

Before we begin...

1. Download a QR Reader to your device if you do not already have one.
2. Take one of your stickers and place it on the target tracker.
3. Peruse the stations around the room and record your notices and wonders on the first tab of your flipbook.
4. Be sure to add your thoughts to the Padlet after you've checked out the Data Station.
5. Go follow us on Social Media (see flipbook) and tweet using the hashtag - #COESI2017



Strategy Highlights


- **Appetizer Stations**
- **Target Trackers**
- **Padlet**

Turning Challenges into Opportunities

Answering the Big Questions
About Student-Centered
Instruction for Students of
Poverty

Jennifer Jolly, M.Ed., NBCT - Fort Mill School
District

Casey Davis, M.Ed. - Lexington I School District



Turn your problems
into possibilities and
challenges into
chances.

- Mary-Frances Winters

Goals

- Student-Centered Teaching Model
 - Workshop Framework(s)
 - Differentiation
 - Data
- Strategies Galore
- Collaboration Time



1 Promote a spirit of inquiry.

Tell me more about...

Seek first to understand....

4 Probe for specifics

Ask questions to clarify understanding

Please tell me more...
I'm curious about why...
Do you mean...
Then, you think that...

NORMS OF COLLABORATION

Adapted from the 7 Norms of Collaboration @hj_dewaard

7 Norms of Collaboration by HJ Dewaard is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Based on a work at <https://bit.ly/1UJq85L>.

So...
As you wrote in...
3

2 Pause....think....

Take a moment...
I'll reread before posting...
Turn to wonder...?



Paraphrase

Listen to understand....

5 Put ideas

out there

Here is one idea...
Another possible approach is...

Another consideration might be....

One thought I have...

6 Pay attention

to self and others
feelings
reactions
word choice

7 Presume positive intentions



"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."
Robert John Meehan

Speed Dating: Differentiation

1. What does differentiation mean to YOU?
2. What does differentiation look like in your world?
3. Stars and Stairs - How are you shining and where do you need to grow?



Strategy Highlights

- **Sketchnotes**
- **Speed Dating**
- **Stars & Stairs**
- **Equity Sticks**

Launch: #wodb

32	64
81	144



Strategy Highlights

- Which One Doesn't Belong (#wodb)
- Stand Up, Hands Up

How does this apply?

Stations: Expert Groups

How do we provide student-centered instruction that meets the needs of ALL learners in our classrooms? Let's revisit the stations.

- Data
 - How can teachers EFFECTIVELY use a variety of data to inform instruction?
- Differentiating Presentation
 - How does teacher planning play a role in student-centered instruction?
- Differentiating Process
 - How could using inquiry stations provide natural differentiation?
- Differentiating Product
 - Analyze how students could use these projects/rubrics to create differentiated products.



Stations: Expert Groups

In your expert groups, share what you noticed in your time at the station based on your focus question.



- **Data**
 - How can teachers EFFECTIVELY use a variety of data to inform instruction?
- **Differentiating Presentation**
 - How does teacher planning play a role in student-centered instruction?
- **Differentiating Process**
 - How could using inquiry stations provide natural differentiation?
- **Differentiating Product**
 - Analyze how students could use these projects/rubrics to create differentiated products.

Socratic Seminar



Strategy

Strategy
plan or method
achieve a goal or s
organizational acti

Strategy Highlights

- Expert Groups/Jigsaw
- Socratic Seminar

Up Next: Fist to Five

Rate It, Date It, Share It

Socratic Seminar Look Fors...

Did the Participant...	Consistently	Occasionally	No	Notes/Comments
Respond to other participants' comments in a respectful way?				
Listen attentively without interruption?				
Use eye contact with peers?				
Exhibit preparation for the seminar?				
Reference the text to support response?				
Participate in the discussion?				
Ask clarifying and/or probing questions				

Rate It, Date It, Share It

FIST to FIVE Check ✓



I COMPLETELY UNDERSTAND



I MOSTLY UNDERSTAND



I UNDERSTAND
PRETTY WELL



I COULD USE
MORE PRACTICE



I NEED HELP



I DON'T
UNDERSTAND
AT ALL

Fist to Five

How do we keep it all together?

Twitter Data

- This data provides a “140 character snippet” of your students, but doesn’t necessarily go in the driver’s seat.
 - Interest Inventory
 - Standardized Test scores
- Read it, file it



Instagram Data

- This data gives you a “#snapshot” about your students and drives small group instruction.
 - MAP data
 - Fountas and Pinnell, Dominie, DRA, etc.



Facebook Data

- This is your student’s WHOLE data “wall full of photo albums and status updates” and drives the majority of your instruction, re-assessment, enrichment, and one-on-one.





- Daily Informal Assessments
 - Misconception: Assessment is not about a Friday spelling test or a math unit test. Assessment doesn't always result in a score for the gradebook.
 - Exit slips, teacher observation with checklists, rubrics, engagement inventories/wheels, sweeps, portfolio pieces, blog entries, project progress, station activities
- Scored Assessments
 - Yes, sometimes you do have to give a quiz or a test - but they don't always have to be paper and pencil.
 - portfolios, project products, technology pieces
- Conferencing
 - Get them talking!
 - One-on-one or small group, literature circle/book club talks, math problematic task discussions, debates, goal setting, running records (reading AND math!)
 - Record/video their conversations - you can go back and review to gain valuable information!

Our Definition of Differentiation

- Multiple data sources
- Workshop model
- Inquiry/ Project-based learning
- Assessment
- Choice
- Small group/ one-on-one



Textbook Definition of Differentiation

- Presentation/Content
- Process
- Product

Spotlight On... Small Group Instruction

Differentiating the Presentation/Content

What you see:

- Student-led conversations
- Purposeful practice
- Problematic Tasks
- Collaborative work and sharing

Small Group Instruction

- Guided Math Groups
- Guided Reading Groups
- Writing Groups
- Science and Social Studies Stations

Spotlight On... Inquiry Stations

Differentiating the Process

What you see:

- Student discovery and knowledge construction
- Investigation
- Student-centered inquiry

What's the teacher doing?

- Meeting with small groups
- Conferring with individuals
- Reassessing
- Facilitating discussions
- Engagement Inventories

Spotlight On... Project Based Learning

Differentiating the Product

What you see:

- Teamwork
- Leveled
- Problem Based
- Custom-made

Other Differentiated Products

- Portfolios
- Choice Boards/Menu Learning
- Investigations
- Work at Home

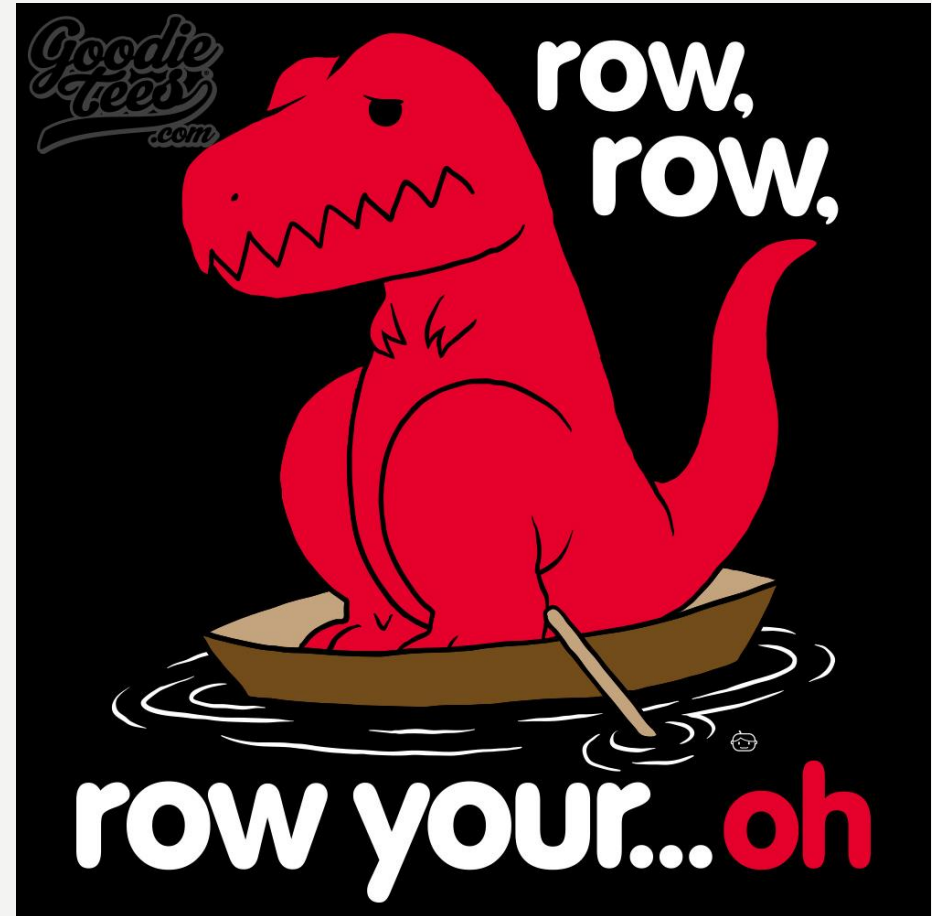
The Bottom Line

- You're going to have to analyze the data anyway. Why not use it to personalize learning for your students in a way that reaches them all and makes your life easier?
- The two big D-words of the day (*data* and *differentiation*) aren't the enemy - they are your friend.

How's your windshield? What dino are you?



Mud, Bug, Clear?

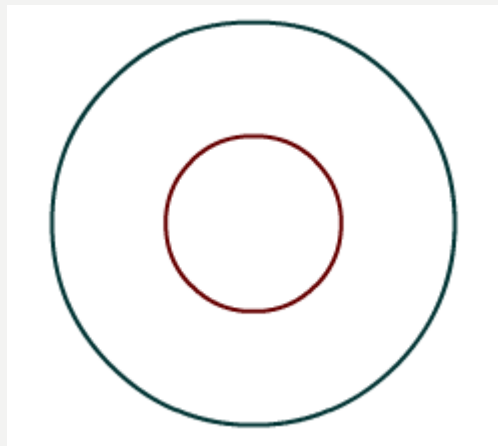


T-Rex, Raptor, Pterodactyl?

Where are you now?

Target Tracker

Place your second sticker on the target tracker now. How have you progressed? What are you thinking now?



Concentric Circles with One Word Whip Debrief

Form concentric circles. Share one word with your eye-to-eye buddy that sums up your thinking at this point. Center circle rotates and share again.

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

Robert John Meehan



QUESTIONS,
COMMENTS,
CONCERNS?

Contact us...for real!

Jennifer M. Jolly, NBCT,
M.Ed.

- Riverview Elementary School, Fort Mill Schools
- jollyj@fortmillschools.org
- www.jjollyclass.weebly.com
- Twitter: @learnlaugh_lead
- Instagram:
@learnlaughleadteaching

Casey Davis, M.Ed.

- Meadow Glen Elementary School, Lexington I
- mdavis@lexington1.net
- www.cdavisclassroom.weebly.com
- Twitter: @colorlinesteach
- Instagram:
@coloroutsidethelinesteaching



Why should we differentiate and have student-centered classrooms?