

Rick Wormeli

05:01 80% of DI is mindset. 20% is pulling it off.

07:01 Differentiating from planning to practice.

07:53 It is something we put off, but it is worth doing.

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14:51 Differentiated by

14:55 Readiness

14:57 Interest

14:59 Learning Profile

17:48 There's a range of flexible groupings:

17:59 Whole class or half class

18:05 Teams

18:07 Small groups led by students

18:13 Partners and triads

18:18 Individual study

18:24 One-on-one mentoring with an adult.

18:32 Temporary pull-out groups to teach specific mini-lessons

18:47 Anchor activities to which students return after working in small groups

19:01 Learning centers or learning stations through which students rotate in small groups or individually.

19:15 Online groupings.

19:21 Ebb and Flow of Experiences

19:28 Basic Principles:

19:40 Assessment informs instruction - diagnosis and action taken as a result of diagnosis are paramount.

19:59 Assessment and instruction are inseparable.

20:06 Change complexity, not difficulty. Change the quality/nature of the

20:20 Use respectful tasks

20:25 Use tiered lessons

20:30 Compact the curriculum.

20:36 Scaffold instruction

20:44 Organization and planning enable flexibility.

21:07 "The goal of every teacher is to put themselves out of a job"

21:31 Models of Instruction that Work

21:38 Dimensions of Learning

21:43 Direct Instruction Model

22:01 -Madeline Hunter

22:28 Learning Styles

22:37 Anchor lesson design

22:43 See slide

24:15 Football slide

24:19 Tier lessons

24:23 General lesson on the topic - everyone does the same thing.

24:37 Students practice, process, apply

24:46 Remember who's doing the learning:

24:56 Whoever responds to students/classmates is doing the learning. Make sure
25:11 the majority of the time it's the students responding, not the teacher.

25:27 Teachers ask 80 questions each hour on average, while students ask ..

25:44 Priming the brain

25:54 Pat Wolfe Brain Matters

27:52 Perception

27:56 Quick Reference: Differentiated Lesson Planning Sequence

28:12 A. Steps to take before designing the learning experiences:

28:24 1. Identify your essential understandings, questions, benchmarks,
28:50 objectives, skills, standards, and/or learner outcomes.

29:00 2. Identify your students with unique needs, and get an early look at
29:13 what they will need in order to learn and achieve.

29:26 3. Design your formative and summative assessments.

29:36 4. Design and deliver your pre-assessments based on the
29:49 summative assessments and identified objectives.

30:20 5. Adjust assessments or objectives based on your further thinking
30:49 discovered while designing the assessment.

34:09 Quick reference: Differentiated Lesson Planning Sequence

34:27 B. Steps to take while assigning the learning experiences:

34:56 1. Design the learning experiences for students based on pre-
35:21 assessments, your knowledge of your students, and your expertise with the
35:47 curriculum.

35:53 C.

35:59 Classroom Samples

36:03 Students watch an instructional video. Every 10-15 mins, the teacher stops
36:25 the video and asks what they learned.

36:46 More . . . What do you do with difficult students?

37:28 The Lesson:

38:47 Lesson: Multiple Decimals by whole numbers, estimate the product.
39:17 1. Standards/outcomes/objectives, etc. Check 'em.
39:50 As a result of this lesson, students will know and be able to do --- "What
47:58 evidence will we tolerate?"
44:01 Given single and two-digit whole numbers multiply them successfully.
44:46 Estimate the product fo two decimals.
44:57 Analyze other classmate's work for critical errors.
47:06 Know where to place the decimal and proper place value.
47:23 Difference between decimal and whole numbers.
47:37 Multiply decimals.
48:31 2. Class profiles - Learning profiles
48:42 12 boys
48:48 23 girls
48:58 ELL: 9
49:08 Gifted talented: 3
49:14 LD: 11
49:32 sports, tv shows, music groups, free/reduced llunch, ANYTHING THAT
50:05 EFFECTS LEARNING!
50:37 3. Assessments:
50:49 Summative -
51:14 Same as 1.
51:30 Products:
51:34 Test
51:39 Learning Stations.
51:48 Projects
51:51 Scenario
50:54 Formative -
52:00 Little chunks that we break off of the summative

52:24 Pre-Assessments
52:26 Ones that cut to the chase. Little chunks that we break off of the
53:14 summative . . .
54:18 4. Pre-assess analysis
54:28 5. ADjust as necessary
54:36 B. 1. Design the Lesson (Learning experiences)
1:05:47 Brainstorm - List forever ...
1:06:06 Donald duck and Mathemagicland, manipulatives, use their bodies as
1:06:29 decimals and line up and move, money, grid paper, critical error analysis, write

1:07:15 the process, describe, practice problems in the book, generate problems
1:08:36 (students), tie it with fractions and percents, generate analogies and metaphors
1:08:51 that are helpful tied to real-world application beyond the school, use food as
1:09:29 long as it doesn't create eating disorders

55:52 Cluster - Advanced through introductory.

56:03 Sequence - roughly in the plan book.

56:34 Correlate - Go through the lesson where I've met the needs and then get the
56:48 learner profiles. Cognitive Science principles, (Create prior knowledge where
57:34 there was none), Your expertise in the unique nature of young adolescents,

58:56 Differentiated instruction principles!

59:25 Differentiated as warranted.

59:33 Six verbs:

1:01:37 ACCESS - SENSE-MAKING

1:01:44 PROCESS - MEANING-MAKING

1:02:52 (email rick: article Meaning-making)

1:00:10 Advancing Differentiation by Richard Cash

1:00:22 Carol Ann Tomlinson: Differentiation and the Brain

1:04:17 Check it out with a colleague.

1:17:41 How do I get the most learning for each kid?

1:03:31 ACTUALLY TEACH.

1:03:34 Have fun. You get to do this, not to have to do this. Remember that

HQ6