Picking up EdTech

Behind the Scenes Learning

Don't pay attention to the learning behind the curtain! I hope to arm you against the foulest of creatures, blank stares, and apathetic pupils. In this session, we'll be facing engagement opportunities, student agency, and classroom transformations.

About Me

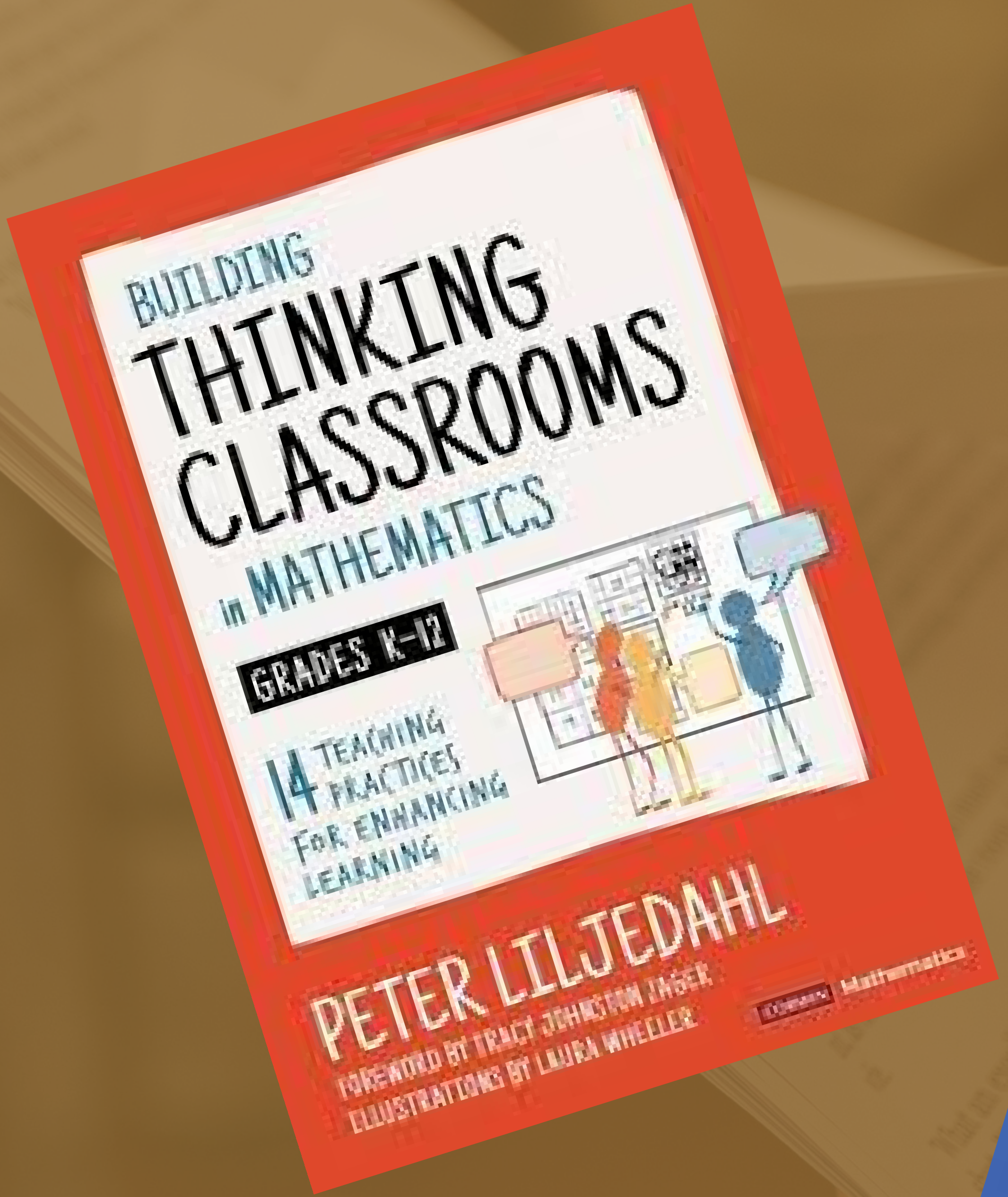
I am a special education teacher at Littleton High School in Littleton, CO. This is my 16th year as a teacher and 19th year in education.

I am passionate about teaching students to be more independent in how they learn and use 21st-century skills to strengthen their agency of learning.

Prize

Each person will have a chance to win a prize from WipeBook. I will post a link at the end of this presentation.

Preparation



I saw this training a few years ago and have been slowly implementing pieces. I highly recommend reading the book and joining the social media communities but there are things you can try first.

ACT I

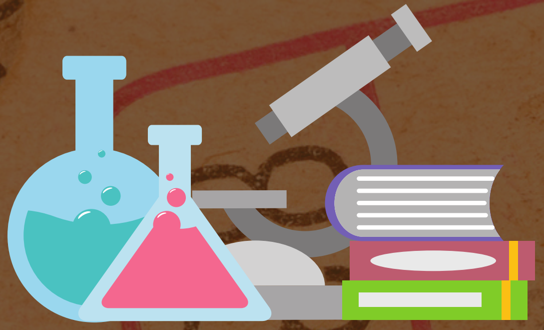
Strategic and/or student-chose groups: 80% of students entered these groups with the mindset that their job is not to think. When we form **visibly random groups** 100% of students entered their groups with the mindset that they were not only going to think, but going to contribute.

Sitting and doing at a desk, at least for math, has turned out to be the least conducive to thinking. Problem Solved! Vertical Non-Permanent Services (VNPS). Also, this limits passive learning in your class.

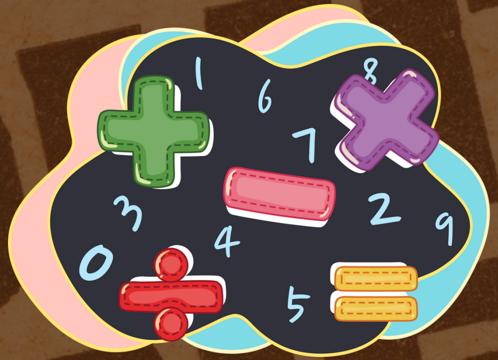
ACT I

Always start with a **thinking question**

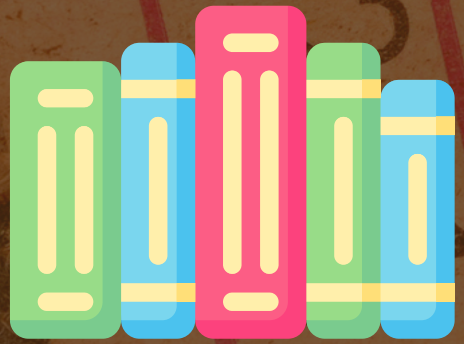
The goal is to get more of your students thinking, and thinking for longer periods, within the context of curriculum, which leads to longer and deeper learning.



Science



Math



ELA

Social Studies

Act II

Classrooms are defronted. Classrooms where students are facing every which way have shown to be the single most effective way to induce student learning.

??Questions?? Which to answer

1. Proximity: just ‘cause you are there
2. Stop-Thinking: to reduce student effort and make you do the work
3. Keep thinking: Keeps them working, trying, and thinking

Answer only Keep Thinking Questions

Act II

It matters how we give a thinking task. The first 5 minutes of a lesson will provide students with a better opportunity to think. Students should be standing and loosely circling the teacher while the task is provided verbally.

Many students will need to also read or hear the instructions again.
<u>Stickity</u>: Transform classroom materials into accessible, inclusive, and effective learning experiences.
<u>Beep</u>: Leave voice notes, feedback, and comments on Google Classroom, Google Docs, and Gmail.

Act II

Homework for practice means you trust you have given students everything they need to be successful!

Didn't do your homework:

- No time (not important)
- Cheated to mask inability
- Got help!: just to get it done, not learning

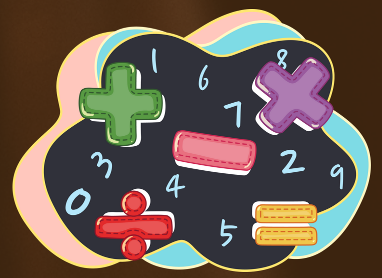
Who is the work really for…?

CHECK-YOUR-UNDERSTANDING

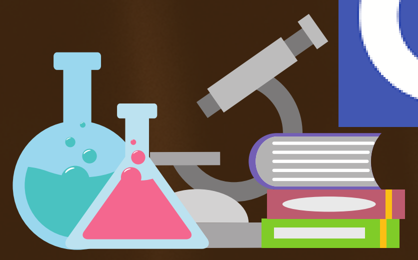
Not graded, not checked

Answers given but not worked out

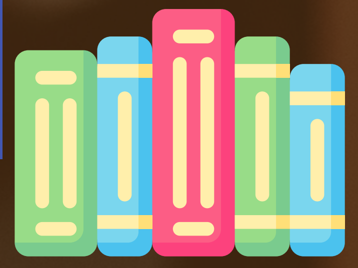
Discussed with others, leading to a thinking task



Delta math



Science



Peer review

Social Studies

Act II

When students are in groups they should be utilizing the whole rather than just the part.

Mobilized learning

When groups are getting stuck or finished the true learning begins. Students can feel a sense of interdependence when they help support others in the class. This becomes a model, not a crutch.

Call attention to the groups who did something new/different or persevered through a task.

Act III

Flow, from the bottom up, and record your success.

Students create what will work in a group and what will not work:

- Giving up when stuck - persevere by looking around for a hint, asking a good question

Students get a roadmap of their current and future learning and access to understanding.

- What will the unit look like
- Mild, Medium, Spicy questions
  - 2, 3, 4 points or 50%, 75%, 100%

Record meaningful notes

- What patterns did you find
- What was important about what you did
- Create the problem for assessment

Curtain Call

Grade on data not points:

When we grade for points it's event-based. We are grading at the end instead of throughout.

Look at the pieces and identify the following:

- ✓ When knowledge is demonstrated **individually**
- S Individual knowledge but a **silly mistake**
- H Individual knowledge with **help from others**
- G Demonstrated in a **group**
- X Question **attempted but** answered incorrectly
- N Question **not attempted**

**Assign points per for "grading"

*o (observation) or c (conversation)


Questions

Prize

Go to this site to sign up for the prize:
https://wipebook.com/mpitrone

There will be an email sent to the winner once I confirm the contest entries.
Good Luck to everyone!

Credits and Contact info

(Dweck & Leggett, 1988; Hatano, 1988; Jansen, 2006
(Urdan & Maehr, 1995))
https://www.stickity.co/
https://www.beepaudio.com/
https://buildingthinkingclassrooms.com/14-practices/
https://home.edweb.net/improving-learning-environments/
https://alicekeeler.com/2020/07/31/add-a-rubric-to-google-classroom-with-google-sheets/

Mollie Pitrone
@edtechpirate.us
mpitrone@lps.k12.co.us
Littleton High School

BTC Credits

"Appendix"

I START WITH A THINKING TASK

II CONTINUED THINKING TASKS

III CHECK YOUR UNDERSTANDING

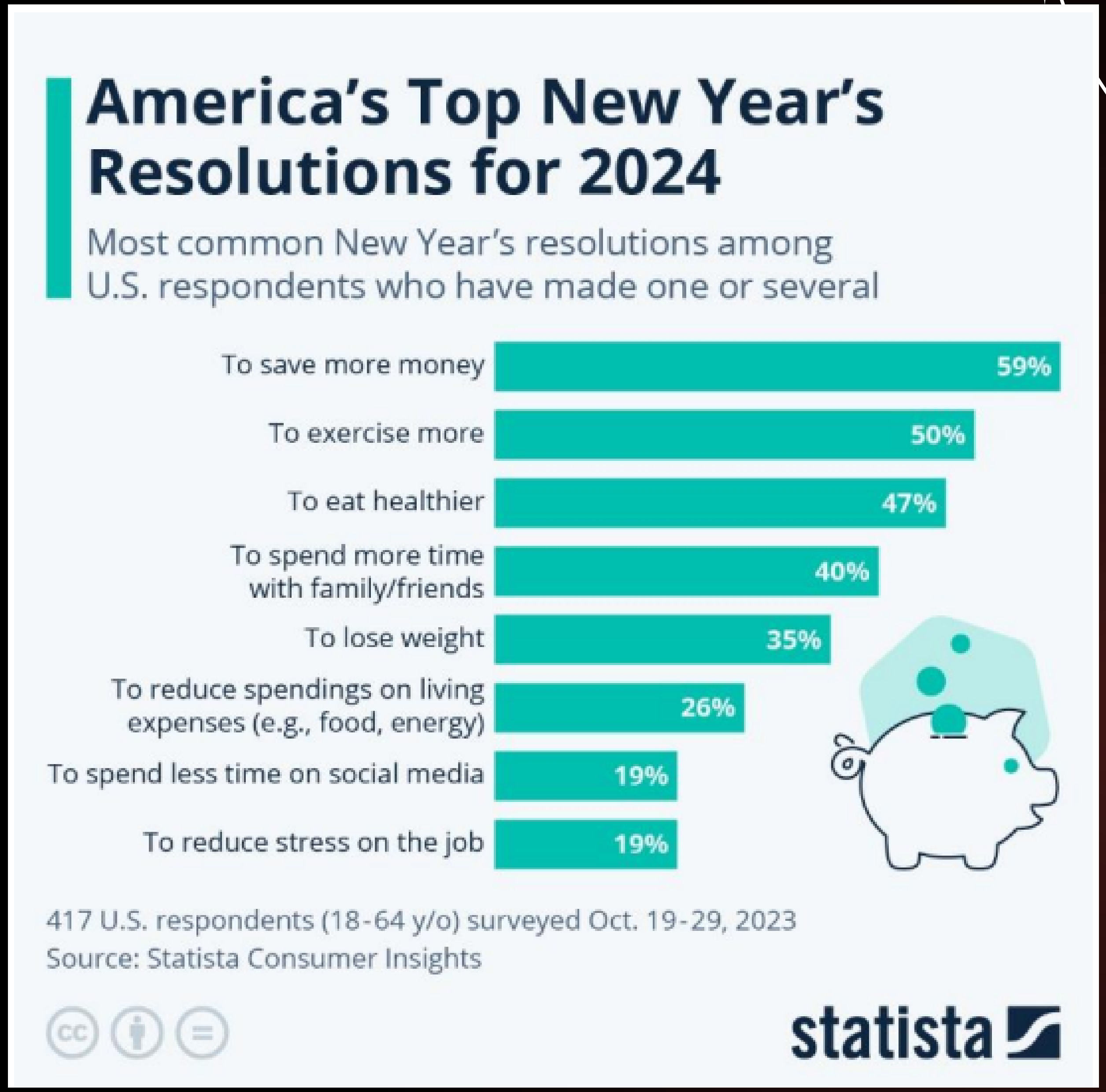
IV THINK-SLICING

V MEANINGFUL NOTES

"Start with a thinking task"

Science

In random groups



Turner's Graph of the Week

I START WITH A THINKING TASK

“Start with a thinking task”

In random groups

17	26
44	65

math

WODB

"Start with a thinking task"

ELA

In random groups

A student witnesses another student cheating on a test. The dilemma arises when the student must decide whether to report the cheating, potentially leading to negative consequences for the other student, or to remain silent and allow the cheating to go unpunished, compromising the integrity of the academic environment. This type of dilemma often involves conflicting values such as **honesty, fairness, and loyalty**.

Moral Dilemma Task
(identify key vocabulary)

"Start with a thinking task"

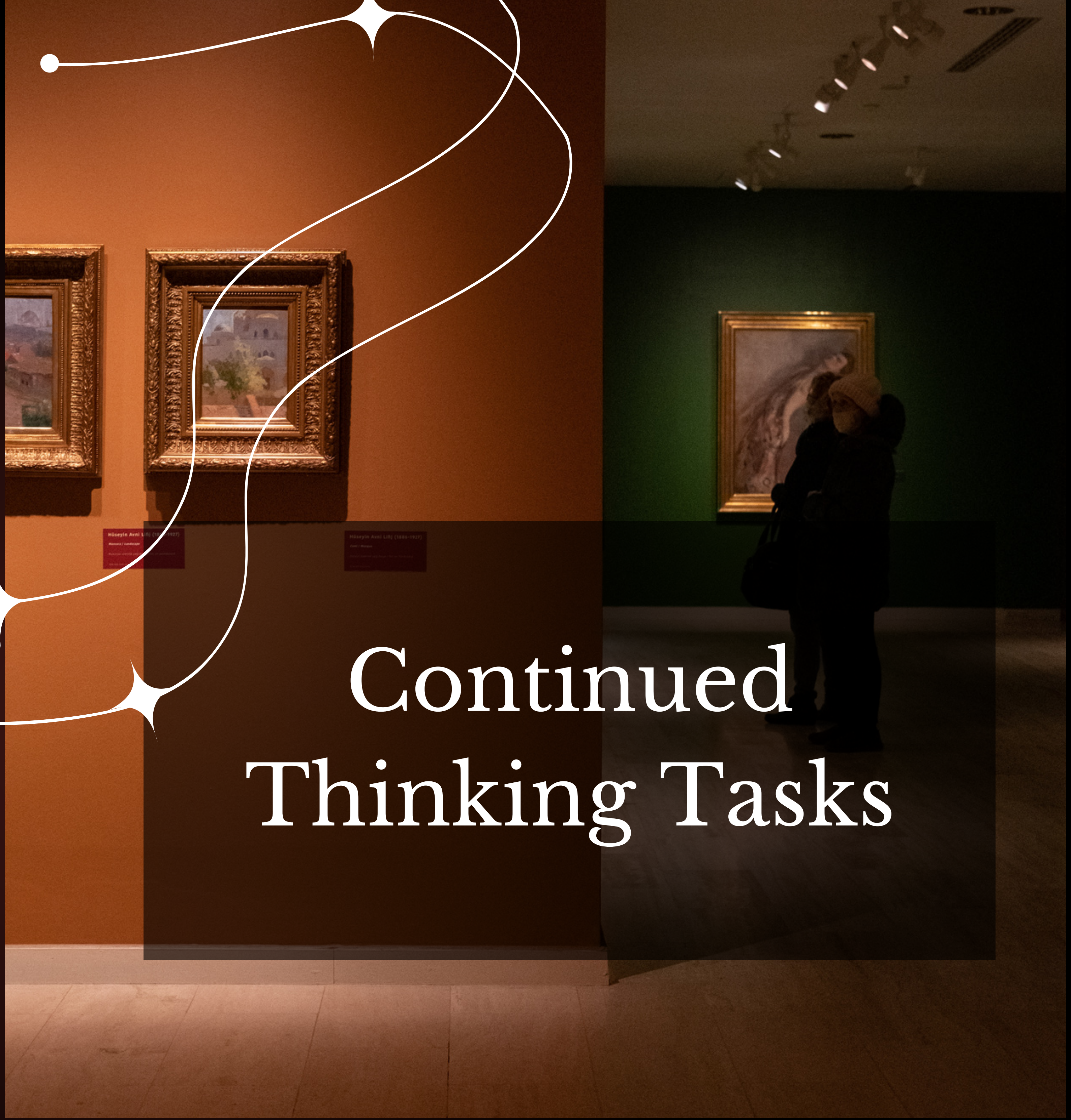
Social Studies

In random groups

Diffit For Teachers

1. Enter your topic
2. Choose the activities to complete

I START WITH A THINKING TASK

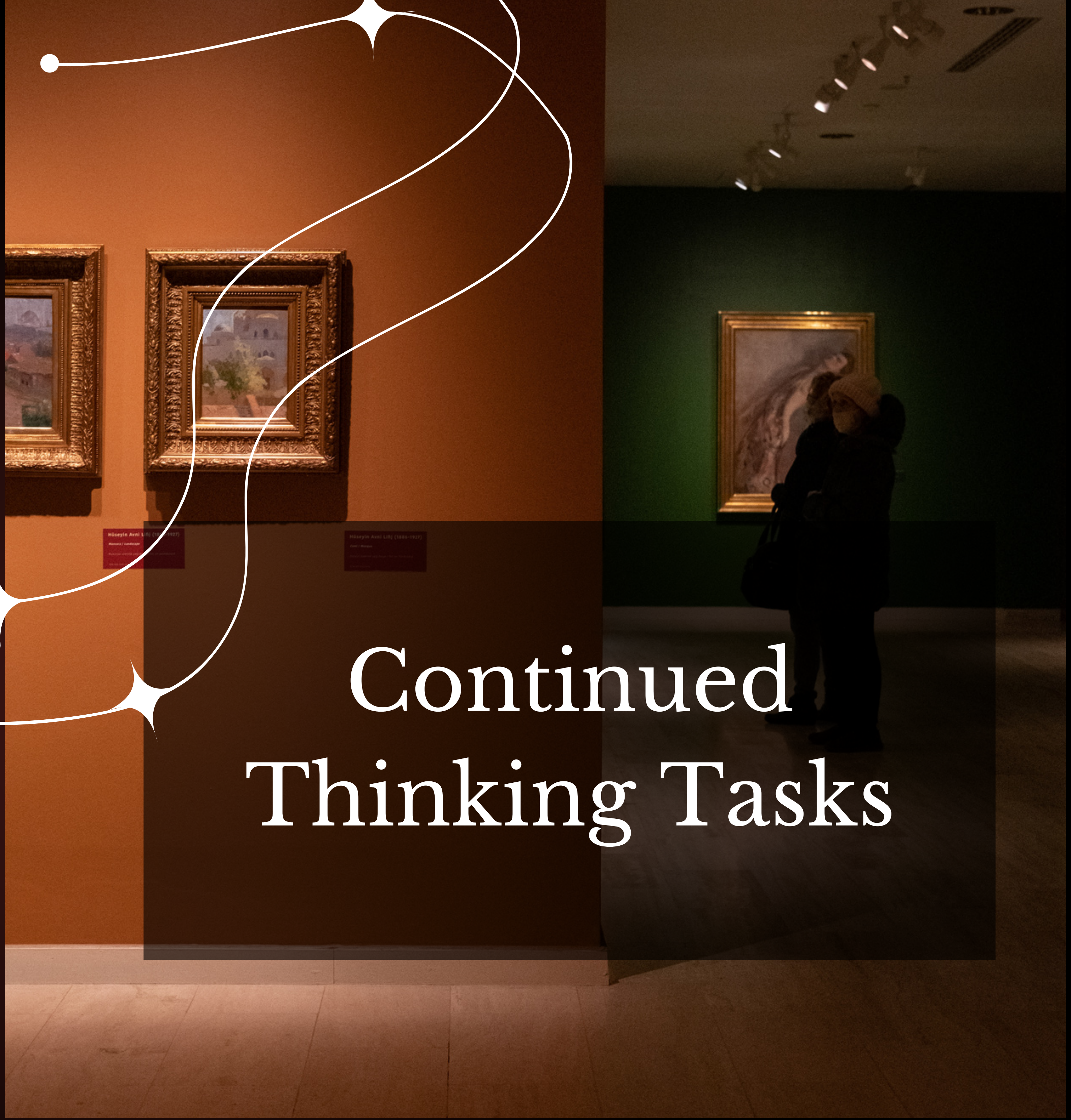


Continued Thinking Tasks

Science

“ Early, often ”

Spill it and clean it! Students will observe the effects of a simulated oil spill on land, water, and wildlife. In groups, students will then test different materials and tools used to clean up oil spills and evaluate them for their effectiveness.



Continued Thinking Tasks

Math

“Early, often”

Ice Cream Cone Task: With 1 ice-cream flavor, there is 1 kind of 2-scoop ice cream, but with 2 flavors there are 3 possible combinations (eg vanilla/vanilla, chocolate/chocolate, and vanilla/chocolate).
How many kinds of 2-scoop cones are there with 10 flavors?

“ Early, often ”

- What do you see?
- What is going on?
- What does it make you feel?
- How does the artist make you feel this?

Zoom in thinking task

ELA

II

CONTINUED THINKING TASKS

"Early, often"

1. Define the problem
2. Check your mindset
3. Empathize with your players
4. Connect with your purpose
5. Generate Ideas
6. Make small bets
7. Give feedback/evaluate options
8. Start again

Social Studies

Keeping it real

II CONTINUED THINKING TASKS

“ Peer grading ”

Using AI or students' work

1. Create your list of indicators
2. Select 1 to focus on
3. Start your stacks Taco Bell style (Mild, Medium, Spicy)
4. Select one paper from each to serve as the representative
5. Discuss as a group
    a. What is done well
    b. What were they trying to do but fell short?
    c. What are they not doing but will lift the level?

IV *THINK-SLICING*

One thing is varied at a time

III *CHECK YOUR UNDERSTANDING*

For them, by them

Create a prelabeled or easy-to-reproduce graphic organizer

Sketchnoting

Rich visual notes are created from a mix of handwriting, drawings, hand-lettering, shapes, and visual elements like arrows, boxes, and lines.

Harvard Notes

SUBJECT:	DATE:
CUES (after lecture)	**NOTES (during lecture)**
Can add extra information	2/3 of page Main points
Questions here for later revision (cover notes and check)	Bullets, mind map, pictures, diagrams Use own words Use abbreviations Leave space
Key words	

CLASSROOM STRATEGIES, STANDARDS-ALIGNMENT INFORMATION

English Language Arts Practices

How do we determine that students are increasing their literacy skills as they progress across grade levels?

3:43

By: Ben Dickson

POSTED: 03/06/18

In twenty years as a classroom teacher, instructional coach, and now building administrator, I am always looking for ways to support teachers with college- and career-ready standards. The Mathematical Practices have been a great resource for educators helping students engage with mathematics and build their mathematical thinking skills across grades. These same educators have often commented in person and on social media about the need for ELA practices. While the Common Core State Standards do offer descriptions of the qualities possessed by students who are college- and career- ready in ELA, the reader must interpret what that looks like for a kindergartener or 12th grader.

These discussions have led me to attempt to tease out some possible practices to support educators on their quest to support all students with meeting the standards. These practices are meant as a starting point, a place to generate discussions, a place from which to build.

These following ELA practices are modeled on the Mathematical Practices as well as the introduction to the standards themselves and, for lack of a better term, identify students who are proficient in literacy, meaning they possess the ability to read deeply, create their own works, and listen and speak to a broad range of ideas.

Make sense of text and persevere to understand it.

The standards describe students who are college- and career-ready as being able to demonstrate independence, comprehend as well as critique, and value evidence. To meet this goal, students must first be able to make sense of text and persevere in understanding the text. What does this mean? Firstly, it means that students are able to determine the author's purpose through multiple readings and analyze the text to determine not only the basic meaning of the text, but also underlying themes and biases.

Students should also learn to connect ideas across a variety of media. T should monitor their understanding and recognize when they must ma adjustments to their own ideas when presented with additional information. For younger students, they are developing strong listening and speaking skills when discussing a read-aloud or watching a video. Older students are able to engage in multiple readings on their own and explain their thinking in written form, making needed edits based on new information gained.

Proficient students understand text can have multiple themes and an author's word choice, syntax, and text structure can affect the reader's understanding. Younger students may discuss why an author chooses a certain word or phrase to create mood in a poem. Older students should be able to identify when an author creates a dominant theme but also uses other underlying themes as part of their work. Students should constantly ask themselves, "Does this make sense?" This builds their own independence to understand a text based on comprehension and evidence.

Construct viable arguments and critique the arguments of others.

Proficient students can not only comprehend but also form smart, evidence-based critiques. They understand and use arguments grounded in textual evidence, and are able to question an author's or speaker's claims, recognizing potential biases.

Younger students are able to construct arguments around a text preference or personal preference. These arguments are general and may be limited to which one they prefer based on textual evidence. As students become older, their arguments and critiques should become more sophisticated. Older students strengthen arguments and critiques by using multiple examples from a text, identifying counter-arguments, and using evidence to build their case.

Students should also learn to understand different perspectives and recognize a diverse range of ideas and arguments beyond their own.

Understand and use a variety of media.

To be proficient in literacy, today's students must not only be able to determine meaning from a variety of media, but also use multiple form media to express ideas. Younger students understand why a book and on the same topic may have different effects on a reader/viewer, and begin to develop an understanding of the strengths and limits of each form of media. Older students are able to identify why a speaker may include a video during a presentation to support and argument, or why an author may add a link to an article as part of a blog post. Understanding which form of media to use to best suit their purpose is a valuable skill for students to develop. Students should be able to construct with traditional media, but also able take those same ideas and create in ways that support 21st century learning

Look for and make use of literary features.

Students proficient in literacy make use of the building blocks of literacy, such as vocabulary, phonemic awareness, and fluency skills, to help them convey meaning themselves. For younger readers, this means developing the letter sound correspondence and then reading at a fluency rate appropriate for their grade level. Older students understand and can adjust reading rates depending on the text and their audience. Students expand their vocabularies to include a variety of vocabulary and are able to determine meaning of new words through contextual clues and their own prior knowledge. They can analyze an author's use of syntax and word choice to support their understanding of a text and determine an author's meaning. As they move along a continuum of proficiency, students begin to see why authors use different words or sentence structures depending on their rhetorical goal, and understand the structure and purpose behind different media.

These four practices are by no means complete or all-encompassing but are a starting point for discussions among educators. Hopefully we can work toward developing a common understanding of what abilities students must gradually build so as to improve their literacy throughout their education.

Tags:

ELA / Literacy

3:43

About the Author: Ben Dickson has served for twenty years in the Washoe County School District teaching kindergarten through sixth grade, an instructional coach at multiple schools, district professional development provider and is currently an Assistant Principal at Alice Maxwell Elementary. He co-founded @TeachNVACS and the #teachNVchat in 2014 with the goal of connecting Nevada educators across the state with other educators across the world through social media. He is also a Core Advocate and facilitated ELA sessions at the Leading the Core conveying in 2015 He can be found tweeting from @teachNVACS & @bdicksonNV

Graph of the Week **Name**______________________________

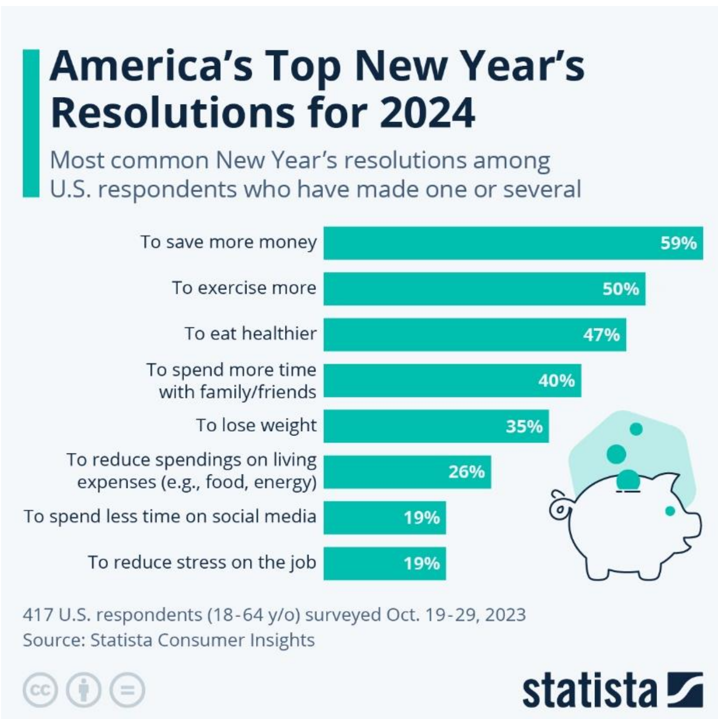
January ___________ **2024**

<u>Questions to ask when reading graphs:</u>

- Is there an upward or downward trend?
- Are there any sudden spikes in the graph?
- What is being compared in the graph?
- What prediction can I make for the future?
- What inferences can I make about the graph?

Analyze the graph below and write a reflection on what you think the graph is communicating to you. To guide you with your response, start with some observations.

- What is the topic of the graph?
- What quantities are being compared?
- What are some observations that you can make based on the graphs?
- What surprises you about the graph? What do you wonder?
- What do you foresee happening in the next 10 years?



Standards for Mathematical Practice
from
The Common Core State Standards for Mathematics

The Standards for Mathematical Practice have been included in the Nature of Mathematics section in each Grade Level Expectation of the Colorado Academic Standards. The following definitions and explanation of the Standards for Mathematical Practice from the Common Core State Standards can be found on pages 6, 7, and 8 in the Common Core State Standards for Mathematics. Each Mathematical Practices statement has been notated with (MP) at the end of the statement.

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the

meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

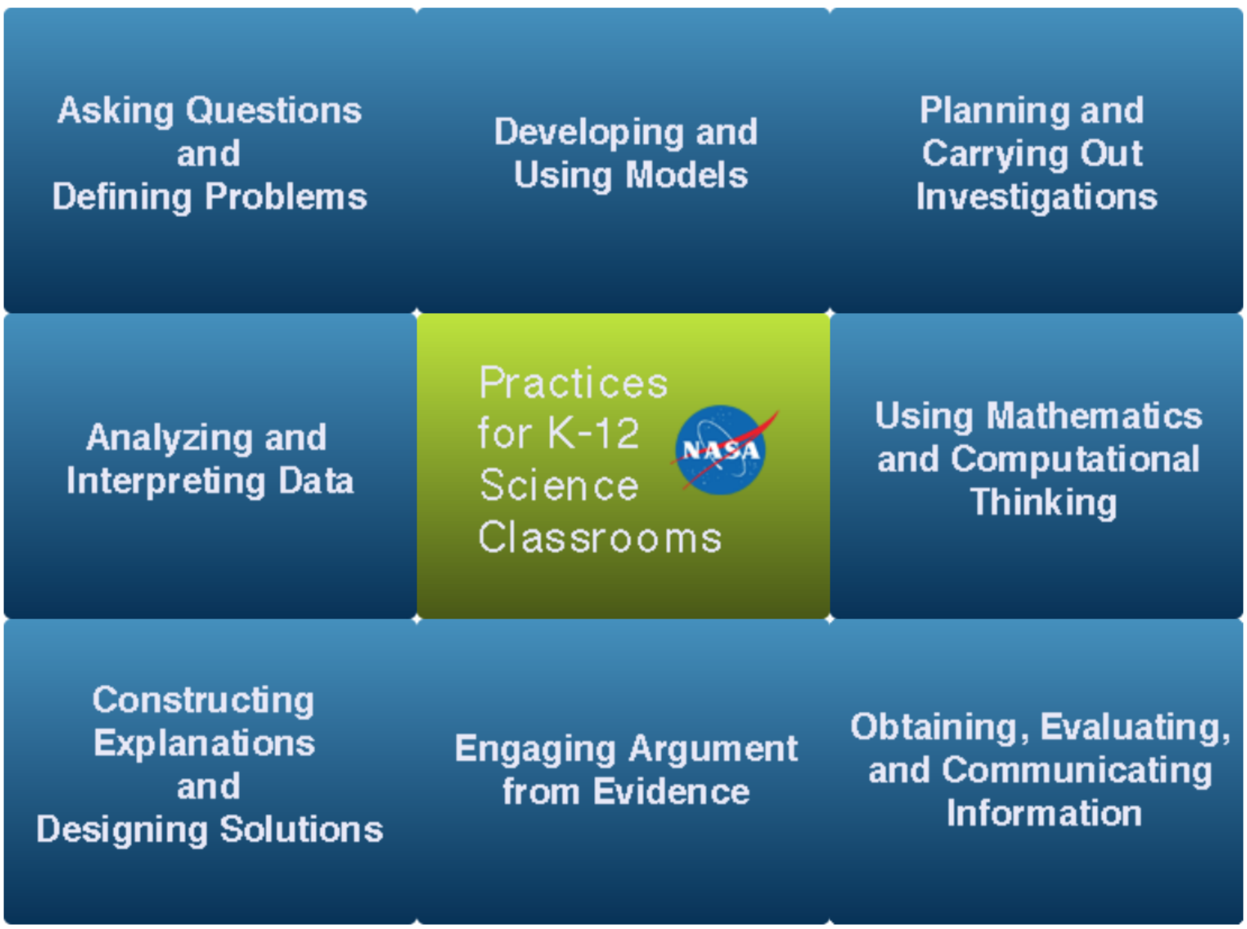
6. Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 *equals the well remembered* $7 \times 5 + 7 \times 3$*, in preparation for learning about the distributive property. In the expression* $x^2 + 9x + 14$*, older students can see the 14 as* 2×7 *and the 9 as* $2 + 7$*. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see* $5 - 3(x - y)^2$ *as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.*

8. Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$*. Noticing the regularity in the way terms cancel when expanding* $(x - 1)(x + 1)$*,* $(x - 1)(x^2 + x + 1)$*, and* $(x - 1)(x^3 + x^2 + x + 1)$ *might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.*

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content
The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a

known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.


Asking Questions and Defining Problems
Developing and Using Models
Planning and Carrying Out Investigations
Analyzing and Interpreting Data
Practices for K-12 Science Classrooms
NASA
Using Mathematics and Computational Thinking
Constructing Explanations and Designing Solutions
Engaging Argument from Evidence
Obtaining, Evaluating, and Communicating Information

Graph of the Week **Name**________________________________

January ___________ **2024**

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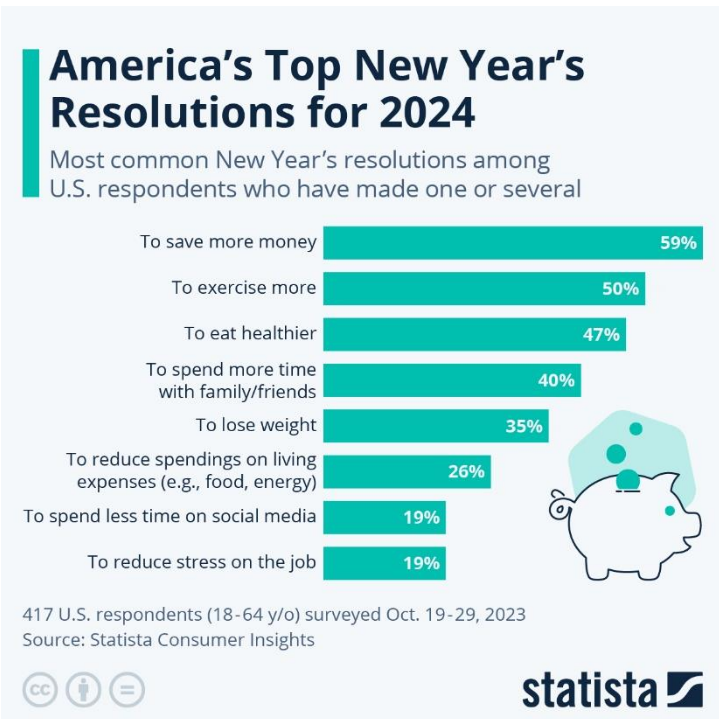

Prepared Graduates in Social Studies

1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.
3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.
5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.
6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.
7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.
8. Apply economic reasoning skills to make informed personal financial decisions.

Diffit
For Teachers

Differentiation in the general

Adapted Reading Passage

Differentiation in the general education classroom is all about teachers making sure that every student gets the best learning experience possible. They do this by changing things up based on what each student needs. There are four main things that teachers can change: the content, the process, the products, and the learning environment.

When it comes to content, teachers can use different reading materials that are easier or harder depending on what each student needs. They can also use things like tapes or spelling lists that match each student's level. Teachers can even use different ways to present ideas, like using pictures or reading buddies.

For the process, teachers can give different activities to different students. They can have some students work in small groups or explore topics that they're interested in. Teachers can also give students extra help if they need it or let them take more time to finish a task if they want to learn more.

When it comes to products, teachers can let students choose how they want to show what they've learned. They can make a puppet show, write a letter, or even create a mural with labels. This way, each student can show what they know in a way that works best for them.

Finally, teachers can change the learning environment to make it better for each student. They can make the classroom feel welcoming and make sure everyone works well together. They can also change how the class is organized, like having whole-group lessons or small-group activities.

Differentiation is important because every student is unique and learns in their own way. It helps teachers make sure that each student gets what they need to succeed. So, if you're in a classroom where the teacher is changing things up and making sure everyone is included, you're experiencing differentiation in action!

Summary

- Differentiation in the general education classroom is about teachers changing things up based on what each student needs.
- Teachers can change the content, process, products, and learning environment to meet students' needs.
- Differentiation helps ensure that every student gets what they need to succeed.

Key Vocabulary Words

Differentiation (noun)

Definition: the act of making something different or distinct

Example: The teacher used differentiation to meet the needs of all her students.

General education (noun)

Definition: education provided in a regular classroom setting for students without disabilities

Example: The student received general education in a mainstream classroom.

Content (noun)

Definition: the information or material that is taught or learned in a specific subject

Example: The teacher prepared engaging content for the science lesson.

Process (noun)

Definition: a series of actions or steps taken to achieve a particular result

Example: The student followed the writing process to complete their essay.

Products (noun)

Definition: the end result or outcome of a process or activity

Example: The students presented their final products at the science fair.

Multiple Choice Questions

1. What are the four main things that teachers can change in order to differentiate instruction?

A) The content, the process, the products, and the learning environment.
B) The reading materials, the spelling lists, the activities, and the classroom organization.
C) The reading buddies, the small groups, the puppet show, and the mural with labels.
D) The pictures, the tapes, the letter writing, and the whole-group lessons.

2. Why is differentiation important in the general education classroom?

A) Because it helps teachers make sure that every student gets the best learning experience possible.
B) Because it allows students to choose their own activities and products.
C) Because it changes the learning environment to be more welcoming and inclusive.
D) Because it helps students work well together in small groups.

3. How can teachers change the process of instruction to meet the needs of different students?

A) By giving extra help to students who need it and letting them take more time to finish tasks.
B) By using different reading materials that match each student's level.
C) By letting students choose how they want to show what they've learned.
D) By making the classroom feel welcoming and ensuring everyone works well together.

Short Answer Questions

1. What are the four main things that teachers can change in the classroom to support differentiation?

2. Give an example of how teachers can change the content to support differentiation.

3. Why is differentiation important in the classroom?

Open-ended Prompts

1. Think about a time when you needed extra help with a task. How did your teacher support you? How did it make you feel?

2. Imagine you are a teacher and you have to create a different activity for each student in your class. What activities would you choose for yourself and why?

3. Reflect on a time when you had the freedom to choose how you wanted to show what you've learned. What did you choose to do and why?