Challenging Students Who Already Know "It"
10:45 – 11:45

Item 1 • For those beyond "proficient"

Item 2 • Pre-assessments

Item 3 • Accelerate or Enrich?

Item 4 • Genius Hour

Item 5 • Other options

Premise of this presentation:

- Engagement *precedes* achievement

Understanding by Design

Stage 1- Desired Results

Standard(s):

Understandings   Essential questions

Knowledge   Skills

Should NOT be differentiated

May be differentiated

Stage 2- Assessment Evidence

Performance-based Task   + Rubric

Other Evidence (quiz, write up, report, etc.)

Self assessment/self monitoring

May be differentiated

Stage 3- Learning Plan

Daily lesson plans

Should be differentiated if assessment data tells you there is a need

VITAL QUESTIONS:

Are our **already proficient** students learning something new and meaningful every day?

How are we fostering continuous progress for **proficient students?**

How are we removing barriers that impede continuous progress **for proficient students?**

How are we allocating/accessing all available resources to support continuous progress for **already proficient students?**

What is **my role** in assuring that the needs of **high potential learners** are considered in RTI development and implementation?

A Range OF STUDENTS

What percent of students are in each group?

- **at or above grade level**

- **somewhat below grade level**

- **significantly below grade level**

• **What percent of students within each group are making adequate progress? What percent of students are fulfilling their potential?**

Is every student experiencing growth?
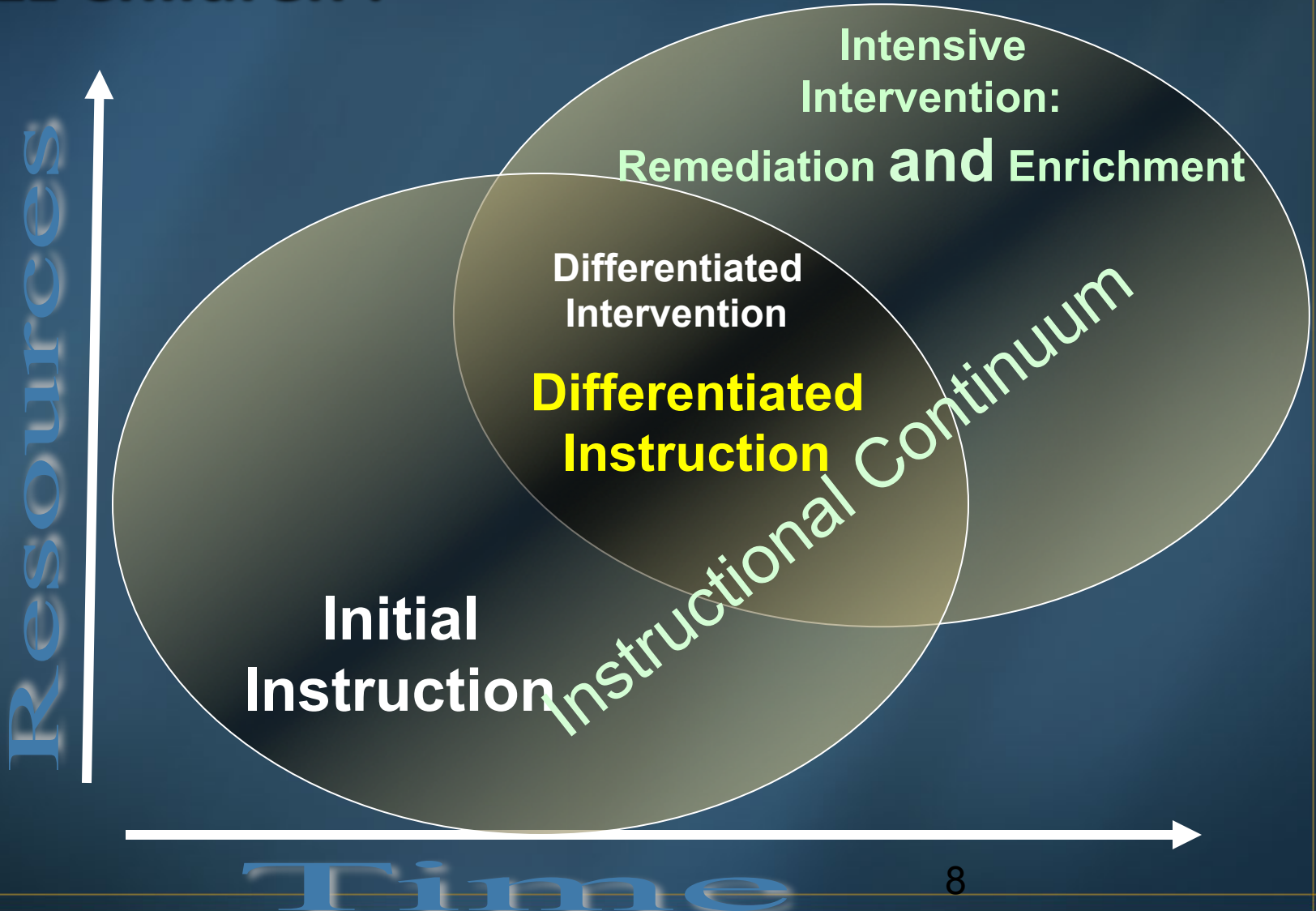
Expanding the definition of a "poor learning outcome"

Not meeting standard

And not learning to capacity

Providing Learning Opportunities for ALL Children :

Why is Differentiation Important?

Little variation in teaching, results in great variation in student learning
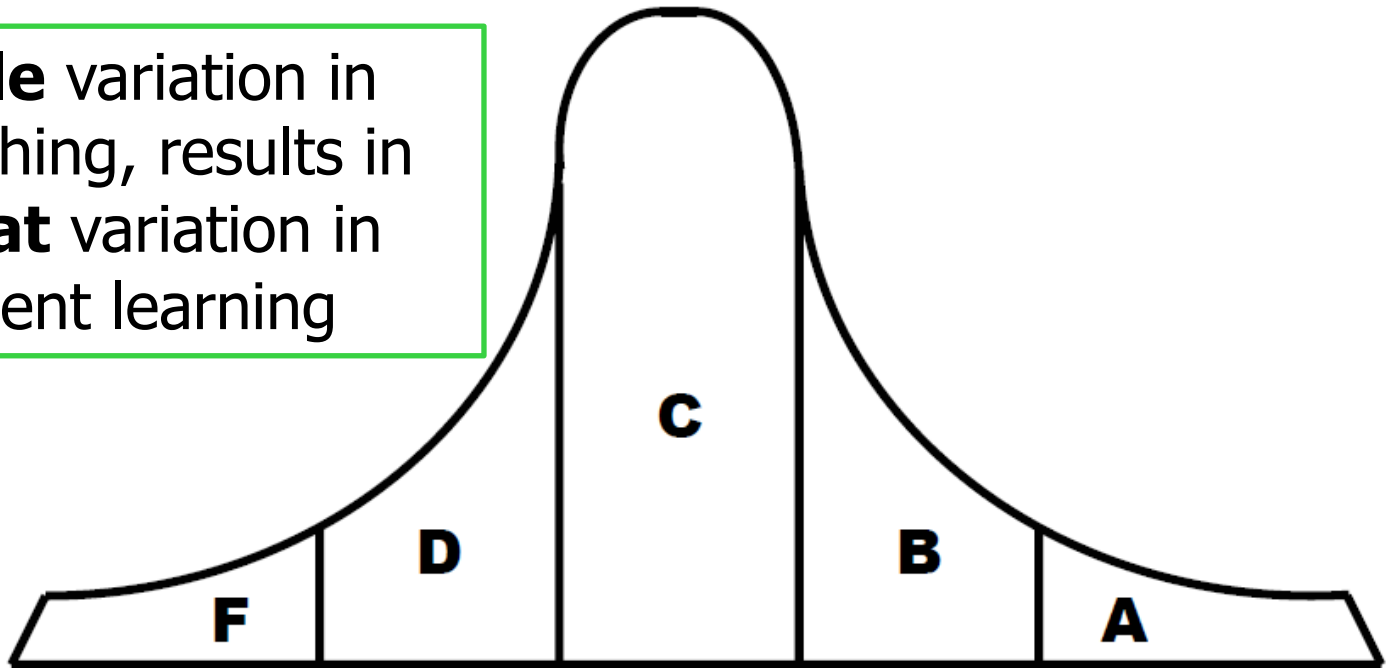
C

D

F

B

A

Figure 1. Distribution of Achievement in Traditional Classrooms

Guskey, T. (2005, April). Formative classroom assessment and Benjamin S. Bloom: Theory, research, and implications. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada

Reducing the Achievement Gaps

Greater variation in teaching, results in **less** variation in student learning
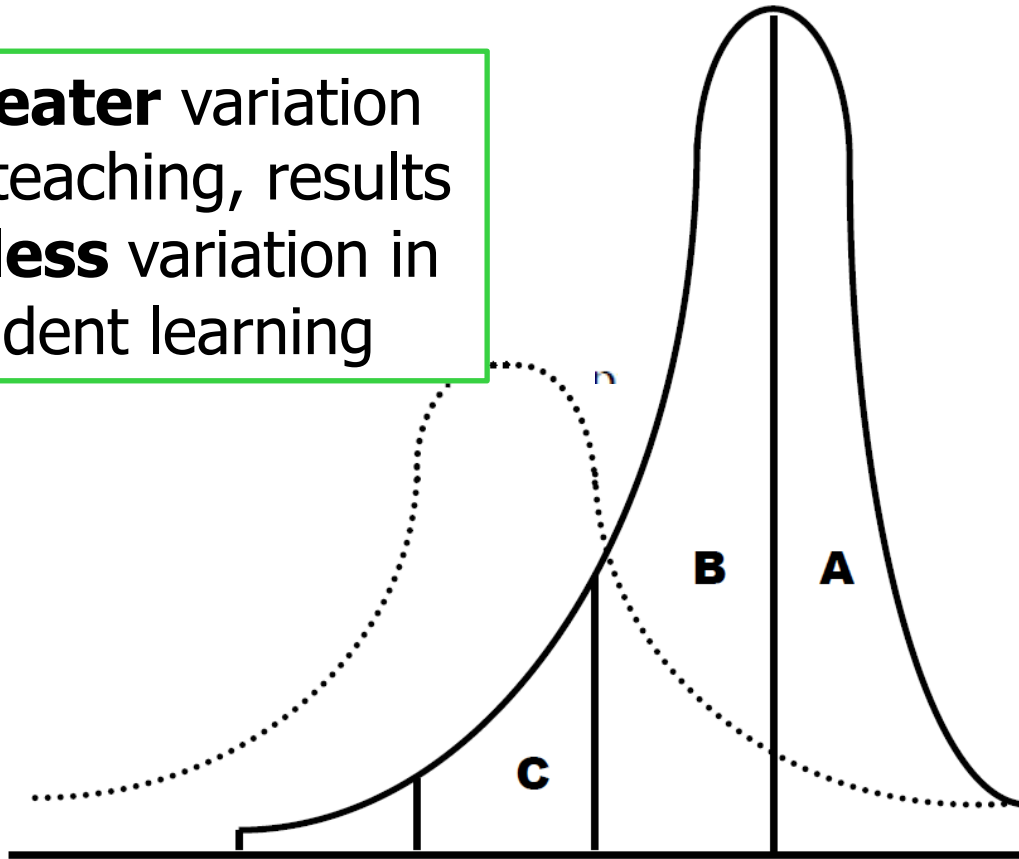
B A

C

Figure 3. Distribution of Achievement in Mastery Learning Classrooms

Guskey, T. (2005, April). Formative classroom assessment and Benjamin S. Bloom: Theory, research, and implications. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada

Two basic choices for readiness differentiation

- Via:

  - Pre-assessment

  - Flexible grouping

  - Exit points

  - Anchoring activities
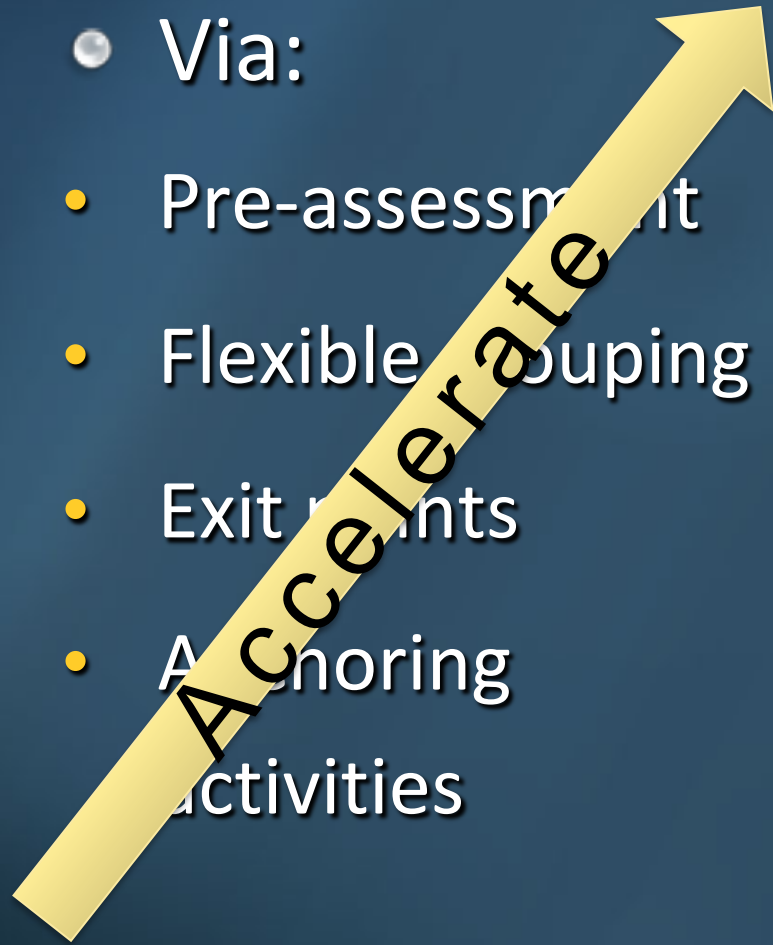
- Via:

  - Offering choice

  - Scaffolding

  - Bloom

  - **U**nderstanding by **D**esign

Accelerate

"Enrich"

The Equalizer

1. **Foundational** — **Transformational**

Information, Ideas, Materials, Applications

2. **Concrete** — **Abstract**

Representations, Ideas, Applications, Materials

The stronger the student, the more the challenge

3. **Simple**

Resources, Research, Issues, Problems, Skills, Goals

4. **Single Facet** — **Multiple Facets**

Directions, Problems, Application, Solutions, Approaches, Disciplinary Connections

5. **Small Leap** — **Great Leap**

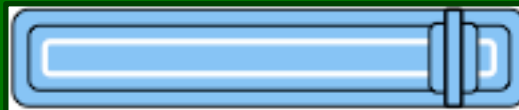Application, Insight, Transfer

6. **More Structured** — **More Open**

Solutions, Decisions, Approaches

7. **Less Independence** — **Greater Independence**

Planning, Designing, Monitoring

8. **Slow** — **Quick**

Pace of Study, Pace of Thought

12

An example:

Who decides the question?

Who decides the procedure?

Who decides what to observe and data to collect?

Who decides the response?

Who decides the format for communicating the results?

Level	Problem	Method	Answer
1	Given	Given	Given
2	Given	Given	Open
3	Given	Open	Open
4	Open	Open	Open

http://www.exploratorium.edu/IFI/resources/workshop/lab_activities.html

Differentiation Reminder: Post this!

Dear Students,

There will be times when…

We all do the same thing.

Some do different things.

We all work together.

You work alone.

You choose for yourself.

I choose for you.

Foundation: Personalizing Rigor

Rigor is the goal of helping students develop the capacity to understand content that is **complex, ambiguous, provocative, and personally or emotionally challenging.**
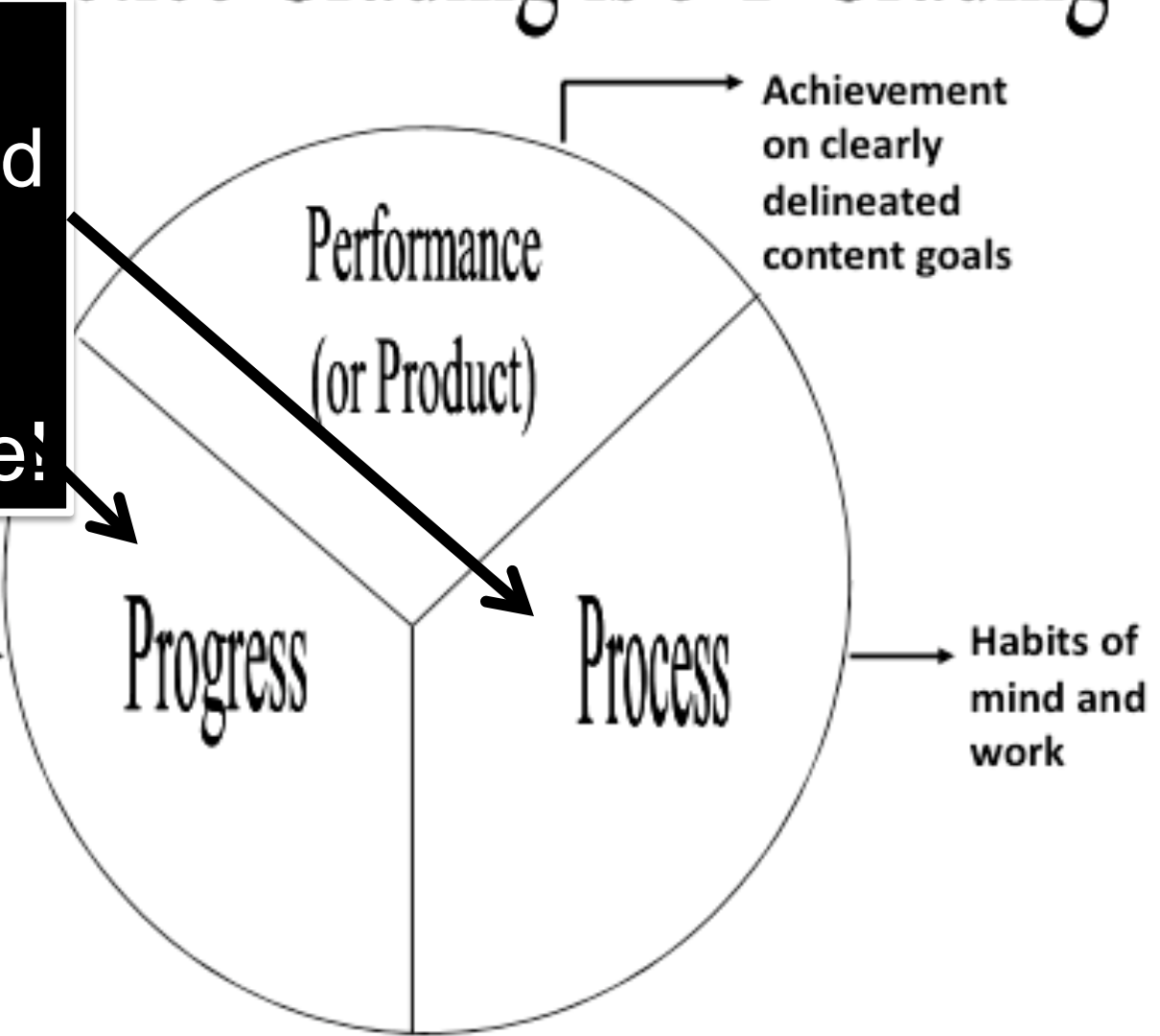
Choice enables this!

Source: Teaching What Matters Most; Standards and Strategies for Raising Student Achievement, by Strong, Silver and Perini, ASCD, 2001.

AVID®
Decades *of College Dreams*

Best Practice Grading is 3-P Grading

7/25/19

Focus on progress and process equal to performance!

Performance (or Product)

→ Achievement on clearly delineated content goals

Growth in achievement on clearly delineated content goals →

Progress

Process

→ Habits of mind and work

Add independence to grading

An "A1" would be the highest score

Use a rubric for independence

1. Did with no teacher assistance
2. Required only 1-2 quick reminders
3. Required some direction, hints, and reminders
4. Required significant teacher assistance: scaffolded prompting, directions, reminders
5. Even with considerable teacher assistance, could not complete task

59

Essential Questions as Pre-Assessments

Open-ended, thought - provoking, conceptual in nature

Require higher-order thinking

Essential questions

Lead the way to enduring, transferable ideas

Provoke deep thought and engender discussion and debate

Serve as a provocative hook for upcoming instruction

Used to determine understanding as well as misconceptions

Pre-assessments

Reveal students who can make connections and synthesize concepts

Set the table for high-end differentiation

Using essential questions as pre-assessments:

◆serve as a provocative anticipatory set

◆ satisfy the traditional purpose of determining students' prior knowledge

◆ serve the additional purpose of surfacing (gifted) students capable of making intuitive leaps and complex connections

Traditional examples

Pre-assessments strategies

- ☐ KWL charts

- ☐ Journal prompts

- ☐ Lists and surveys

- ☐ Concept maps

Pre-assessment questions

- ☐ What do I know about westward expansion?

- ❏ Tell me all you can about westward expansion

- ❏ List as many facts as you can about westward expansion

- ❏ Westward expansion concept web

Adding an essential question

☐ Is it true that when one group prospers, another group suffers?

☐ Is "progress" in the eyes of the beholder?

☐ Can you provide an example of the downside of progress?

"American Progress"

- Is it true that when one group prospers, another group suffers?

- Is "progress" in the eyes of the beholder?

- Can you provide an example of the downside of "progress"?

What these questions require

Inference ~ Empathy ~ Multiple perspective taking ~ Visual literacy ~ interpreting symbols, metaphors and imagery

An example from a Newbery Award Unit

Number the Stars

- "You guessed correctly," Father told AnneMarie. "There is no Great-aunt Birte, and never has been. Your mama lied to you, and so did I.

- "We did so," he explained, "to help you to be brave, because we love you. Will you forgive us?"

Shiloh (Marty speaking)

"Jesus ... which do you want me to do? Be one hundred percent honest and carry that dog back to Judd so that one of your creatures can be kicked and starved all over again, or keep him here and fatten him up to glorify your creation?"

Essential questions

☐ Can you provide an example in which a lie is not only permissible, but morally required?

☐ Is honesty always the best policy? Explain your opinion.

Additional examples

Unit

☐ Sports management

☐ Government

☐ Media studies

Essential question

☐ Do sports build character, or reveal character? Explain with examples.

☐ "Compromise is cowardice." What are the implications of this quote?

☐ How do you distinguish between a celebrity, a role model and a hero?

Remember

The essentials of an essential question

Essential Questions

Designed in student-friendly language in their point of view so it is relevant to THEM.

Edgy-lending itself to debate, open ended and complex enough to house multiple perspectives and more than one answer.

Addresses the heart of the content area, therefore essential content knowledge will be needed to answer it.

Empower students to take ownership of their own learning-leads to student created questions and student taking action with this new knowledge.

Two types of management strategies:

"Sponge"

Anchor activities:

Activities that soak up down time, such as when students finish early, the class is waiting for the next activity, or the class is cleaning up or distributing papers/supplies

A main activity everyone is doing from which the teacher pulls students for mini-lessons

Other names (Designed to):

Anchor activities

Bell work

Class starters

Daily Focus

Do now

Mind benders

Morning minutes

Parachute opener

Sponge activities

Warm ups

Universal anchoring activities

Keep *him* occupied

Defensible Anchor Activities

✓ **Are curriculum-based.**

✓ **Have instructional clarity.**

✓ **Are differentiated to meet the needs of each student.**

✓ **Are engaging.**

My preferences

Universal anchoring activities are
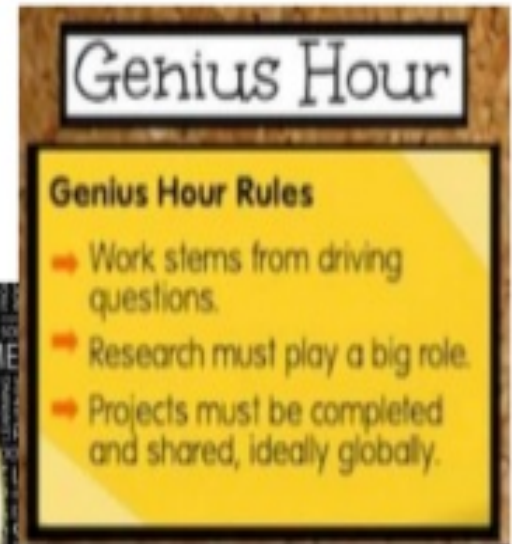
✧ Pre-arranged

✧ Routines are taught

✧ Choice is offered

✧ Involve critical and creative problem solving

✧ Focus on research

✧ Include visual literacy

✧ Are fun and novel – points need not be awarded

✧ Are available to all who master a standard

The Ultimate Anchor Activity!

Components of Genius Hour

Three Components

▶ 1. Driving Question

▶ 2. Research

▶ 3. Share the Project with the World

Genius Hour

Genius Hour Rules

➡ Work stems from driving questions.

➡ Research must play a big role.

➡ Projects must be completed and shared, ideally globally.

"**Genius hour** is a movement that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school."

http://www.geniushour.com/what-is-genius-hour/

WHAT is GENIUS HOUR?

The Daily 5: The perfect anchoring activity!

Read to Self

Read to Someone

Listen to Reading

Work on Writing

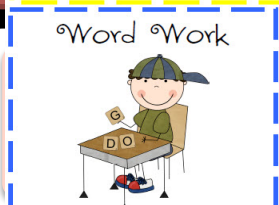Working with Words

The Daily 5: + Visual Literacy

Read to Self

Read to Someone

Listen to Reading

Work on Writing

Working with Words

With images like this:

Learning Intention:

- I can examine a picture and infer what is happening
- I can provide 'because' reasoning (evidence) for my inference

These can be spoken for pre-writers!

because
She's holding
a mike

Inference

evidence

because there
stepping on

flowers

I think theres a news reporter

Jeffery and sunny

because for
information

clipboards
for
scientists

People are surprised

idea because
from their
faces.

It's spring
idea because
the garden and green bushes also flowers.

I
graden
being
step on

Norman Rockwell

Inferencing: Visual Thinking Strategies

Questions:
- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

Expectations:
- Look carefully at works of art
- Talk about what you observe
- Back up your ideas with evidence
- Listen to and consider the views of others
- Discuss multiple possible interpretations
- http://doubletakeart.com/images/00474-11048_large.gif

Add a caption

Other examples

Flash Fiction

In 55 words or less, tell the story that led to this picture.

Flash Fiction

In 55 words or less, tell the story that led to this picture.

Sponges for writing

Write a story that ends with the following sentence:

Debra brushed the sand from her blouse, took a last, wistful look at the now putrefying horse, and stepped into the hot-air balloon.

Caption contests

The Bulwer-Lytton "It was a dark and stormy night . . .") Fiction Contest Deliberately bad writing is harder than you might think!

Paul Revere had just discovered that someone in Boston was a spy for the British, and when he saw the young woman believed to be the spy's girlfriend in an Italian restaurant he said to the waiter, 'Hold the spumoni-I'm going to follow that chick an' catcha Tory.'" (1995 winner)

Children's Lit. Winner

Danny, the little Grizzly cub, frolicked in the tall grass on this sunny Spring morning, his mother keeping a watchful eye as she chewed on a piece of a hiker they had encountered the day before.

Visual Thinking Strategies

For use as:
- ◆ Sponge activities
- ◆ Critical thinking and writing prompts
- ◆ Creative opportunities
- ◆ Support for ELL and SPED students

Political cartoon

What's going on in this picture?

What do you see that makes you say that?

What more can we find?

Political cartoon using APPARTS

A=Author: Who created the source? What do you know about the author? What is the author's point of view?

P=Place and time: Where and when was the source produced? How might this have affected the content of the source?

P=Prior knowledge: Beyond information about the author and the context of its creation, what do you know that would help you further understand the source?

A=Audience: For whom was the source created? How might this affect the reliability of the source?

R=Reason why: Why was this source produced? How might this affect the reliability of the source?

T=The main idea: What point is the source trying to convey?

S=Significance: Why is this source important? Ask yourself, "So what?" in relation to the question asked.
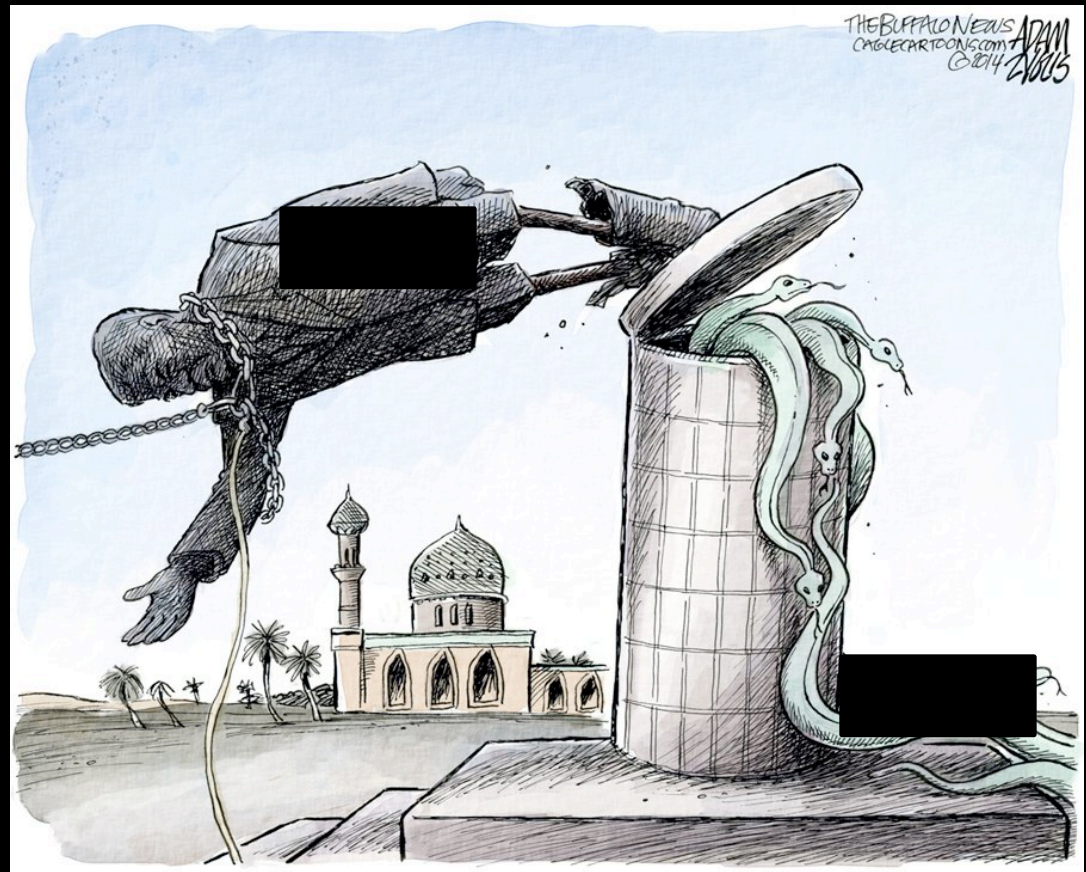
Analytical Questions	Answer and Evidence
Author: Who created the source?	
Place: Where and when was it created?	
Prior Knowledge: What do you already know about it?	
Audience: For whom was this source created?	
Reason: Why was this source produced?	
The Main Idea: What point is it conveying?	
Significance: Why is this source important?	

Activity

Author. Joseph Keppler was an immigrant from Vienna who adamantly opposed immigration restrictions

Place and time. The cartoon appeared in Puck, a British publication in 1893.

Prior knowledge. During the 1890s, immigration to the U.S. from southern and Eastern Europe increased dramatically. The Panic of 1893 worsened economic conditions in America, increasing political pressure for immigration restriction. The clothing of the characters indicates both their past poverty and their present wealth.

Audience. The audience is the British and American public, particularly the upper-middle class readers of *Puck* magazine.

Reason. The cartoon was created to generate opposition to immigration restrictions by encouraging the upper-middle class audience to remember that they too were once immigrants.

The main idea. Former immigrants, who have benefited from the American dream, are hypocritical when they deny this opportunity to new immigrants.

Significance. Waves of poor "new" immigrants created tension in American society over immigration restrictions.

Dr. Stephen Schroeder-Davis

Thank You

52

gtcadvocate@gmail.com