th>Teaching the Skills OF Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning Environment</td>
<td>• Problem Solving</td>
</tr>
<tr>
<td>• Emotional Safety</td>
<td>• Decision Making</td>
</tr>
<tr>
<td>• Resource-Rich</td>
<td>• Content Skills/Concepts</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>Structuring the Interactions WITH Thinking</td>
<td>Teaching ABOUT Thinking</td>
</tr>
<tr>
<td>• Active, Engaged Learning</td>
<td>• Reflection /Metacognition</td>
</tr>
<tr>
<td>• Experiential Learning</td>
<td>• Learning to Learn</td>
</tr>
<tr>
<td>• Inquiry Learning</td>
<td>• Assessment</td>
</tr>
</tbody>
</table>
The Three Story Intellect

Three-story minds idealize, two-story minds compare, one-story minds imagine, predict, their best illumination comes from above, their own skylights.

Three-story intellects, two-story intellects, and one-story intellects.

All fact collectors who have no aim beyond their facts.
# Transfer Strategies

**Question:**  
Of the list of strategies and/or best practices modeled in PD session - Mark one that you transferred (Best Practices and strategies listed below)  

**Answer:**

---

**Question:**  
How did you use this strategy? What content? What were students asked to do?  

**Answer:**

---

**Question:**  
What did this strategy replace? How did this strategy change the way you teach the content?  

**Answer:**

---

**Question:**  
What evidence can you show of improvement in student achievement or engagement or behavior?  

**Answer:**
**Differentiation Curriculum, Instruction and Assessment**
*The Rationale for Differentiation . . . Brain Science*

Defining Differentiation: “Change doesn’t mean saying it louder and slower . . .”

**Research Part I: Differentiation – Carol Ann Tomlinson**

**Differentiate Basic Lesson**

<table>
<thead>
<tr>
<th>Change the Content</th>
<th>Resources</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complexity</td>
<td>Topic: Magnets</td>
<td>Topic: Simple Machines</td>
</tr>
<tr>
<td>Concrete - DOING</td>
<td>Representational – VIEWING</td>
<td>Read about Machines</td>
</tr>
<tr>
<td>Abstract – “SPEWING”</td>
<td></td>
<td>Go and do . . . Build Invention</td>
</tr>
</tbody>
</table>

**Change the Process**

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Cooperative Learning</th>
<th>Modes of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Metric System</td>
<td>Topic: Expository Writing</td>
<td>Topic: Stem Cell Research</td>
</tr>
<tr>
<td>Anticipatory Set (riddle, cartoon, guest, video, interview, poem)</td>
<td>Pairs . . . TTYP Think/Pair/Share Trios . . . Partners/Observers Quads . . . Mixed Ability; Roles &amp; Tasks</td>
<td>PBL . . . You are . . . You will Case Studies . . . Moral Dilemmas Projects . . . Product/Performances</td>
</tr>
<tr>
<td>Input: (lecture, problem solving, case study, debate, field trip)</td>
<td>Practice: (focused/brief; intense/longer; homework)</td>
<td></td>
</tr>
<tr>
<td>Practice: (focused/brief; intense/longer; homework)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Change the Product**

<table>
<thead>
<tr>
<th>Entry Points</th>
<th>Expressive Modes</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Geography</td>
<td>Topic: Novel Study</td>
<td>Topic: Cycles: Ending at the Start</td>
</tr>
<tr>
<td>Verbal - Report</td>
<td>Word Smart - Speech</td>
<td>Traditional . . . Grades/Rankings</td>
</tr>
<tr>
<td>Visual - Map</td>
<td>Picture Smart – Graphic Org.</td>
<td>Portfolio . . . Work/Showcase</td>
</tr>
<tr>
<td>Interpersonal - Interview</td>
<td>People Smart - Debate</td>
<td>Performance . . . Presentation/Product</td>
</tr>
<tr>
<td>Intrapersonal – Journal Entry</td>
<td>Self Smart - Reflection</td>
<td></td>
</tr>
<tr>
<td>Mathematical – Data Chart</td>
<td>Number Smart – Time Line</td>
<td></td>
</tr>
<tr>
<td>Musical - Song</td>
<td>Music Smart - Rap</td>
<td></td>
</tr>
<tr>
<td>Bodily – Field Trip</td>
<td>Body Smart – Role Play</td>
<td></td>
</tr>
</tbody>
</table>

**Research Part II: Differentiation – Carol Ann Tomlinson**

**Identify Learner Needs**

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Academic Achievement / Ability / Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interests</td>
<td>Student Hobbies, Activities, “Likes &amp; Dislikes”, Pastimes</td>
</tr>
<tr>
<td>Learning Profile</td>
<td>Strengths &amp; Weaknesses, Learning Preferences</td>
</tr>
</tbody>
</table>

Reflective Questions when Differentiating Instruction

What will I change?  Why will I change it?  How will I change it?
### Strategies of Diverse Learners

**Developing Learner**
- Identify and Make up Gaps
- Direct Instruction
- Structured Activities
- Concrete Activities
- Fewer Steps
- Close to Experience
- Simpler Reading
- Deliberate Pace

**Advanced Learner**
- Skip Practice of Mastered Material
- Complex Activity
- Open-ended Activity
- Abstract Activity
- Multifaceted Activity
- Advanced Reading
- Activity with Depth
- Compact Information

**English Learner**
- Cooperative Buddy
- Translation Partner
- Visuals; Graphic Organizers
- Pictures, Drawings
- Hands-on; Bodily Kinesthetic
- Auditory Cues; Tapes
- Videotapes; DVDs
- Internet Activities / Self-correcting

**Special Needs Learner**
- Individual Education Plan
- Classroom Aide
- Peer Tutor; Cooperative Partner
- Specialists, Resource Teachers
- Software Feedback Tools
- Classroom Environment
- Customized Furniture
- Parent Involvement
- Facilities Modifications

### Getting Started / Moving Along

**Low Prep Differentiation**
- Choice of Materials
- Homework Options
- Flexible Seating
- Jigsaw
- Questioning Strategies
- Cooperative Learning
- Product Options
- Assessment Options

**High Prep Differentiation**
- Stations
- Centers
- Choice boards
- Entry points
- Tiered activities
- Learning contracts
- Simulations
- Rubrics

### FAQ - Differentiation

1. How do you change content when you can’t change the standards?
2. How do you change the assignment… keep dignity for the student?
3. How do you assess various assignments for the high school?
4. How do you prepare all students for the test at their level?
5. How do you do all this active engaged learning and keep pace?
6. How do you do cooperative learning in open concept classrooms?
7. How do you write a lesson for every kid?
8. How do you differentiate for 120-150 students in HS setting?
9. How do teachers co-teach effectively with no time to plan together?
10. How do teachers differentiate / address standards at the same time?
## Lesson Template

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Standard</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Big Idea:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Question:</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

### Hook:

Through Emotions get Their Attention!

### Input:

What the Teacher Does!

### Interaction:

What the Students Do!

### Product:

Evidence of Learning!

### Assessment:

Judgment of Product or Performance!

### Reflection:

Students Comment on Process
## Multiple Intelligence Grid of Generic Lesson Elements

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Visual</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Mathematical</th>
<th>Musical</th>
<th>Naturalist</th>
<th>Bodily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>Diagram</td>
<td>Partners</td>
<td>Journals</td>
<td>Calculate</td>
<td>Muzak</td>
<td>Classify</td>
<td>Hands on</td>
</tr>
<tr>
<td>Debrief</td>
<td>Draw</td>
<td>Pairs</td>
<td>Self-monitoring</td>
<td>Compute</td>
<td>Beat</td>
<td>Sort</td>
<td>Kinesthetic</td>
</tr>
<tr>
<td>Speaking</td>
<td>Sketches</td>
<td>Communication</td>
<td>Metacognition</td>
<td>Problem Solve</td>
<td>Melody</td>
<td>Plants</td>
<td>Tactile</td>
</tr>
<tr>
<td>Articulate</td>
<td>G. Orgs</td>
<td>Dialogue</td>
<td>Self-awareness</td>
<td>Deduction</td>
<td>Tunes</td>
<td>Feed Animals</td>
<td>Touch</td>
</tr>
<tr>
<td>Debate</td>
<td>Doodle</td>
<td>Articulation</td>
<td>Self-appraisal</td>
<td>Induction</td>
<td>Songs</td>
<td>Garden</td>
<td>Taste</td>
</tr>
<tr>
<td>Reading</td>
<td>Photographs</td>
<td>Talking</td>
<td>Dialogues</td>
<td>Sequence</td>
<td>Rhythms</td>
<td>Explore</td>
<td>Smell</td>
</tr>
<tr>
<td>Expressing</td>
<td>Represent</td>
<td>Arguing</td>
<td>Reflecting</td>
<td>Prioritize</td>
<td>Raps</td>
<td>Discover</td>
<td>Senses</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>Drawings</td>
<td>Agreeing</td>
<td>Musings</td>
<td>Hierarchies</td>
<td>Blues</td>
<td>Astronomy</td>
<td>Construct</td>
</tr>
<tr>
<td>Narratives</td>
<td>Painting</td>
<td>Disagreeing</td>
<td>Thinking</td>
<td>Puzzles</td>
<td>Jazz</td>
<td>Relationships</td>
<td>Feel</td>
</tr>
<tr>
<td>Novels</td>
<td>Images</td>
<td>Teambuilding</td>
<td>Observing</td>
<td>Riddles</td>
<td>Rock n' Roll</td>
<td>Charting</td>
<td>Cut</td>
</tr>
<tr>
<td>Story Telling</td>
<td>Cartoons</td>
<td>Leadership</td>
<td>Analyzing</td>
<td>Outlines</td>
<td>Score</td>
<td>Dissecting</td>
<td>Paste</td>
</tr>
<tr>
<td>Tell / Re-Tell</td>
<td>Comics</td>
<td>Teaming</td>
<td>Self-control</td>
<td>Cause / Effect</td>
<td>Harmony</td>
<td>Watching</td>
<td>Arrange</td>
</tr>
<tr>
<td>Writing</td>
<td>Illustrations</td>
<td>Group Work</td>
<td>Self-esteem</td>
<td>Theories</td>
<td>Listening</td>
<td>Identifying</td>
<td>Organize</td>
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<tr>
<td>Listening</td>
<td>Graphs</td>
<td>Consensus</td>
<td>Inner Voice</td>
<td>Theorems</td>
<td>Appreciating</td>
<td>Collecting</td>
<td>Dance</td>
</tr>
<tr>
<td>Riddles</td>
<td>Tables</td>
<td>Games</td>
<td>Intuition</td>
<td>Formulas</td>
<td>Composing</td>
<td>Hiking</td>
<td>Act</td>
</tr>
<tr>
<td>Joke</td>
<td>Maps</td>
<td>Relays</td>
<td>Hunches</td>
<td>Symbols</td>
<td>Conducting</td>
<td>Growing</td>
<td>Sculpt</td>
</tr>
<tr>
<td>Summary</td>
<td>Murals</td>
<td>Roles</td>
<td>Gut Feelings</td>
<td>Codes</td>
<td>Drumming</td>
<td>Climbing</td>
<td>Walk</td>
</tr>
<tr>
<td>Magazines</td>
<td>Collages</td>
<td>Responsibilities</td>
<td>Instinct</td>
<td>Syllogisms</td>
<td>Whistling</td>
<td>Uncovering</td>
<td>Dramatize</td>
</tr>
<tr>
<td>Journals</td>
<td>Visualize</td>
<td>Socializing</td>
<td>Goals</td>
<td>Probabilities</td>
<td>Humming</td>
<td>Forecasting</td>
<td>Signal</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Signs</td>
<td>Meeting</td>
<td>Learning Logs</td>
<td>Statistics</td>
<td>Performing</td>
<td>Catching</td>
<td>Gesture</td>
</tr>
<tr>
<td>Biography</td>
<td>Story Board</td>
<td>Greeting</td>
<td>Diaries</td>
<td>Evaluate</td>
<td>Singing</td>
<td>Wading</td>
<td>Pantomime</td>
</tr>
<tr>
<td>Research</td>
<td>View</td>
<td>Sharing</td>
<td>Affirmations</td>
<td>Estimate</td>
<td>Lyrics</td>
<td>Fishing</td>
<td>Role Play</td>
</tr>
<tr>
<td>Blogs</td>
<td>Pictures</td>
<td>Interactions</td>
<td>Study</td>
<td>Hypothesis</td>
<td>Playing</td>
<td>Floating</td>
<td>Stretch</td>
</tr>
<tr>
<td>Newspapers</td>
<td>Internet</td>
<td>Chat Rooms</td>
<td>Empathy</td>
<td>Systematize</td>
<td>Improve</td>
<td>Capture</td>
<td>Mimic</td>
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<tr>
<td>Interviews</td>
<td>Movies</td>
<td>Networking</td>
<td>Dreams</td>
<td>Configure</td>
<td>Scat Singing</td>
<td>Surviving</td>
<td>Gesture</td>
</tr>
<tr>
<td>Speeches</td>
<td>Faces</td>
<td>Pillow Talk</td>
<td>Sixth Sense</td>
<td>Appraisal</td>
<td>Synchronization</td>
<td>Orienteering</td>
<td>Dance</td>
</tr>
</tbody>
</table>

800-213-9246
Howard Gardner’s Theory of Multiple Intelligences

**Verbal Linguistic** intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information.

**Visual Spatial** intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.

**Interpersonal** intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.

**Intrapersonal** intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. It involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

**Mathematical-Logical** intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

**Musical Rhythmic** intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms.

**Naturalist** intelligence enables human beings to recognize, categorize and draw upon certain features of the environment. It 'combines a description of the core ability with a characterization of the role that many cultures value.

**Bodily-kinesthetic** intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements.
## Elementary Lesson on How a Bill Becomes a Law

<table>
<thead>
<tr>
<th>Grade: 5</th>
<th>Subject: Social studies</th>
<th>Topic: Legislature</th>
<th>Standard(s): Government</th>
<th>Objective(s): Bill to law</th>
</tr>
</thead>
</table>

**Big Idea(s):** Government by the people  
**Essential Question(s):** How do citizens enact laws?

### Hook or Anticipatory Set
- Present list of silly, obsolete laws still on the books as a "Did you know . . ." game (see Collier, 2008, for ideas), such as the following:
  - Connecticut—In Devon, it is illegal to walk backward after sunset.
  - Kentucky—Throwing tomatoes at a public speaker is punishable by up to one year in jail.
  - Georgia—It is illegal to carry an ice cream cone in one's back pocket if it is Sunday.
  - Illinois—In Chicago, it is illegal to eat in any building that is currently on fire.

### Teacher Input
- Review two houses of Congress; teach the seven steps from a bill to a law:
  1. Congress introduces bill.
  2. Committee considers the bill.
  3. Subcommittee holds hearing.
  4. Both houses debate and refer bill.
  5. Committee conferences to compromise bill.
  6. Members vote yes or no.
  7. If two-thirds vote yes, the president either signs the bill into law or vetoes it.

*Change the content by showing a film of the process (resources).*

### Student Output
- Create a booklet telling the story of a bill becoming law.

*Change the process through research by following a bill to law (inquiry).*

### Evidence of Learning
- Share booklet with a peer partner and turn it in.

*Change the product by creating a storyboard, slide show, scripted role-play, or song (multimodal).*

### Assessment
- Grade booklet and send home for student to share with family.

*Change the product by developing checklists and rubrics (accountability).*

### Student Reflection
- Discuss what was hard and what was easy about the assignment.
# Middle School Lesson on Estimation and Mental Math

<table>
<thead>
<tr>
<th>Grade: 7</th>
<th><strong>Subject:</strong> Math</th>
<th><strong>Topic:</strong> Estimation/mental math</th>
<th><strong>Standard(s):</strong> Computational skills</th>
<th><strong>Objective(s):</strong> Computation accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea(s):</strong> Numbers count</td>
<td><strong>Essential Question(s):</strong> How are estimation and mental math useful?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hook or Anticipatory Set**
- Start with a series of mental math problems for the whole class.

**Teacher Input**
- Discuss strategies for estimating or guesstimating in your head: rounding off, comparing, chunking, thinking with the end in mind, and so on.
- **Change the content by inviting a guest business speaker from the community (resources).**

**Student Output**
- Have students solve mental problems in a timed interaction.
- **Change the process by working in pairs (cooperative structures).**

**Evidence of Learning**
- Create real-world problem scenarios where mental math and estimating skills are needed: shopping, painting a room, travel distances and times, and so on.
- **Change the product by creating a game board, a brain science report, or a Jeopardy game relating to estimation and mental math (multimodal).**

**Assessment**
- Provide an end-of-chapter test covering estimation and mental math problem solving.
- **Change the product by offering an oral quiz option for the final assessment (accountability).**

**Student Reflection**
- Students write a one- to three-sentence reflection on the activity.
- **Change the product by completing the journal stem or complete the following mediated journal entry (accountability).**

1. Name someone who is good at math (personal acquaintance, historical figure, fictional character).
2. Describe two traits of the person.
3. Describe someone who is not very good at math.
4. Tell how the two people are different.
5. Write a concluding sentence.
### High School Lesson on Literature

<table>
<thead>
<tr>
<th>Grade: 10</th>
<th>Subject: English literature</th>
<th>Topic: Swift’s <em>A Modest Proposal</em></th>
<th>Standard(s): Literature</th>
<th>Objective(s): Literary elements</th>
</tr>
</thead>
</table>

**Big Idea(s):** Things are not always what they seem  
**Essential Question(s):** How do literary elements enhance or detract from the reading?

**Hook or Anticipatory Set:**  
Show M. C. Escher’s optical illusions to demonstrate ambiguity in a visually obvious way.  
Change the content by showing various examples of ambiguity, paradox, and irony through optical illusions, political cartoons, riddles, and jokes (resources).

**Teacher Input:**  
Present definitions and examples of ambiguity, paradox, and irony in literature.  
Change the content in three ways (complexity).  
Concrete: Remove a vest from under a jacket without removing the jacket.  
Symbolic: View optical illusions and describe the phenomena.  
Abstract: Read selections of ambiguous passages, paradoxical events, and dramatic irony.

**Student Output:**  
Find examples of ambiguity, paradox, and irony in Swift’s *A Modest Proposal*.  
Change the process by using a jigsaw activity (cooperative learning). Divide class into groups of three and have each member research one of the literary elements—ambiguity, paradox, and irony—and share information in the threesome with an interactive strategy using three modalities.

**Evidence of Learning:**  
Write an expository essay about ambiguity, paradox, or irony.  
Change the product by using a bingo board and working in pairs to decide on the evidence of learning. Have the pairs select three of the nine options in a bingo row—slide show, board game, readings, film clip, research report, role-play, optical illusion drawing, or original idea. Once the pairs have three selections, they decide together which one they will do (modality).

**Assessment:**  
Read a selected piece of literature; identify ambiguity, paradox, or irony; and explain fully.  
Critique whether or not it worked for the reader.  
Change the product by selecting from the final selections from the bingo choice board and critiquing the effectiveness of its use (accountability).

**Student Reflection:**  
Dialogue with two peers—each member reflects on one of the literary elements.