We All Can Do It: Differentiation through Backwards Design

CERCLL Webinar
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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**

**Accommodation:** 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

Trauma

Behavior Interventions

Motivation

Mixed Proficiency Levels

Social Emotional Learning

IEP/504
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
Voice in Goal-Setting

What is my proficiency level and how can I level up?

- **Novice Low**
  - Speak in lists & memorized phrases
  - Incomplete sentences
  - Limited vocabulary
  - Incorrect grammar
- **Novice High**
  - Combine words and phrases into sentences
  - Practice asking questions
  - Continue learning new words and phrases
- **Inter. Low**
  - Speak in phrases
  - Limited to memorized phrases
  - 25-50 words
  - No language errors
  - Ask & answer simple questions
- **Inter. Mid**
  - Speaks in complete sentences
  - Simple conversations about common topics
  - Correct grammar
  - Ask & answer complex questions
- **Inter. High**
  - Course language with some memorized phrases
  - Topics related to self
  - Course & respond to information questions
- **Advanced Low**
  - Full speech without pauses
  - Maintain conversation without errors
  - Practice making and answering questions
- **Advanced Mid**
  - Course language to do multi-skilled tasks
  - Handle a conversation
  - Present opinions with reasons and support
  - Course & respond to information questions
- **Advanced High**
  - Speak on common topics & familiar topics
  - Speak well on common topics & familiar topics
  - Handle memorized language.

- 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.
"My personal goal is: The ability
to say "Mom I love
you with all my heart"
in Spanish and talk to
others on Xbox 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

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<th></th>
<th>Not yet</th>
<th>I almost can</th>
<th>Yes I can</th>
<th>I can do more</th>
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<tbody>
<tr>
<td>I can speak for a minute about homes.</td>
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<td>I can show ____ by _____ (Habit of Mind)</td>
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<tr>
<td>I can ____ (proficiency goal)</td>
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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 trapo, esponja, y jabón a limpiamos la cama, mesita de noche, ventanas. Seguidamente usamos la pala, escoba, y aspiradora a barrer y pasamos la aspiradora el piso. Además usamos la esponja para limpiar las sábanas y cobijas, y desinfectamos la ropa. También nosotros ponemos los ropa en la cimienta y lavamos.

Bano:
Nosotros limpiamos el baño en tu casa. Primero nosotros usamos el trapo, esponja, y jabón a limpiamos el dodero, lavabo, ducha, y bañera. Seguidamente usamos la esponja y pala a barrer el piso. También nosotros sacamos la basura.

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

Cuarto de levar:
Nosotros limpiamos el cuarto de levar en tu casa. Primero nosotros usamos el trapo, esponja, y jabón a limpiamos la cama, mesita de noche, ventanias, alfeñique, alfombras, y las cortinas. Seguidamente nosotros usamos la pala y escoba a barrer el piso. También nosotros ponemos la ropa en el armario.

 Sala:
 Nosotros limpiamos la sala en tu casa. Primero nosotros usamos el trapo, esponja, y jabón a limpiamos la silla, sofá, mesa de luz, pantallas, alfombra, almacenaje, ventanas, y las cortinas. Seguidamente nosotros usamos la pala y escoba a barrer el piso. También nosotros ponemos la ropa en la sala.

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

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