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Differentiation Through Blended Learning

Virtual or in Person

Tuesday, October 27, 2020 | 7 p.m. Central

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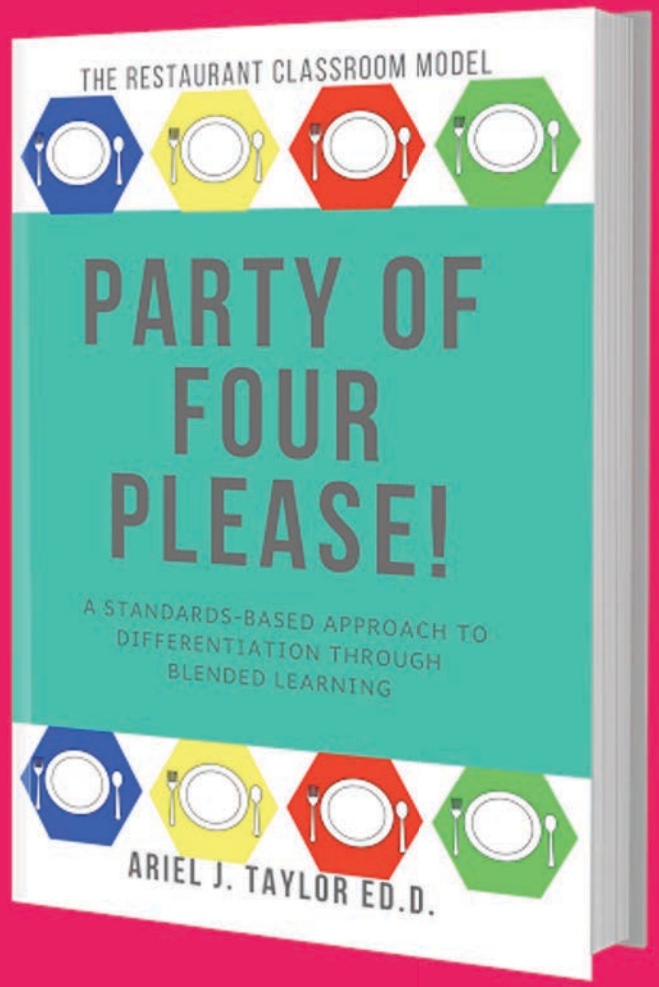


A **Standards Based** Approach to **Differentiation** through **Blended Learning**

Agenda

- Understanding Differentiation
- Restaurant Classroom-The What?
- Restaurant Classroom-The Why?
- Restaurant Classroom-The How?
- Leveraging TI-Classroom Activities in Blended Classrooms

Participants will

- Be introduced to The Restaurant Classroom model for differentiating instruction in a blended learning classroom
- Gain strategies to implement in personal teaching settings.
- Discuss how to leverage TI technology as students choose the path, place and pace of their learning
- Explore TI-Classroom Activities
- Explore Building Concepts Activities
- Discuss how to incorporate these activities in virtual lesson plans

The Understanding: Don’t Hinder Learning

To avoid hindering learning, we must stop asking our students to operate as a army militia.

They don’t have to start and stop everything together.

The don’t have to always use the same materials.

They don’t have to always use the same methods.

Differentiation...What is that?

Doing what is best for each and everyone of your students.

Making lesson design and implementation decisions that result in best learning outcomes for each student.

Moving from “One Size Fits All” to “Not Some, But All”

The Restaurant Classroom

What?

Teacher Roles

- Facilitator
- Host/Hostess
- Waiter
- Chef

Students

- Patron
- Participant

Full Course Meal

Soup:Engagement
Appetizers: Exploration
Salad: Explanation
Main: Elaboration
Dessert: Evaluation
Drinks: Assistance/Feedback

Rule #1

Set The Tone

Rule #2

Allow for Flexibility

Blessed are the FLEXIBLE, for they shall not be bent out of shape. She-She 10:10

Rule #3

Choices Make a Difference

Rule #4

Be Knowledgeable

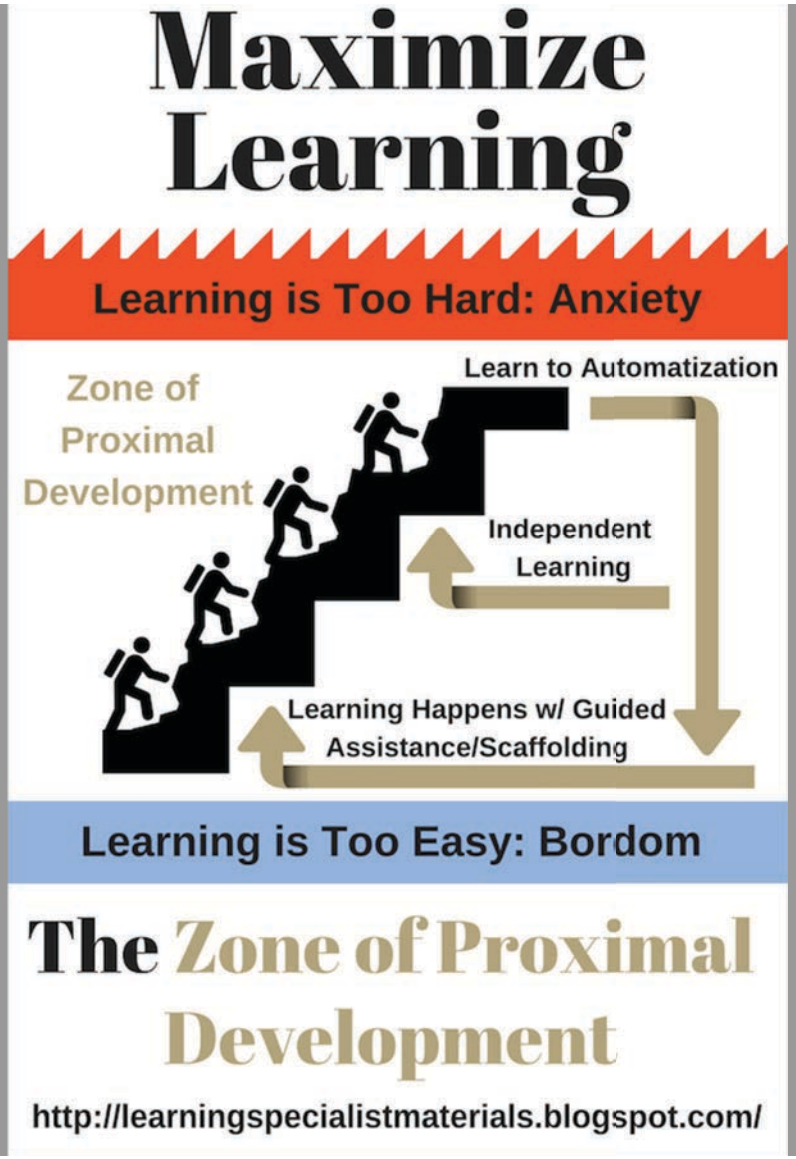
Rule #5

Be Mobile

The Restaurant Classroom

Why?

Zone of Proximal Development --Vygotsky



Carol Ann Tomlinson

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1. Content – what the student needs to learn or how the student will get **access** to the information;
2. Process – activities in which the student engages in order to **make sense of** or master the content;
3. Products – culminating projects that ask the student to rehearse, **apply**, and **extend** what he or she has learned in a unit; and
4. Learning environment – **the way the classroom works and feels.**

The Restaurant Classroom

How?

FUNCTIONS

Special: (A1.2a) The student is expected to *determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete*; and represent domain and range using inequalities;

SOUP

SNEAK PEAK
WS/Kinesthetic/Dev.
Tickets/Swimming

DOES IT EXIST?
WS/Visual/Dev.
Direct

APPETIZERS

VOCABULARY ORGANIZER
CS/Visual/Dev.

WHAT'S THE DIFFERENCE?
CS/Kinesthetic/Dev.

SALAD

POWER
Article/Visual/Dev.

RETEACH
Article/Prof.

READ/FOLDABLE
Article/Kinesthetic/Adv.

MAIN COURSE

THINK INSIDE THE BOX
WS/Visual/Dev.

TASK CARDS
TC/Kinesthetic/Prof.

GRAPH CARDS
CS/Kinesthetic/Prof.

IMAGINE POSSIBILITIES
WS/Visual/Adv.

DESSERT

THINK-WRITE-PAIR-SHARE
MC/Visual/Prof.

GRAPHIC ORGANIZER
Visual/Prof.

EVALUATE: DOMAIN & RANGE
MC/Prof.

DRINKS

DR. TEA
Limited Refills

	Blended Learning Station Rotation Lesson Plan		
Learning Target	Familiarize participants with blended learning strategies in a station rotation simulation.		
Directions	Complete each station in the rotation and note the 3-2-1 Assessment.		
	Station Rotation Model		
Direct/Teacher	**Independent/Online**		**Collaborative**
Remediate/Accelerate	**Practice/Assess/Inquiry**		**Explore/Create/Action**
Station 1	**Station 2**	**Station 3**	**Station 4**
Active Learning: Meet with Ariel 	**Active Learning:** Wakelet Toolkit https://wke.lt/w/s/pG5VFz	**Active Learning:** Differentiation w/Texas Instruments YouTube Video	**Active Learning:** Blended Learning FAQ's Google Jamboard https://rb.gy/gpt67g
Assessment Idea: 3-2-1 Reflection (3 things you learned, 2 things you'll take back with you, 1 question you have).			

A. **Decide**

Which Standards/TEKS are you teaching

A. **Gather**

Pull all the materials you have for the standard using Texas Instruments Classroom Activities as one source.

A. **Organize**

a. Determine organize each activity/worksheet by learning style, proficiency level, and lesson segment.

B. **Assign**

a. Develop the Menu/Choice Board/Station Rotation (Canva.com)

Four Questions To Drive Instruction

- What do we want students to learn?
- How will we know if they have learned?
- What will we do if they don’t learn?
- What will we do if they already know it?

Leveraging TI-Classroom Activities

Building Concepts

Developing Understanding

Classroom Activities

Proficient and Advanced Understanding

Seven Step Process

1. Unpack The Standards
2. Create Power Standards
3. Develop Proficiency Scales
4. Design Assessments
5. Design Instruction
6. Gather and Analyze Data
7. Enrich and Remediate

Unpacking the Standards

Critical Question 1 -- "What do we want students to learn?"

Standard:

Knowledge to Provide:

Nouns--What students will know.

Skills to Build:

Verbs--What students will be able to do.

Key Vocabulary:

Success!

Students wil. know

and be able to

by Dr. Ariel J Taylor

PARTY OF FOUR PLEASE!

A STANDARDS-BASED APPROACH TO DIFFERENTIATION THROUGH BLENDED LEARNING

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ABOUT THE BOOK

Party of Four Please! is a standards-based approach to differentiation through the vehicle of blended learning. The restaurant classroom model allows students to have control over the path, place and pace of their learning. Teachers who have implemented this strategy have experienced student growth, closed achievement gaps and received state distinctions!

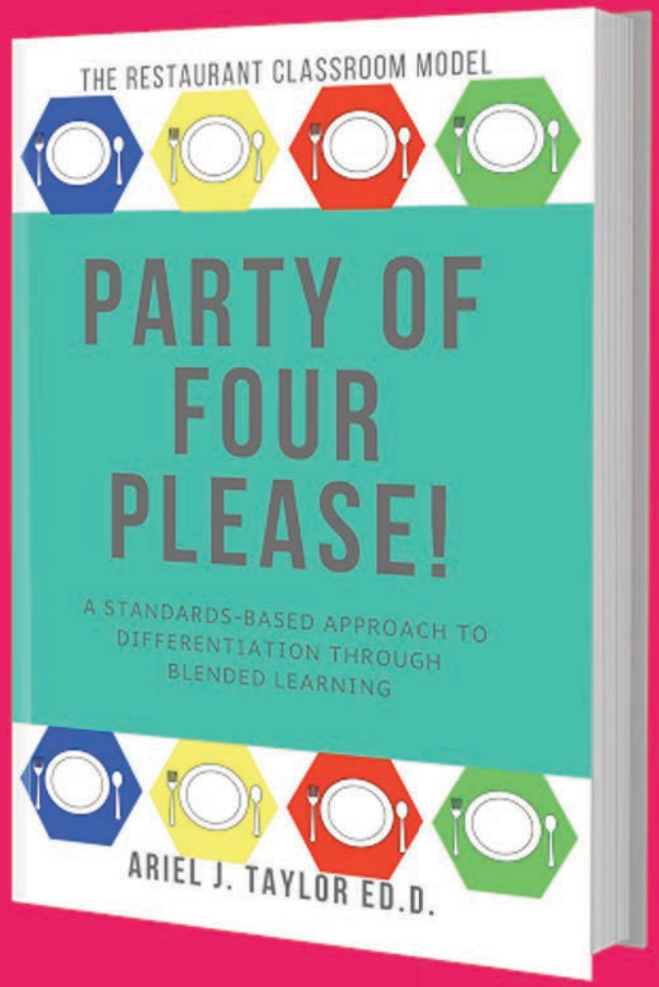
FROM THE AUTHOR

In this book I share my experiences with effective instruction. I highlight one particular model that I found extremely successful in terms of teaching all of my students everyday. The purpose of the book is to spark an interest in teacher's minds and cause them to consider if they are effectively differentiating their instruction. The book uses analogies to drive home the what, why and how to differentiation. My goal is to provide teachers with a new perspective on the process, and assist them in crafting an implementation strategy that works for them!

Reading this book will benefit teachers of all experience ranges and grade levels. If it does nothing else, but spark conversation, curiosity and consideration, it has done what it was intended to do.

ABOUT THE AUTHOR

Ariel J. Taylor, Ed.D., is the founder of Elevation Station EDU, an educational enrichment group that provides professional development for teachers and tutoring services for students. She travels the world working with teachers to increase student performance through accountability and authentic engagement. Her energetic personality leaps off the pages and keeps you engaged!



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