North East School Division #200

**Differentiated Instruction Facilitators’ Handbook**



Compiled by the DI Facilitators’ Learning Community

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# Background of the DI Facilitator Project in North East School Division (NESD)

The Differentiated Instruction (DI) Facilitator Project was initiated in the first year of the amalgamation of the NESD which was a time of change, innovation, and creation of a new culture and climate. The timing of this change meant an opportunity to create an expectation of excellence in responding to diversity. The project was developed in response to concerns around the philosophy of inclusion and how classroom teachers would be able to effectively teach the diverse students of our system. NESD’s commitment to the philosophy that each child has the right to an education responsive to his or her unique strengths and which recognizes the particular needs of the individual provided an opportunity to build capacity in teachers.

Because of the ever increasing number of vulnerable children and children with differences who need support in our schools today, teachers in the NESD were finding classroom teaching more difficult. In a philosophy of inclusion, the classroom teacher has a responsibility to ensure learning for all students. This project provided a way to ensure that all children are able to learn through differentiation (planning adaptations in teaching which are responsive to student learning differences). The DI project began as a regular education initiative looking at best practices for all students.

A survey of current educational research reflects many commonalities about the topic of differentiated instruction (DI). DI is a way of thinking about all you do when you teach and all that kids do when they learn, understanding that learning happens IN us not TO us. DI permeates all aspects of planning, instruction, and assessment. It is the overall philosophy that every student can learn and that it is our responsibility as teachers to find a way to help each child to learn. Differentiation requires an understanding of student readiness, interest and learning profile. Based on student needs, the teacher responds by differentiating content, process, product and environment. In a quality DI classroom, students have choice in taking in and making sense of information, and are empowered to take responsibility for their learning. Teachers are empowered because they can reach students of different abilities in the same class which makes them feel great about what they do. Dr. Deb Silver uses the analogy of drums – excellence in teaching is when teachers drum to the beat of the different marchers in the classroom, recognizing and responding to the gifts of all the learners in the room. As Wormeli (2007) states in *Differentiation: From Planning to Practice,*  “Differentiation is not about requiring less or more work from students . . . Instead we change the nature of the work, not its quantity. Differentiation means we increase what students can achieve, and that takes focused work on everyone’s part.” (p. 10).

**Differentiation Instruction Facilitator’s Project 2011-2012**

**VISION**

*Differentiated Instruction (DI) in NESD will become the accepted practice, where all learners achieve success through a valuable, ongoing process accurately understood by staff, students, parents, administration, and by those outside the division.*

*DI will make a positive impact on students, schools, and the school division.*

**MISSION STATEMENT**

*The fundamental purpose of our DI group is to provide support and mentorship for DI Facilitators and other teachers, to implement best practices through collective inquiry, to facilitate excellence by challenging, respecting, and engaging all learners, resulting in improved learner outcomes.*

*We exist because there is a need to share and support current educational practice about DI and to sustain continuous improvement through intensive professional development, while working with teachers in a collegial on-going process.*

*We are here to realize a shared vision and support each other in our roles so that we empower the educational community.*

**GUIDING PRINCIPLES**

*We will work together in the DI project in a Learning Community (LC).*

*We will work collaboratively, sharing resources and exploring current research-based practices while building trust and encouraging risk taking.  Part of this process will involve parents and other partners in education.*

*We will increase our personal understanding of DI through personal inquiry, sharing in the LC, and sharing and collaborating with our staff.*

*We will improve our understanding of data collection to improve student learning outcomes and to use the data to guide the planning for learning.*

*We will work to collectively support Divisional goals (NESD Rubric and Support Document).*

*DI will accomplish many goals toward increasing student learning and we will be able to measure our progress through a comparison of data.*

**LC Group Norms (October, 2011)**

1. *Plan for ways for everyone to have a voice and have that voice respected*
2. *Bring an open-minded, respectful and constructive attitude/approach to the group*
3. *While the speaker has the floor, participants should be respectful listeners*
4. *Show respect for others ideas and strengths*
5. *Stay focused, on task, and remain true to time lines when possible*
6. *Be efficient – start and end on time*
7. *Be positive when discussing the DI Facilitator LC*
8. *Turn off all cell phones and other communication devices.*
9. *Be actively engaged in the LC*

**Differentiated Instruction Facilitator Learning Community 2012- 2013**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Pedagogy** | **Efficacy** | **Responsive instruction** | **Collaborative environment** |
| **Shared leadership** |  | * Quarterly meetings with admin. To identify collaboration partners, celebrations and challenges/ solutions |  | * New DIF site visits with Katie * 5 LC meetings |
| **Enhanced communication** |  | * Mentorship group sharing |  | * Google Apps site to share ideas |
| **Professional development** |  | * PD on various topics as determined by pre-assessment * Time will be given to consider and apply PD to school context |  | * Consultant group will plan PD * PD will be considered in a group setting |
| **Supportive services** |  |  | * Consult and collaborate with in-school colleagues regarding student-centered learning, responsive learning strategies and other differentiated instruction practice within the classroom | * PST membership within schools * TPM engagement |
| **Monitoring growth** |  | * Monthly reflections to monitor growth and change | * Decisions will be made based on engagement in data – RAD, AFL, TPM, SA |  |
| **Targeted learning opportunities** | * Co-planning with colleagues |  | * Co-teaching with colleagues |  |

Indicators

* NESD rubric growth by teachers
* Advanced student achievement indicators
* Personal reflections
* Formal Administrator/ DI Facilitator Reflection sheet

**Differentiated Instruction Facilitator in NESD**

**DI Facilitators must:**

* Share data on a timely and regular basis (monthly personal reflections and quarterly school reflections in consultation with administration)
* Engage in “Documentation of Change/ Growth”, based on Divisional and school priorities, which reflect change or growth in various components of the NESD rubric.
* Make presentations at various levels, including staff meetings.
* Undertake professional readings
* Positively impact the learning environment by co-planning and co-teaching
* Have a strong commitment to the PLC process
* Hold membership on school’s Problem-solving Teams
* Engage in school-level data in order to focus supports
* Attend all Differentiated Instruction Learning Community meetings

**DI Facilitator qualities:**

* Need the characteristics of a teacher leader
* Need to be able to engage others in learning
* Need a strong understanding of curriculum, instruction and assessment
* Need problem solving skills
* Need to be risk-takers
* Need to be respected as a teacher on staff
* Need to be able to co-plan and co-teach

**Other Roles DI Facilitators May Fulfill:**

* Construct and help others construct an understanding of differentiated instruction as a philosophy used in classroom planning, instruction, actualization of curriculum, and assessment.
* Support curriculum implementation.
* Actively support all NESD goals, plans and priorities as identified in the NESD Rubric and Support Document.
* Provide professional development for staff members as planned by the DI LC based on level of understanding and supports required.

**Strategies for Working with Teachers**

**Before:**

1. Empower the teacher with something that they do well already.
2. Ask what you can do to support them.
3. Share research based practices (Readings, Professional Development, etc …)
4. Develop personal relationships and trust with staff members.
5. Research and understand change theory.
6. Show your own vulnerability, growth, and risk taking.

**During**:

1. Think big, start small.
2. Support planning piece.
3. Provide co-teaching options.
4. Balance modeling – some modeling and some active team teaching (I do - We do - You do).
5. Realize differences in personalities, strengths, and weaknesses, communication styles.
6. Understand your own communication style.
7. Acknowledge stress and provide support to alleviate.
8. Focus on the common purpose – increase student outcomes.
9. Use testimonials at staff meetings; get feedback from parents and students as well.

**After:**

1. Ask for feedback from students and staff.
2. Conduct a collaborative (*DIF and participating teacher*) reflection on the process.

**Other:**

1. Acknowledge what is negotiable and non-negotiable
2. Always wear the DI hat.
3. Depersonalize resistance
4. Anticipate resistance and be proactive
5. Acknowledge professionalism and validate people
6. Ask any questions in ‘safe’ spaces
7. Identify the root of the resistance
8. Change needs to be reflected in all school processes (goals, PGPs, accountability measuring and monitoring)
9. Collegiality –empowering others –you can’t do it alone
10. Administrative report

**Managing Change Matrix**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| FACTORS | | | | | | Effect of Missing Factor | End Result |
| **Vision** | **Skills** | **Incentives** | **Resources** | **Action Plan** | **Collegiality** | **N.A.** | **Change** |
| \*\*\* | Skills | Incentives | Resources | Action Plan | Collegiality | Vision provides a sense of where change is going and what it will look like. If vision is not built together or conveyed to all involved, there is a lack of common purpose resulting in . . . | **Confusion** |
| Vision | \*\*\* | Incentives | Resources | Action Plan | Collegiality | People need to feel as though they are capable of carrying out new strategies and plans –they need a sense of self-efficacy or else they are likely to feel inadequate and experience.. | **Anxiety** |
| Vision | Skills | \*\*\* | Resources | Action Plan | Collegiality | People need to feel as though the change will provide them with some benefit as a recompense for the work and effort of making the change. Without this, they are likely to show . . . | **Resistance** |
| Vision | Skills | Incentives | \*\*\* | Action Plan | Collegiality | Physical, emotional, and social resources *as perceived by the participants* need to be provided or people will likely feel . . . | **Frustration** |
| Vision | Skills | Incentives | Resources | \*\*\* | Collegiality | A plan that provides clear direction and expected outcomes, explained and understood by all participants, gives purpose and direction so that people do not feel as though they are going nowhere on a never-ending . . . | **Treadmill** |
| Vision | Skills | Incentives | Resources | Action Plan | \*\*\* | People need to feel as though they are part of a community of learners working together to bring about change or else they might become divisive or feel unsupported as a result of working in . . . | **Isolation** |

*Villa and Thousand, 1995 as adapted by Shortland-Jones, et al., 2001, Managing Change, Table 1, np.***Expectations/Forms**

**GOOGLE APPS EXPECTATIONS**

* DI Facilitators may use Google Apps to stay connected with the work of the DI LC and the members within. Possibilities include:
  + view the Google Apps site weekly
  + post reflections and/ or questions
  + respond to reflections;/ questions
  + share and access resources for professional development purposes
  + access meeting dates, forms and current LC expectations
  + share learning tools and ideas to support learning

**CALENDAR OF DATES**

* Please check the NESD Meeting Calendar for a complete listing of LC meeting dates.

**USE OF DATA**

***It is expected that all DI Facilitators will engage in data analysis based on a variety of data sets, reflect on areas needing attention and adapt their work to reflect data-driven priorities.***

**OVERVIEW OF NESD DATA TOOLS**

a. Data tools used divisionally:

* NESD Survey data
* NESD rubric
* Administrator/ DI Facilitator quarterly reflection
* RAD
* AFL

b. Data tools used by DI LC:

* NESD Survey data
* NESD rubric
* Personal reflections on progress
* Administrator / DI Facilitator quarterly reflection
* Themes for PD and mentorship generated from monthly reflections

c. Individual DI Facilitators:

* Personal reflections on progress
* RAD, AFL, TPM, SA

*Each tool is outlined below with particulars about purposes/data uses and process. Samples of the data tools follow.*

**NESD Survey Data**

**Purpose/Data Use:** The DI LC’s purpose for using NESD survey data is to develop and measure items of interest to the DI LC, within the NESD. The survey questions are evergreen as the Division’s needs change. Survey data is used to focus the work of the LC. The data has shown that schools with DI Facilitators show improved student outcomes. The purpose is to show growth over time and to provide focus on areas that require support according to best practices.

**Process:**  Questions on the DI portion of the NESD survey are generated by DI Facilitators and data from those questions is returned to the DI Facilitator LC. To date, the survey is completed by all teachers on-line, twice yearly through an electronic survey distributed and collected by central office (Superintendent in charge of CIF). The DI Facilitator LC examines the data to inform goal setting for the LC as well as individual school-level initiatives and support needed by DI LC and/or DI Facilitators.

**NESD Rubric and Support Document**

**Purpose/ Data Use:** The NESD rubric was designed Divisionally, to be filled out by all teachers in the NESD. This rubric reflects all areas of priority within the NESD and the data gathered from this rubric helps to inform the work of the DI LC. Differentiated Instruction is embedded in five pillars as outlined in the NESD Rubric and Support Document (Create Engaging Learning Experiences through Renewed Curricula, Response to Individual Student Needs, Engage in Authentic Assessment, Promote New Media Digital Literacies, Construct and Sustain Effective Schools) and therefore, the data collected from this rubric helps the DI LC to focus their work.

**Reflections**

**Purpose/Data Use:** The purpose of reflections within the LC is for individual DI Facilitators to consider their own personal learning journeys and to share their reflection with the Learning Community Facilitator in order to celebrate successes, seek support, maintain communication and establish priorities for Learning Community PD and Mentorship time. Participation in the reflection process is mandatory and occurs monthly

Reflections change over the course of the year. See a samples ‘starter’ below:

*1. For the first reflection this year, I would like each of you to think over your year to date – from the time you started mulling over the ‘what to do’ and ‘how to do’ for this job for the newest recruits, or from the last time you formally reflected for the seasoned DI Facilitators. Share your thoughts about what you expected, how things have been going, and what you need from this group. Please be honest in your reflections because that is the only way the group can grow, and please be respectful of everyone involved (we do not want negatives about those we work with) and ethical. I know this sounds like motherhood statements but sometimes the postings become a bit concerning. Thanks, looking forward to hearing from you.*

Responses to the ‘starters’ are varied and interesting. The responses help us to understand a little better why DI has become so important to NESD. Here is a sample response from the DI group:

*“Columbus got sent out to get proof and that is what we have done/ DI improves student learning outcomes, focuses on best practice, and is the piece of the puzzle that we have been missing in education.” “… it is amazing to see how far our DI project has come! I am thrilled for the success of our DI PLC, for the success of DI Facilitators collaborating with teachers, and for the success of learners in our classrooms. . . .[Positive student responses] helped to affirm what we are doing in classrooms with DI.”*

**Administrator/ DI Facilitator Monthly Reflection  
Purpose/Data Use:** *The purpose is to encourage an ongoing dialogue between administration and DI Facilitators about strengths within the school and areas needing growth.* Responses are compiled for anecdotal information in reports and presentations. Names of teachers working with a DI Facilitator are gathered to strategically plan Divisional and school-based supports.

**Process:** The DI Facilitator prints out the template four times a year and initiates plans for a meeting. DI Facilitators are expected to return the survey to the LC leader.

**Other Data Used:** The LC uses other sources of data in our learning, including: AFL data, COR data, RAD data and classroom/school data (TPM, StudentsAchieve).

DI has been linked to the CIF framework and the accountability mandate divisionally and provincially. Divisionally, data has proven DI to be a viable learning mechanism for the NESD. Because of the data gathered to measure growth, NESD has promoted further development in DI and has broadened the implementation. DI has been an important direction for the future, such as the link between backward planning (UbD) and curriculum in-servicing. Data has been examined by the LC in order to set goals for improvement. Individually, DI Facilitators have looked at personal data and composite data to compare and reflect on use of time and to reflect on personal and school growth areas.

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# LogoNESD DI Facilitator and Administrator Reflection Sheet

**School Name: Date:**

**In attendance:**

**School Level DI Work:**

**(Discuss % time, number and names of staff worked with, what DI looked like in your school context, other relevant connections).**

**Evidence of Growth and Change:**

**(Include comments about data you’ve seen, celebrations, concerns, recommendations, comments from students, parents, staff, or any other relevant information.)**

**Future Directions:**

**(Include how you plan to address concerns, share knowledge, support change, develop your leadership team, etc.)**



**DI VOCABULARY**

|  |  |
| --- | --- |
| **Vocabulary Index** | **Definition**  (If the word is listed in the NESD Assessment document, this definition correlates) |
| **Adaptations** | Strategies and supports that may be applied to the curriculum, assessment strategies, environment and/or instruction to enable students to be successful; providing extra time, different resources, and/or alternative modes to demonstrate learning. |
| **Action Research** | It is an inquiry process that balances problem solving actions with data-driven analysis or research, enabling the researcher to make decisions regarding practice. |
| **Active Learners** | Students that are aware of how they learn, are curious, take responsibility for their learning, and seek out help and/or additional information. |
| **Anchors/Exemplars** | Sample of student work that is matched to a specific level of performance. |
| **Assessment** | The process of gathering information about student achievement, most often in relation to defined learning expectations. Using a variety of methods can provide information to a variety of users for a variety of decisions. |
| **Assessment *as* Learning** | When an individual student reflects on their own learning and makes adjustments to achieve deeper understanding. |
| **Assessment *for* Learning** | Occurs throughout the learning process as teachers gather as much data as possible to help them know what students can do. Used to understand where the learning gaps may be, resulting in teachers responding to student needs. |
| **Assessment *of* Learning** | The gathering of information about student achievement and program effectiveness to determine the status of learning, to report to the students, their families and the public. |
| **Authentic Assessment** | Assesses the outcomes in a context that reflects the actual learning experience. In other words, we assess in the exact same way we have invited students to learn. Authentic assessment also invites us to ask how students may come to apply the knowledge and skills they have gained and assess them based on that information. |
| **Big Ideas** | Universal questions/statements that are transferable across grades and disciplines. This results in enduring learning that matters 40 years from now. Big ideas invite the construction of meaning and higher levels of thinking. |
| **Bloom’s Taxonomy** | A way to classify instructional activities or questions as they progress in difficulty.  Within the hierarchy, the activities require different thinking skills. |
| **Broad Areas of Learning** | Broad Areas of Learning exemplify what we want students to achieve at the end of their K-12 schooling career. The Broad Areas of Learning are for all student to:   * Be Lifelong Learners; * Have a Sense of Self and Community; * Be Engaged Citizens |
| **Criterion-referenced Test** | An assessment that measures student progress toward specific curriculum goals or standards. Scores are reported in comparison to a predefined acceptable level of performance rather than in comparison to other students. |
| **Cross Curricular Competencies** | Cross Curricular Competencies are the means by which we help students achieve the Broad Areas of Learning. Students are guided to:   * Develop Thinking * Develop Identity and Interdependence * Develop Literacy’s * Develop Social Responsibility |
| **Differentiated Instruction** | Involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching products so that all students within a classroom can learn effectively, regardless of differences in ability. |
| **Error Analysis** | Error analysis occurs when students examine exactly what errors they committed, and find reasons why they committed those errors. |
| **Essential Questions** | Complex questions that require justification and hook the learner. They stimulate thought, provoke inquiry and generate questions.  *See Essential Understandings.* |
| **Enduring Understanding** | Complex statements that require justification and hook the learner. They stimulate thought, provoke inquiry, and generate questions.  *See Essential Questions.* |
| **Evaluation** | Making decisions about the quality, value or worth of a response for the purpose of providing descriptive feedback (formative) and marks (summative). |
| **Exemplars/Anchors** | Sample of student work that is matched to a specific level of performance. |
| **Formative Assessment** | Purposeful, ongoing collection of information about how students are learning while there is still time to improve. Both teacher and student then use the information to guide continuous improvement toward the intended learning. |
| **Grading** | The process of assigning letters or numbers at the end of a period of time (term, semester, etc.) as a way to summarize the quality of student performance. |
| **Indicators** | Indicators are a representative list of the types of things a student should know or be able to do if they have attained the outcome.  *See Outcomes.* |
| **Learning Plan** | The lessons designed for students to become successful in reaching the outcomes and indicators. It includes differentiated instruction to meet student needs. |
| **Learning Style/ Learning Preference** | The way in which somebody approaches the acquisition of knowledge and skills; usually visually, auditory, or kinesthetically. |
| **Meta-cognition** | Refers to students’ thinking about their own thinking. |
| **Multiple Intelligences** | Multiple intelligences is educational theory which suggests that an array of different kinds of "intelligence" exists in human beings. |
| **Norm-referenced Assessment** | A test, often one of basic skills and concepts, developed to measure one student’s performance against the performance of other students of the same age and/or grade who have previously taken the same test. |
| **Outcomes** | Outcomes describe the knowledge, skills, and understandings that students are expected to attain by the end of a particular grade level in each curricular area. |
| **Passive Learners** | Students that are simply after the “right” answer, reluctant to access their intellectual curiosity, and do not take time to examine their thinking and mistakes. |
| **Peer Assessment** | Students assess each others’ work according to the standards that the teacher sets. |
| **Performance Assessment** | Assessment based on authentic tasks such as activities, exercises, or problems that require students to show what they can do and ultimately, their degree of understanding. Assessment of the knowledge and/or skills displayed is based on criteria which are derived from outcomes. |
| **Performance Task** | The assignment in a performance assessment. |
| **(No) Permission to Forget** | As suggested by Lee Jenkins, a culture in schools that does not permit students to forget the material they have learned. |
| **Procedural Knowledge** | Knowledge of how to do things. |
| **Readiness** | The state or quality of being ready; preparation; promptness; aptitude; willingness. |
| **Rubric** | A fixed measurement scale and list of criteria that describe the quality of products or performances used to evaluate a student’s performance. |
| **Summative Assessment** | An assessment given in class at the end of the period of study, or an external, standardized test used to summarize what students have learned up to that point. Frequently evaluations of students are made and grades are assigned based on their results. |
| **Understanding** | When a student knows what knowledge to use when. “Understandings” stay with a student for a very long time.  *See also doing and knowing.* |
| **Understanding by Design** | An evergreen planning process used to design units that begin with the end in mind. UbD identifies the evidence necessary to determine that the learning has occurred. |
| **Unpacking** | Unpacking is a term that refers to building a common understanding of outcomes and indicators by following a process of determining collaboratively what students should **know**, **understand**, and be able to **do**. |
| **Zone of Proximal Development** | The difference between what a learner can do without help and what he or she can do with help. The point at which students are at their optimal level for learning…neither too easy nor too hard, but challenging. |

|  |  |
| --- | --- |
| **Strategy Index** | **Definition** |
| **Anchoring activities** | Specific ongoing activities on which students work independently; ongoing assignments that students can work on throughout a unit. |
| **Anchors** | Sample of student work that is matched to a specific level of performance. |
| **Carousel** | Use large sheets of poster paper to display content-related prompts around the room. Divide the class into teams, distribute one marker per team, and assign each team a prompt. Station one team at each poster and allow a measured amount of time for teams to respond to the prompt, and then ask them to move on to the next one. Each team should contribute to the prompt important information the previous team overlooked or did not have time to include. Conclude the activity with a large group discussion of the information written on the prompts. |
| **Choice Boards** | A choice board offers students a way to make decisions about what they will do in order to meet class requirements.  A choice board could be for a single lesson, a week-long lesson, or even a month-long period of study. |
| **Concept Attainment** | Identification of attributes that can be used to distinguish examples of a given group or category from non-examples. |
| **Cubing** | Allows student to look at an idea from many different angles and perspectives. Offers a chance to differentiate by readiness, interest, or learning profile by selecting cube colors or by varying sides. |
| **Entrance/Exit Cards** | An assessment tool; students respond to a prompt on a card and hand it in at the beginning or end of a lesson; teachers can use information on cards to design instructional activities and to group students for learning. |
| **Fishbone** | A fishbone map (sometimes called a herringbone map) is a type of [graphic organizer](http://www.enchantedlearning.com/graphicorganizers/) . |
| **Fishbowl** | Vocabulary words or key unit questions are kept in a container and are reviewed regularly with students. Often the results are graphed to monitor improvements. (see L to J) |
| **Flexible Groupings** | It is the purposeful reordering of students into working groups to ensure that all students work with a wide variety of classmates and in a wide range of contexts during a relatively short span of classroom time. |
| **Give One, Get One** | Strategy that allows ALL students to actively engage in learning; after learning about a topic; students move around the classroom or group to give a detail or something learned to someone else and get a detail or something learned from a peer. |
| **Graphic Organizer** | A visual display or diagram that makes thinking visible; students identify and display concepts and illustrate relationships pictorially. |
| **Jigsaw** | Cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. |
| **K.W.L.** | An introductory strategy that provides a structure for recalling what students **know** about a topic, noting what students **want to** **know,** and finally listing what has been **learned** and is yet to be learned. |
| **L to J** | When collecting data on student achievement, L to J is the desired shape of the graphs for the school year. The “L” shape is the required graph for the beginning of the year, the bell curve is acceptable for the middle of the school year and the “J” curve is the goal for the end of the year. |
| **Learning Contract** | An agreement between student and teacher (and perhaps parent) to outline the choices a student may make in an assignment and what requirements the student must satisfy. |
| **RAFTS Activities** | RAFTS activities take their name from the first letter of five words – **R**ole, **A**udience, **F**ormat, **T**opic, and **S**trong verbs. In RAFTS, students play a specified role, for a particular audience, in a named format, regarding a topic that gets at the core of the meaning for that topic. |
| **Scaffolding** | A support system to help students to be clear about the purpose and direction of a task. It helps students stay focused, meet the expectations for quality work, find and use appropriate sources of information, and work effectively and efficiently. |
| **TAPS** | TAPS is a flexible grouping strategy that can include the **Total** **group,** working **Alone**, with a **Partner** or a Small **group.** |
| **Think-alouds** | It is a comprehension strategy in which a competent reader verbalizes the connections, inferences, reactions and questions that go through his or her mind while reading or performing some other skill. |
| **Think Map** | Visual representations of ideas that allow a student to “unpack” their thinking and organize ideas in a visual format. |
| **Think-pair-share** | Cooperative learning strategy to encourage thinking, talking, listening and sharing of ideas of all students. |
| **Tic Tac Toe** | A way to organize choices for students in a tic-tac-toe formation. Allows for some student choice as well as possible direction/expectation from teacher. |
| **Tiered Assignments** | Provide different levels of an activity to meet the different levels of student readiness for the concept being taught. |
| **Traffic lights** | A monitoring system of colored cards students use to communicate where they are at with what they are doing. **Red**=I can’t proceed. **Yellow**=Check on me once in a while**. Green**=good to go. **Blue**=I’m done. (I can teach someone else) **Orange**=I’m done (I’m ready for the next activity). |
| **Venn Diagram** | The Venn Diagram is made up of two or more overlapping circles. They are useful for examining similarities and differences. |
| **Wait-time** | The delay between asking a question and accepting a response; increases in wait-time result in increases in student achievement. |
| **Walk About** | Use large sheets of poster paper to display content-related prompts around the room. Divide the class into teams, distribute one marker per team, and assign each team a prompt. Station one team at each poster and allow a measured amount of time for teams to respond to the prompt, and then ask them to move on to the next one. Each team should contribute to the prompt important information the previous team overlooked or did not have time to include. Conclude the activity with a large group discussion of the information written on the prompts. |
| **Word Cycle** | Students read a list of words in the middle of the circle. They select one word and place it in any circle. In the next circle, they place another word that is related to the first. They could be synonyms, antonyms, steps in a process, examples of something, and so on. They need to be prepared to finish the statement, “Word A is related to word B because…” |
| **Word Splash** | The word splash activity supports students’ reading by helping to provide purpose. |
| **You Be George** | A strategy that includes students in the assessment for learning. Rather than hand out test scores and move onto the next unit, give students a template to analyze their test results. |
| **3-2-1** | Use this strategy as an exit or entrance activity to check if students understand or not. |

**Revised Bloom’s Taxonomy (2002)**

Krathwohl, D. (2002) A Revision of Bloom’s Taxonomy: An Overview, *Theory in Practice*, 41(4), pp212-225.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The Knowledge Dimension** | **1. Remember** | **2. Understand** | **3. Apply** | **4. Analyze** | **5. Evaluate** | **6. Create** |
| **A. Factual**  **Knowledge** |  |  |  |  |  |  |
| **B. Conceptual**  **Knowledge** |  |  |  |  |  |  |
| **C. Procedural**  **Knowledge** |  |  |  |  |  |  |
| **D. Meta-cognitive**  **Knowledge** |  |  |  |  |  |  |

**Structure of the Cognitive Process**

**Dimension of the Revised Taxonomy**

1. ***Remember*** – Retrieving relevant knowledge from long-term memory.

***Recognizing***

***Recalling***

***2.0 Understand*** – Determining the meaning of instructional messages, including oral, written, and graphic communication.

***Interpreting***

***Exemplifying***

***Classifying***

***Summarizing***

***Inferring***

***Comparing***

***Explaining***

***3.0 Apply*** – Carrying out or using a procedure in a given situation.

***Executing***

***Implementing***

***4.0 Analyze*** – Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.

***Differentiating***

***Organizing***

***Attributing***

***5.0 Evaluate*** – Making judgments based on criteria and standards.

***Checking***

***Critiquing***

***6.0 Create*** – Putting elements together to form a novel, coherent whole or make an original product.

***Generating***

***Planning***

***Producing***

**Structure of the Knowledge Dimension**

**of the Revised Taxonomy**

***A. Factual Knowledge*** – The basic elements that students must know to be acquainted with a discipline or solve problems in it.

**Knowledge of terminology**

**Knowledge of specific details and elements**

***B. Conceptual Knowledge*** – The interrelationships among the basic elements within a larger structure that enable them to function together.

**Knowledge of classifications and categories**

**Knowledge of principles and generalizations**

**Knowledge of theories, models, and structures**

***C. Procedural Knowledge*** – How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.

**Knowledge of subject-specific skills and algorithms**

**Knowledge of subject-specific techniques and methods**

**Knowledge of criteria for determining when to use appropriate procedures**

***D. Meta-cognitive Knowledge*** – Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition.

**Strategic knowledge**

**Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge**

**Self-knowledge**

**Bloom’s Taxonomic Verbs:**

1***: To remember:***

To remember is to retrieve relevant information from long-term memory. (Anderson, et al., p. 67)

-choose, define, describe, find, identify, label, list, locate match, name, recall, recite, recognize, record, relate, retrieve, say, show, sort, tell.

***2. To understand:***

To understand is to construct meaning from instructional messages, including oral, written, and graphic communication. (Anderson, et al., p. 67)

-categorize, clarify, compare, conclude, construct, contrast, demonstrate, distinguish, explain, illustrate, interpret, match, paraphrase, predict, represent, reorganize, summarize, translate, understand.

***3. To apply:***

To apply is to carry out or use a procedure in a given situation. (Anderson, et al., p. 67)

-apply, carry out, construct, develop, display, execute, illustrate, implement, model, solve, use.

***4. To analyze***:

To analyze is to break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose. (Anderson, et al., p. 67)

-analyze, ascertain, attribute, connect, deconstruct, determine, differentiate, discriminate, dissect, distinguish, divide, examine, experiment, focus, infer, inspect, integrate, investigate, organize, outline, reduce, solve (a problem), test for…

***5. To evaluate:***

To evaluate is to make judgments based on criteria and standards. (Anderson, et al., p. 67)

-appraise, assess, award, check, conclude, convince, coordinate, criticize, critique, defend, detect, discriminate, evaluate, judge, justify, monitor, prioritize, rank, recommend, support, test, value.

***6. To create:***

To create is to put the elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure; inventing a product. (Anderson, et al., p. 67)

-adapt, build, compose, construct, create, design, develop, elaborate, extend, formulate, generate, hypothesize, invent, make, modify, plan, produce, originate, refine, transform.

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**Bloom’s Taxonomy Blooms Digitally** – according to Andrew Churches, article linked, there is a digital way of thinking that involves the use of Blooms. Churches makes an easy and critical link to the way 21Century learners use digital technology and how that links with Blooms Taxonomy. Quoting Churches from this article, “… in the 1950's Benjamin Bloom developed his taxonomy of cognitive objectives, [Bloom's Taxonomy](http://techlearning.com/techlearning/archives/2008/04/AndrewChurches.pdf). This categorized and ordered thinking skills and objectives. His taxonomy follows the thinking process. You can not understand a concept if you do not first remember it, similarly you can not apply knowledge and concepts if you do not understand them. It is a continuum from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS). Bloom labels each category with a gerund.” In the 1990's, a former student of Bloom, Lorin Anderson, revised Bloom's Taxonomy and published this- Bloom's Revised Taxonomy in 2001.Key to this is the use of verbs rather than nouns for each of the categories and a rearrangement of the sequence within the taxonomy. They are arranged below in increasing order, from low to high.” Read Churches’ online article: <http://techlearning.com/article/8670>.

**Multiple Intelligences**

**Verbal/Linguistic Intelligence** (word smart) refers to the ability to use words and language, both written and spoken. Their skills include: listening, speaking, writing, story telling, explaining and teaching.

SAY IT!

**Logical/Mathematical Intelligence** (logic smart) refers to the ability to reason, apply logic and work with number. Their skills include: problem solving, classifying and categorizing information, thinking logically, questioning, carrying out investigations, performing mathematical calculations and working with geometric shapes.

COUNT IT!

**Visual-Spatial Intelligence** (picture smart) refers to the ability to perceive the visual. Their skills include: understanding charts and graphs, sketching, painting, creating visual images and constructing, fixing, and designing practical objects.

PICTURE IT!

**Musical Intelligence** (music smart) refers to the ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. Their skills include: singing, playing musical instruments, recognizing sounds and tonal patterns, composing music and remembering melodies.

HUM IT!

**Bodily Kinesthetic Intelligence** (body smart) refers to the ability to control body movements and handle objects skillfully. They have a good sense of balance and hand-eye coordination. Through interacting with the space around them, they are able to remember and process information. Their skills include: dancing, physical coordination, sports, crafts, acting, miming and using their hands to create or build.

MOVE IT!

**Interpersonal Intelligence** (people smart) refers to the ability to relate to and understand other people. Their skills include: seeing things from other perspectives, listening, using empathy, understanding other people’s moods and feelings and communicating both verbally and non-verbally.

LEAD IT!

**Intrapersonal Intelligence** (self smart) refers to the ability to understand ourselves, who we are, and what makes us the way that we are. Such learners are able to recognize their own strengths and weaknesses and have a capacity for self-analysis, awareness of their own inner feelings, desires and dreams, evaluating their thinking patterns and reasoning with themselves.

REFLECT ON IT!

**Naturalist Intelligence** (nature smart) refers to the ability to recognize and categorize plants, animals, and other objects in nature. Such learners like to be outside, with animals and like to study geography and weather. They are good at categorizing, organizing a living area, planning a trip, preservation and conservation. They learn best by studying natural phenomenon and learning about how things work.

INVESTIGATE IT!

*Adapted from Differentiating Instruction in the Regular Classroom, Grades 3-12; Diane Heacox*

**Mentorship**

The purpose of mentorship time during DI LC meetings is to support one another. During mentorship discussions, DIFs will work with other Facilitators and the Learning Consultant/ Other Consultants in your service area to reflect on experiences, share resources, provide direction for professional development and answer questions. Discussions are intended to provide participants with a place to comfortably air insecurities and misconceptions.

Mentorship groups may choose to discuss specific topics including celebrations, challenges, solutions, and research/readings. The focus of group discussions will be positive in nature; members will feel supported, not judged.

The nature of these discussions is flexible. Groups may choose to pre-discuss possible topics or share potential questions prior to the meetings. Groups may choose a format such as 3-2-1 to drive the dialogue. Unstructured, organic, round table sharing may be preferred in certain situations. Groups will attend to the norms of the DI LC during mentorship discussions; every voice will be heard and respected.

At each meeting, focus questions and topics will be provided by the DI LC leaders based on emergent themes from the monthly reflections.

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[**http://wblrd.sk.ca/~bestpractice/index.html**](http://wblrd.sk.ca/~bestpractice/index.html)

**http://web.rbe.sk.ca/diflearn/**

Teacher-friendly resource designed by Regina Public School teachers; site includes definitions, processes, examples, assessment & resources for each best practice.

<http://www.sdttl.com/prof/docs/unitubd_files/ubd_ttl.ppt#1298,37,NBPTS>

website for UbD **(PowerPoint**)

[**http://learnweb.harvard.edu/ALPS/thinking/docs/rubricar.htm**](http://learnweb.harvard.edu/ALPS/thinking/docs/rubricar.htm)

**Understanding Rubrics by Heidi Goodrich Andrade**

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**math challenges**

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