



We All Can Do It: Differentiation through Backwards Design

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A background map of the Pacific region, showing parts of North America, Central America, and the Pacific Islands. A white text box with a blue border is overlaid on the map, containing the session objectives. The map features various geographical details like coastlines, islands, and topographical shading.

Session Objectives



- ★ I can incorporate student choice to motivate students of diverse abilities and develop social-emotional learning.
- ★ I can begin to design assessments and activities that meet the needs of students of varying proficiency levels.
- ★ *I can identify positive behavior interventions, including strategies to promote a trauma-informed classroom.*

Traditional Differentiation Strategies



Accomodation: Changes to *how* student is expected to learn, for example:

- ★ Separate setting
- ★ Flexible seating
- ★ Use of study guides

Modification: Changes to *what* a student is expected to learn, for example:

- ★ Reduction in test questions
- ★ Exemptions
- ★ Alternate assignments

**Heritage
speakers**

**Mixed
Proficiency
Levels**

Trauma

IEP/504

Motivation

**Behavior
Interventions**

**Social
Emotional
Learning**

“

*We must differentiate
for all of our learners -
each and every student
in the room.*



Differentiation



- ★ Match students' individual learning characteristics to the curriculum.
- ★ Anticipate and acknowledge the differences in each student's readiness, interests, and learning styles.
- ★ Modify the content, the process, and the product.
- ★ Effectively engage all students in meaningful and challenging work.

My Key Planning Principles



Plan instruction that

- ★ Meets content standards and 21st Century Skills
- ★ Respects IEPs and 504s
- ★ Celebrates the contributions of heritage learners
- ★ Embraces the diverse skills and interests of our students
- ★ Understands that all students learn at different rates
- ★ Acknowledges that we don't fully know what a student has experienced before walking through our door

Differentiation Through Choice



- ★ Tasks that are too easy or too hard are unmotivating
- ★ Choice empowers students to self-differentiate
- ★ Tapping into students' interests and skills is motivating
- ★ Students learn more when they are motivated

Anderson, Mike (2016) Learning to Choose, Choosing to Learn. ASCD

How Choice Motivates



- ★ Zone of proximal development - “Goldilocks Zone”
- ★ Choice within the zone provides appropriate challenge
- ★ Key driver of motivation is a sense of mastery
- ★ Completing challenges positively reinforces learning
- ★ Students will self-differentiate appropriately when empowered

Anderson, Mike (2016) Learning to Choose, Choosing to Learn. ASCD

Impacts of Offering Choice



- ★ Reduces need to respond reactively to diverse needs
- ★ Students are challenged to do their individual best
- ★ Deeper, richer learning occurs
- ★ More on-task behavior
- ★ Social and emotional learning increases
- ★ Learn more about your students
- ★ Teaching is more fun!

Anderson, Mike (2016) Learning to Choose, Choosing to Learn. ASCD





Backwards Planning



1. Determine Learning Outcomes

- ★ Essential Question
- ★ Enduring Understanding
- ★ Specific skills
- ★ Content knowledge

2. Identify acceptable evidence

- ★ Formal Assessments
- ★ Classwork
- ★ Projects
- ★ Observation/conferencing

3. Plan Learning Activities

- ★ Lecture
- ★ Research
- ★ Experiments
- ★ Exploration/Inquiry
- ★ Games
- ★ Homework

“

Step 1: Identify Learning Objectives

- ★ Essential Question
- ★ Enduring Understanding
- ★ Specific skills
- ★ Content knowledge

Essential Questions



- ★ How is your school day or schedule different from Spanish speaking countries?
- ★ What are your favorite subjects in school and why?
- ★ How are foods and meals different in Hispanic countries?
- ★ How do leisure activities in Hispanic countries compare to those in the United States?
- ★ How is education shaped by where we live?
- ★ How does where we live shape how we live?
- ★ How does where we live shape how we stay healthy?



Choice in Content Knowledge



- ★ Favorite sports or activities
- ★ Foods or special diets
- ★ What I like and don't like about school
- ★ Pick a country to be a specialist in

“

Step 2: Identify Acceptable Evidence

- ★ Formal Assessments
- ★ Classwork
- ★ Projects
- ★ Observation/conferencing

Formal Assessment Strategies



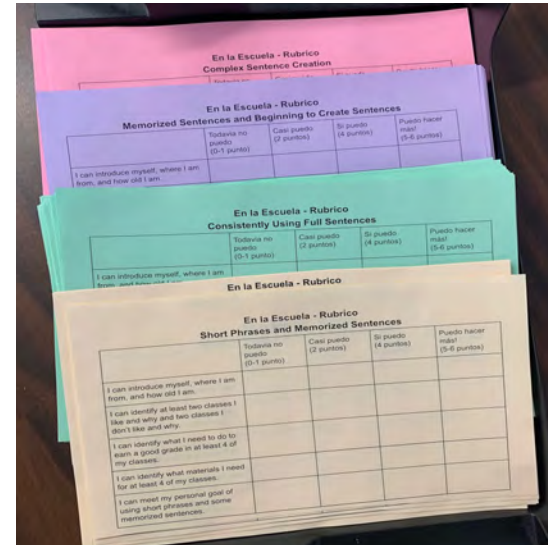
- ★ Answer banks, flexibility with spelling
- ★ Consider allowing retakes for mastery
- ★ Student-designed quizzes

Dibjuar	No escribir	Escribir vocabulario
Credito Extra		

Voice in Goal-Setting



Parrot		Survivor/Creator			Reporter	
<p>World Languages Classroom</p> <p>What is my proficiency level and how can I level up?</p>						
<p>Novice Low</p> <ul style="list-style-type: none"> Speak in lists & memorized phrases 	<p>Novice Mid</p> <ul style="list-style-type: none"> Speak in lists & memorized phrases 25-50 words No language creation Introduce self and others 	<p>Novice High</p> <ul style="list-style-type: none"> Speak in phrases Limited to memorized chunks Ask & answer simple questions 	<p>Inter. Low</p> <ul style="list-style-type: none"> Speak in complete sentences Simple conversation about common topics 	<p>Inter. Mid</p> <ul style="list-style-type: none"> Create language with some memorized phrases Topics related to self Create & respond to information questions 	<p>Inter. High</p> <ul style="list-style-type: none"> Use language to do multi-step task Handle a complication Present opinion with reasons and support Speak in present, past & future with errors 	<p>Advanced Low</p> <ul style="list-style-type: none"> Formal & informal conversation Narrate & describe in paragraphs Circumlocute occasionally Some speech hesitant and irregular Narrate in present, past & future with infrequent errors
<ul style="list-style-type: none"> Combine words and phrases into sentences Practice asking questions Continue learning new words and phrases 		<ul style="list-style-type: none"> Speak in more complete sentences Maintain conversation by asking questions Learn more words and add them to sentences Practice circumlocution Talk about events in present, future & past 			<ul style="list-style-type: none"> Work on supporting opinions Try to hesitate less when speaking Add details to explain and clarify meaning Practice speaking about more abstract topics Use circumlocution to communicate words that are not known 	
<p>Advanced Mid</p> <ul style="list-style-type: none"> Narrate in present, past & future with limited errors Speak well on concrete topics & familiar topics Handle unanticipated language 						
<p>Advanced High</p> <ul style="list-style-type: none"> Speak with ease in a variety of topics Hesitant with abstract topics Speak very well on concrete topics Paraphrase & circumlocute with ease 						



“

My personal goal is: The ability
to say " MOM I love
you with all my heart"
in Spanish and talk to
others on X60 in Spanish

Choice in How they Show their Learning



- ★ Give students a couple of set options determined by you
- ★ “Do it however you want, you just have to show me that you can ...”
- ★ Set clear guidelines:
 - What specific knowledge must they show?
 - What specific skills must they show?
 - In partners or alone?
 - Is your objective oral, written, and or/interpretive?
 - How are they levelling up on proficiency?



Example



Purpose: Prepare for a trip to a target language country

1. Choose a country based on interest
2. Graph weather and identify the best time to go.
3. Identify clothing and personal items to pack
4. Complete a project that must include:
 - a. Specific number of items of clothing and personal items
 - b. Imagery to show understanding
 - c. Oral component



Home Project

Requirements:

- Talk for a minute about something related to homes
- Focus on an individual “Habit of Mind”
- Focus on an individualized proficiency goal

	Not yet	I almost can	Yes I can	I can do more
I can speak for a minute about homes.				
I can show ___ by _____ (Habit of Mind)				
I can _____ (proficiency goal)				



In my bedroom in the right is the bed and the calendar. In the left is my closet and dresser. In under the bed is my rug. In the left my bed is the light table, the computer, and the water. My bed to be red a blanket and a blanket white. My bed to be the blue, black and white pillow. On my shelves I have a lot of books and books big. In my bedroom to be big window and curtains blue and white. My bedroom is small and I like my bedroom.

Servicio De Limpieza De La Casa

Dormitorio:
Nosotros limpiamos el dormitorio en tu casa. Para empezar nosotros usamos el trazo, esponja, y jabón a limpiamos la cómoda, cama, mesa de luz, y ventanas. Segundo nosotros usamos la pala, escoba, y aspiradora a barrer y pasamos la aspiradora el piso. Además nosotros hacemos la cama, lavamos la sábanas y cobijas, y doblamos la ropa. También nosotros ponemos el ropas en la cómoda y closet.

Bano:
Nosotros limpiamos el bano en tu casa. Primero nosotros usamos el trazo, esponja, y jabón a limpiamos el inodoro, lavabo, ducha, y bañera. Segundo nosotros usamos la escoba y pala a barrer el piso. También nosotros sacamos la basura.

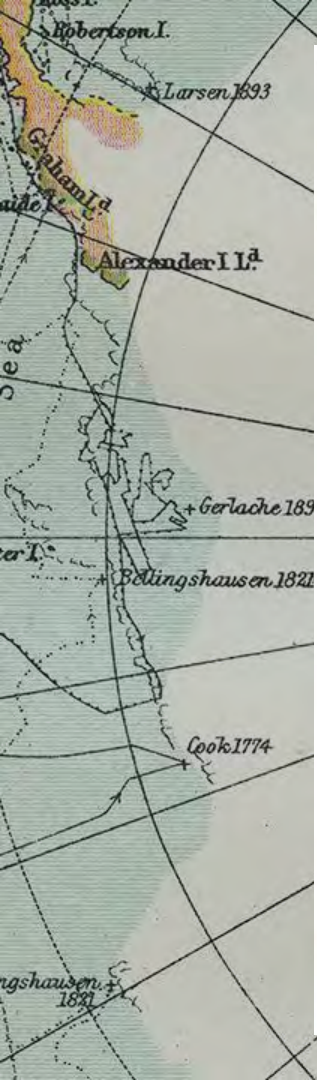
Cocina:
Nosotros limpiamos cocina en tu casa. Primero nosotros usamos el trazo, esponja, y jabón a limpiamos el horno, estufa, mesada, fregadero, lavavajillas, y heladera. Segundo nosotros usamos aspiradora a pasamos la aspiradora el piso. Adicionalmente nosotros sacamos la basura y reciclaje.



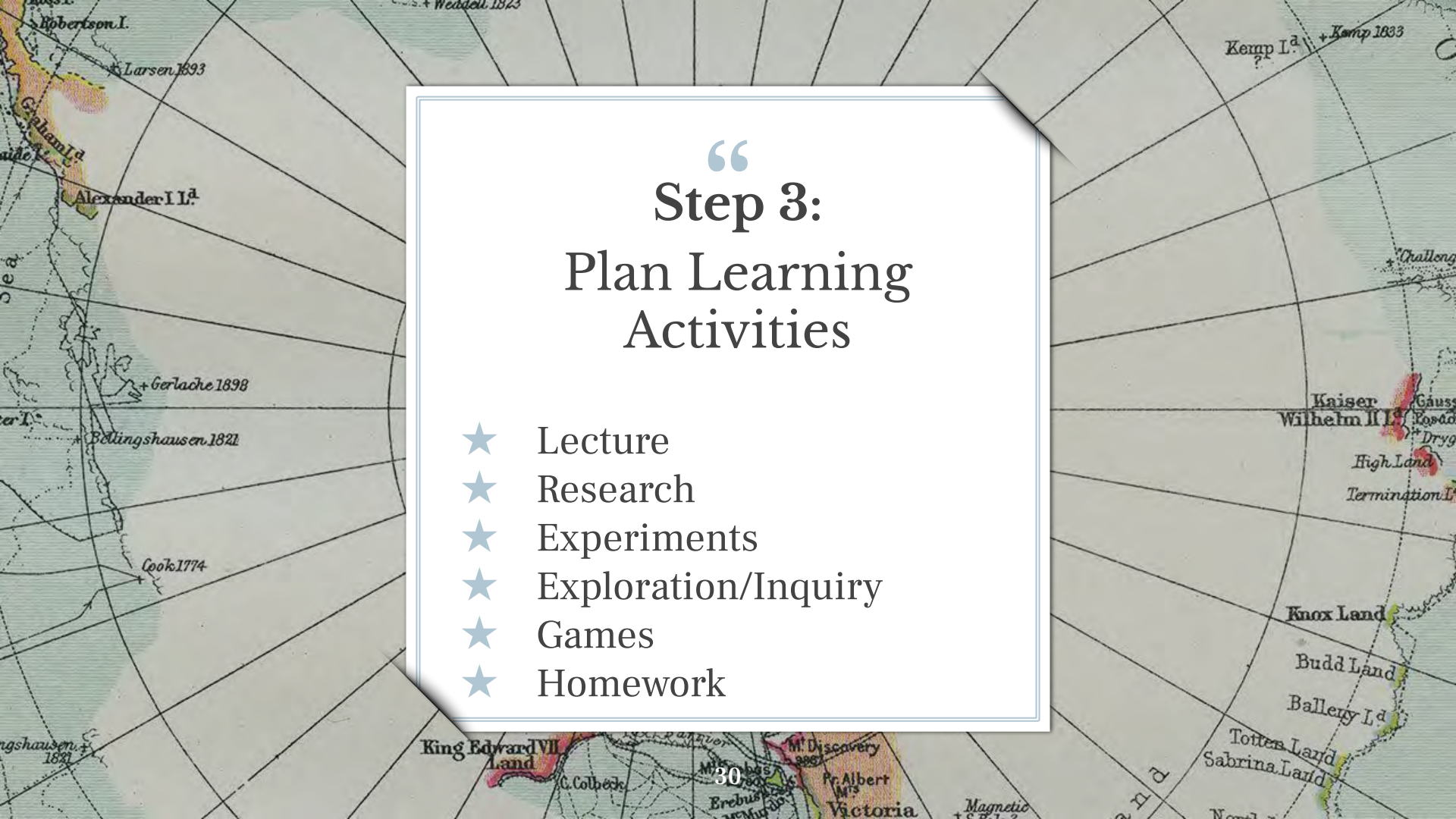
Cuarto de lavado:
Nosotros limpiamos el cuarto de lavado en tu casa. Primero usamos el trazo, esponja, y jabón a limpiamos la secadora y lavavajis. Segundo nosotros usamos detergente a lavamos la cobijas, sábanas, y ropas. Adicionalmente nosotros usamos la plancha a plancha la ropas.

Sala:
Nosotros limpiamos el sala en tu casa. Primero nosotros usamos el trazo, esponja, y jabón a limpiamos la sofá, sillón, mesa de luz, lámpara, alfombra, almohadas, ventanas, y las cortinas. Segundo nosotros usamos la pala y escoba a barrer el piso. También nosotros usamos la aspiradora a pasamos la aspiradora la alfombra.

Comedor:
Nosotros limpiamos el comedor en tu casa. Para empezar nosotros usamos el trazo, esponja, y jabón a limpiamos la mesa, sillas, y ventana. Además nosotros usamos la escoba, pala, y aspiradora a barrer y pasamos la aspiradora. También nosotros ponemos la mesa, y levantamos la mesa.





A historical map of Antarctica with a white text box overlaid in the center. The map shows various islands and landmasses with names and dates of discovery. The text box contains the title 'Step 3: Plan Learning Activities' and a list of seven activity types, each preceded by a blue star icon.

“ Step 3: Plan Learning Activities

- ★ Lecture
- ★ Research
- ★ Experiments
- ★ Exploration/Inquiry
- ★ Games
- ★ Homework



Choice in How They Learn



- ★ Choice boards for classwork or homework
- ★ Stations
- ★ Jigsaw activities
- ★ Seating options

Maintaining a Positive Environment



- ★ Predictability, structure, and routines
- ★ Offer choices
- ★ Speak calmly
- ★ Avoid power struggles
- ★ “Don’t punish the protest”

My Top Engaging Classroom Activities



Vocabulary Review:

- ★ Kahoot, Quizlet Live, Gimkit

Circumlocution:

- ★ HeadBandz
- ★ Alternative Bingo

Interpersonal Speaking:

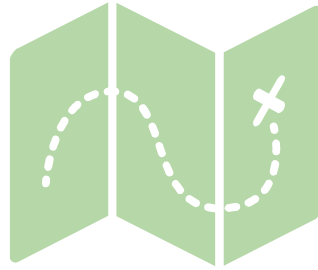
- ★ Quiz-Quiz-Trade
- ★ Partnered Crossword Puzzles
- ★ Whisper Challenge
- ★ Mystery People
- ★ Running Dictation

My Key Planning Principles



Plan instruction that

- ★ Meets content standards and 21st Century Skills
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THANKS!

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