# DI Vocabulary

| DI Vocab | My Notes | ✓ |
|---|---|---|
| Four Pillars - Curriculum, Assessment, Instruction, Management | | |
| Curriculum Clarity | | |
| Assessment | | |
|     Formative Assessment Continuum | | |
|     Everyday Check | | |
|     Targeted Check | | |
| Instruction - Engagement | | |
|     Power Slides SM | | |
| Management | | |
|     Individual Accountability | | |
|     Structure promotes instructional flexibility | | |
|     Classroom Commitments for a differentiated classroom | | |
| A R E SM - Assessment Driven, Responsive, Engaging SM | | |
| Assessment Driven Instruction | | |
| Responsive | | |
| Engaging | | |
| | | |
| Cognitive Engagement | | |
| Collect, Interpret, Act - CIA | | |
| Correct Level of Difficulty | | |
| Differentiated Instruction | | |
| Effective Instruction | | |
| Heterogeneous | | |
| Homogeneous | | |
| Readiness | | |
| Tiered Instruction | | |
| Whole - Part - Whole format | | |
| | | |
| | | |

# DI Vocabulary Descriptions

| Vocabulary Word / Strategy and Description | My Notes | ✓ |
|---|---|---|
| <u>10-2</u> - breaks instruction into more manageable chunks with lecture/video/tech for 10 minutes and then 2 minutes to process/apply/discuss the learning. 10-2 can be differentiated with support or level of thinking. | | |
| <u>Anchor</u> - provide a short, mid or long-term content related activity for students to complete when they finish class assignments early. | | |
| <u>Centers</u> - a type of Learning Choice where students rotate through stations. Centers can be effective or differentiated. | | |
| <u>Challenge by Choice</u> - is a DI strategy is a type of Learning Choice that offers students a choice of how to spend time reviewing for a test/quiz based on results Targeted Check; students complete a self assessment using the Targeted Check and set goals for studying. | | |
| <u>CIA</u> - **C**ollect, **I**nterpret and **A**ct on the assessments given to students; it is only formative assessment if you do all three. | | |
| <u>Cognitive Engagement</u> - involves deep thinking and persistence. | | |
| <u>Correct Level of Difficulty (CLD)</u> - the level in which teachers aim to meet students so that content/skills are not too challenging or too easy. CLD is determined by a Targeted Check. | | |
| <u>Entry Points</u> - students' readiness is determined by assessment before entering new learning what they already know; this enables the teacher to respond instructionally. | | |
| <u>Expert Partner Jigsaw</u> - is a DI strategy in which students are assigned appropriate leveled content/ learning to work with a *homogeneous partner* to become experts before sharing with *heterogeneous groups*. | | |
| <u>Everyday Checks</u> - are a type of formative assessment that gauges the general learning of the whole class and allows the teacher to adjust instruction in the moment. | | |
| <u>Flexible Grouping (also known as Split Screen)</u> - grouping students according to level of readiness, regrouping often and providing the option for students to move between groups as necessary. | | |
| <u>Formative Assessment</u>- assessment used to check for understanding and drive instruction. *Everyday* - "right there"; "read the room"; gauge class *Targeted*- assessment of a specific skill and student | | |
| <u>Forming Intentional Partners</u> - using data to purposefully determine partners. *Heterogeneous*: Partners at different levels of readiness *Homogeneous*: Partners at the same level of readiness | | |

| Vocabulary Word / Strategy and Description | My Notes | ✓ |
|---|---|---|
| <u>Individual Accountability</u> - management and classroom environment considerations that engage students at the correct level of difficulty and hold them accountable for their behavior and work. | | |
| <u>Learning Choices</u> - a list of choices based on readiness (differentiated), interest or learning style and can include menus, Challenge by Choice, Must Do/Can Do, RAFT, centers, etc. | | |
| <u>Level of Readiness</u> - an entry point in which students engage in a skill, content, or activity; the level is determined by formative assessment. | | |
| <u>Must Do/Can Do </u> - a Learning Choice that lists tasks that students *must do* and then those they *can do* when finished. | | |
| <u>Power Slides</u> $^{SM}$ - clearly communicate lesson expectations and contain lesson sized Learning Targets, the lesson Agenda, Check in, Check on and Check out (assessments) and are reprised throughout the lesson. | | |
| <u>RAFT </u> - **R**ole, **A**udience, **F**ormat, **T**opic - promotes thinking and motivation through assessment driven choice and unique perspectives. | | |
| <u>Relearn, Review, Reveal</u> - form of Split Screen/flex group; one group relearns a skill with teacher, one reviews the skill with added practice, one extends the skill, revealing more advanced application or understanding. | | |
| <u>Scaffolding </u> - provides support for students who need them, i.e. graphic organizers, "banks," checklists, partners, teacher. | | |
| <u>Split Screen</u>- is a differentiated strategy and is a form of flexible grouping that provides those who can with the next step and those who need more time with another learning opportunity with support from the teacher. | | |
| <u>Targeted Check </u> - a type of formative assessment used on important or difficult content in order to determine each student's readiness - followed by differentiated instruction. | | |
| <u>Tiered Instruction</u>- challenges students at the correct level of difficulty. The teacher can Tier by varying the level of challenge or support, materials or products. | | |
| <u>Think Dots / Cubing</u> - six levels of questions / tasks often used for review, reading analysis, or partner discussion; can be in game format. | | |
| <u>Whole- Part- Whole </u> - lesson format where the teacher instructs students as a whole group, breaks students into smaller groups to apply skills or practice, then reconvenes to share learning with the whole group to wrap up. | | |

Teaching Learning Succeeding

# My Takeaways/What's in It for Me?
## *DI = Differentiated Instruction, EI = Effective Instruction

| Strategy or Tech Tool | Description | My Application | *DI or EI? Why? | Management Considerations |
|---|---|---|---|---|
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Teaching Learning Succeeding

# TLS ONLINE DI RESOURCES SCAVENGER HUNT

Getting started:  Go to tlsllc9.com          Find the Online Resources drop down menu

Select the **DI Toolkit** tab in the upper right

Write in your district's username and password: _____  _____

You should see the homepage of the toolkit.  Select **1 of the 12 blue hot links.**

| | | | | | |
|---|---|---|---|---|---|
| Anchors | Challenge by Choice | Compacting | Expert Partner Jigsaw | Learning Choices | Must Do Can Do |
| RAFT | Scaffolding | Split Screen/ Flex Grouping | Targeted Checks | Think Dots | Tiering |

**Read the Strategy Overview and record key attributes of the strategy here:**

<br><br><br><br>

**Scroll down and find the following icons and complete the task for each icon in the chart below. Record your thoughts in the box below the task.**

| 🎥 | 📇 | 💬 | 📄 Management Padlet |
|---|---|---|---|
| Watch 1 teacher video. Which video did you watch? What is one point this teacher made that you want to remember? | Read 1 Lesson. What is something this teacher did that you want to remember? | Read over the Listen For / Look Fors.  What is one thing you learned that you didn't know or remember about the strategy? | Go to the Management Padlet and view the resources.  What is something that you might be able to use? |
| Record thoughts here: | Record thoughts here: | Record thoughts here: | Record thoughts here: |

# A R E ᔆᴹ and Four Pillars Lesson Production Guide
## Assessment Driven, Responsive, Engaging ᔆᴹ

### CURRICULUM: Clarity
1. What is the learning target of the lesson?

### ASSESSMENT: Ongoing Formative Assessment
2. Given the learning target(s), what formative **assessment** data do you already have to drive your instructional choices, or do you need to create a Targeted Check?

### INSTRUCTION: Responsive and Engaging
3. How can you **respond** to this data to ensure all of your students are **engaged** at the correct level of difficulty?   Which instructional strategies will you employ?

4. How might you use the ideas you garnered from colleagues, coaches, TLS supports, administration or research to craft this lesson?

### INSTRUCTION/MANAGEMENT: Structured Engagement
5. What will you see students do and hear students say that will illustrate they are engaged at the correct level of difficulty?

6. How might you use the ideas from the Toolkit to help **manage** your lesson?

# Connections: TLS Four Pillars of Differentiated Instruction and Danielson Instructional Framework

This document serves as a crosswalk between the Four Pillars of Differentiated Instruction (Curriculum, Assessment, Instruction, Management) and the Danielson Instructional Framework as revised and published on the PDE Educator Effectiveness website June 2021.

*"Student engagement in learning (3c) is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do."* (Danielson, 2011)

| Domain 1: Planning and Preparation | |
|---|---|
| Curriculum Pillar | Notes |
| **1e Designing Coherent Instruction**<br>Distinguished:<br>**Differentiated Instruction**<br>☐ Learning activities are differentiated and include multiple deliveries using a variety of engaging learner tools and activities.<br>☐ Different modes of delivery are used to meet diverse student needs.<br>☐ Lesson plan is adaptable to change.<br>**Differentiated Resources**<br>☐ A variety of differentiated resources support authentic learning, critical thinking and student choice.<br>**Instructional Groupings**<br>☐ Instructional groupings are differentiated (based on formative assessment data) to maximize student engagement.<br><br>Proficient:<br>**Instruction**<br>☐ Learning activities are matched to instructional outcomes and include more than one mode of delivery, relying on prepared curriculum and learning tools.<br>☐ Instruction is differentiated to accommodate student groups.<br>**Resources**<br>☐ The teacher provides a variety of appropriately challenging materials and resources to promote higher level thinking.<br>**Instructional Groupings**<br>☐ Instructional groups are well organized and support learning outcomes. | |
| **1f Designing Student Assessment**<br>Distinguished:<br>**Use of Assessment Data**<br>☐ Teacher designed assessments are authentic with real-world application.<br>☐ Assessment type is matched to the learning experience and learning outcomes.<br>☐ The teacher encourages student participation in designing assessments and rubrics.<br>☐ Students provide input based on formative assessment data to inform instructional adjustments.<br><br>Proficient:<br>**Use of Assessment Data**<br>☐ Plans include fully-developed assessments during instruction with all learning outcomes having a method of assessment.<br>☐ Plans indicate possible adjustments based upon formative assessment data. | |

| Domain 2: Classroom Environment | |
|---|---|
| *TLS notes that the classroom environment, and the management of procedures and routines, is essential for a differentiated classroom. | |
| Management Pillar | Note-taking |
| **2a Environment of Respect and Rapport**<br>Distinguished:<br>☐ The teacher models respectful behavior and interactions with students demonstrate caring and sensitivity, honoring the dignity of each learner. There is a healthy balance of care and press.<br>☐ The teacher establishes a clear and culturally competent approach; students exhibit dignified and positive interactions.<br><br>Proficient:<br>☐ The teacher is sensitive to most student needs and models a respectful tone.<br>☐ Students interact with each other appropriately and respectfully. | |
| **2c Managing Classroom Procedures**<br>Distinguished:<br>**Management of routines and procedures**<br>☐ Routines and procedures maximize opportunities for learning.<br>☐ Students have a voice and play an active role in designing and adjusting routines and procedures.<br>**Management of transitions**<br>☐ Transitions between instructional activities and groupings are seamless.<br><br>Proficient:<br>**Management of routines and procedures**<br>☐ Routines for distribution and collection of materials and supplies work efficiently.<br>**Management of transitions**<br>☐ There is minimal loss of instructional time; routines and procedures use time productively.<br>☐ Students follow established classroom routines and are prepared to manage their learning and instructional time as directed. | |
| **2e  Organizing Physical Space**<br>Distinguished:<br>☐ Clear, well-defined expectations for student behavior are posted and modeled.<br>☐ There is clear alignment between the lesson goals and learning environment.<br>☐ Students are involved in the design of the learning spaces and take initiative to adjust the learning environment.<br>Proficient:<br>☐ Expectations for student behavior are defined and posted.<br>☐ The learning environment supports instructional  goals and learning activities.<br>☐ The teacher proactively investigates student needs and designs the space to engage and accommodate students. | |

| Domain 3: Instruction | |
|---|---|
| Instruction Pillar | Note-taking |

**3c Engaging Students in Learning**
Distinguished:
- ☐ All students are highly engaged intellectually in the lesson as the teacher utilizes varied differentiated instructional techniques and resources to accommodate different student learning needs.
- ☐ Students use high level critical thinking skills and collaborate to apply authentic learning.
- ☐ Students are provided with choice in learning tasks.
- ☐ The teacher uses a variety of grouping methodologies.
- ☐ Students reflect and provide closure after the lesson to strengthen understanding.

Proficient:
- ☐ Most students actively participate in learning through collaboration and engagement.
- ☐ Learning tasks provide for multiple responses or approaches or require higher-order thinking.
- ☐ Students have some choice in learning tasks.
- ☐ There is a mix of different types of groupings.

**3d Using Assessment in Instruction**
Distinguished:
**Monitoring student learning**
- ☐ The teacher monitoring of student understanding is sophisticated and continuous, constantly taking the pulse of the learning.
- ☐ The teacher frequently uses strategies to elicit information about individual student understanding.

**Feedback to students**
- ☐ Feedback is specific and timely, and provided from many sources including other students.

**Student self-assessment and monitoring of progress**
- ☐ The teacher encourages students to self-assess and monitor their own understanding.

Proficient:
**Monitoring student learning**
- ☐ The teacher elicits evidence of student understanding during the lesson.

**Feedback to students**
- ☐ Feedback is specific and timely at least for groups of students.

**Student self-assessment and monitoring of progress**
- ☐ The teacher attempts to engage students in self - or peer - assessment.

**3e Demonstrating Flexibility and Responsiveness**
Distinguished:
- ☐ The teacher adjusts and differentiates instruction to address individual student learning needs.
- ☐ The teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and resources.

Proficient:
- ☐ The teacher promotes the successful learning of all students and makes minor adjustments as needed.
- ☐ The teacher persists in seeking approaches for students who have difficulty learning.

# Characteristics of DI Instructors

DI Instructors:

- Possess a DI mindset; students learn at different rates and ways, the student presents and the teacher responds
- Seek curricular clarity
- Are Assessment Driven, i.e. use assessment to drive instruction
- Join the CIA - Collect, Interpret and Act on formative assessment information
- Are responsive to student needs
- Engage learners at the correct level of difficulty
- Generate individual accountability
- Establish a classroom culture that fosters differentiation and characterized by clarity of expectations and procedures, individual accountability, and knowledge and care for each learner
- Develop instructional acuity and dexterity
- Employ a continuum of Everyday Checks and Targeted Checks
- Are purposeful in partnering and grouping students
- Are purposeful with teacher movement and placement in the room
- See students as individuals
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# Common Team Commitments

For teams to be successful, each participant must agree on the purpose and commit to that purpose.  Furthermore, establishing a set of agreed upon commitments can promote highly effective team functioning.

Possible Norms:

- Practice active participation and active listening

- Respect others' opinions by disagreeing in an agreeable way

- Honor session times and constraints

- Take responsibility for one's own learning

- Complete program expectations (feedback forms, coaching sign ups, lesson planning, etc...)

- Use technology for learning purposes during sessions

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# What Was DI About That?  Lesson Sharing Interview

Analyze a DI lesson by participating in an interview.  Take turns being the interviewer and interviewee as if it were a post-observation conversation. Review some terms before your interview, and use them as you discuss.  The interviewer can check off terms that the interviewee uses and then share them afterwards.  This will help to see how well the DI vocabulary is incorporated into the conversation.

| Possible Key DI Vocabulary to Use in Your Conversation | |
| --- | --- |
| ❏ Targeted Check | ❏ Split Screen |
| ❏ Everyday Check | ❏ Expectations / Procedures |
| ❏ Anchor | ❏ Purposeful partners / groups |
| ❏ Assessment Driven | ❏ Homogeneous groups |
| ❏ Responsive | ❏ Heterogeneous groups |
| ❏ Tiered | ❏ Scaffolds |
| ❏ Collect-Interpret-Act (CIA) | ❏ Whole-Part-Whole |
| ❏ Level of Readiness | ❏ Power Slide $^{SM}$ |
| ❏ Engaged at the Correct Level of Difficulty | ❏ Learning Target |
| | ❏ Check in / Check on / Check out |

**Interviewer - possible questions:**
**Ask at least 4 of these questions.**

1) What was the learning target?
2) What assessment was used to determine student readiness toward meeting this learning target?
3) What did the assessment data tell you about your students?
4) How did you respond to this assessment data?
5) How do you know your students were engaged at the correct level of difficulty?
6) What management procedures were effective?
7) What might you tweak for next time?
8) How could you use this process again?

Stop and discuss your use of DI vocabulary.

**SWITCH ROLES**

Stop and Discuss your use of DI vocabulary

Thoughts/Ideas:

# Differentiated Instruction Framework Video Analysis

Teacher Name: _____

Brief Description of Lesson:

Grade/Subject: _____

## Framework One: Four Pillars

| Curriculum | Assessment | Instruction | Management |
|---|---|---|---|
| Clarity of learning goals | Ongoing formative assessment informs instruction | Toolbox with variety of instructional strategies to engage all learners | Clear rules and procedures, structured flexible leadership |
|  |  |  |  |

## Framework Two: A R E ᴿᴹ

| Assessment Driven* | Responsive | Engaging |
|---|---|---|
| Assess your students to determine level of readiness. *Assumes you have selected the correct objective.* | Your instructional response to the data and student needs. Who needs your help the most? | How you facilitate active participation/cognitive engagement during the lesson |
|  |  |  |

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| | | |

# Video Analysis for _____ Strategy

**Teacher Name:** _____     **Brief Description of Lesson:**

**Grade/Subject:** _____

| | |
|---|---|
| Specific question(s) to consider for this strategy: | |
| **A**ssessment Driven: Targeted Check<br>• Critical content?<br>• Individual data? | |
| **R**esponsive Instruction | |
| **E**ngagement at the Correct Level of Difficulty | |
| Management considerations: | |
| Your notes: | |