







Choose one activity to complete.

Activity 1:	Activity 2:	Activity 3:
Using an index card, list benefits and challenges associated with planning differentiated lessons.	Using an index card, create a visual representation of a classroom in which differentiation is NOT frequently used.	Using an index card, write a Facebook post about your student's learning needs NOT being met. [You choose the Point of View – teacher, parent]
		

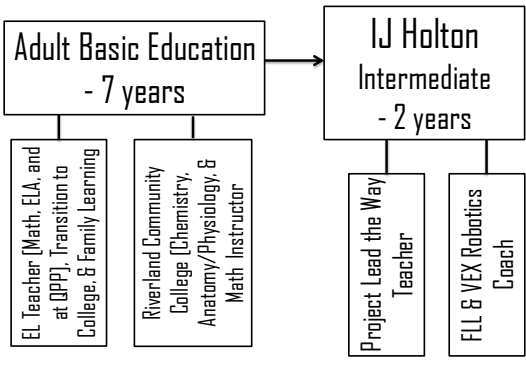
Sternberg's Triarchic Theory of Intelligence		
Analytical Intelligence	Creative Intelligence	Practical Intelligence
Using an index card, list benefits and challenges associated with planning differentiated lessons.	Using an index card, create a visual representation of a classroom in which differentiation is NOT frequently used.	Using an index card, write a Facebook post about your student's learning needs NOT being met. [You choose the Point of View – teacher, parent]
		

It isn't a debate, it isn't a discussion, it's an exchange of ideas or opinions on a particular issue

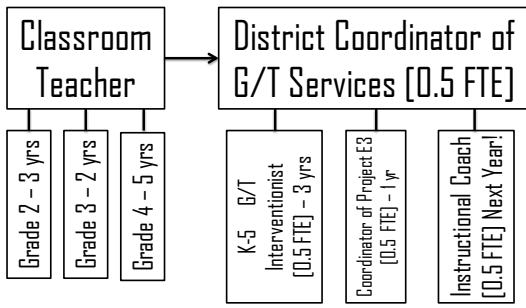
# Dialogue

[dahy-uh-lawg, -log]

Educator for 9 years



Educator for 14 years



**Kaylene Jensen**

- Competitive Tractor Puller
- Life Long Learner
- Wife
- Mother of 3
- Project Lead the Way Master Teacher
- VEX Robotics Coach
- Priority School Leadership Member

**David Wolff**

Mentor for MN Adult and Teen Challenge

Enjoy Crossfit & Running

Enjoy Baking & Cooking

Married to Melissa (RN)

Father to Elliot (6<sup>th</sup>) and Chloe (2<sup>nd</sup>)

Serve on MEGT Board of Directors

Serve on Math Masters of MN Board of Directors

Leader for Children's Ministry at Cornerstone Church

### Today's Objectives

The learner will...

- ...summarize the main idea of each step of the PILOT sequence.
- ...list strategies on how to differentiate for gifted learners.
- ... articulate a plan of how to defend how and why you to differentiate instruction for ALL learners.

**The Intimidator**

**The Stealth Zapper**

**The Helicopter**

**The Advocate**

Parent, Teacher/Colleague, or Administrator?

Do you feel like this some days?

How do each of these roles impact your teaching?

How do you defend your differentiation to each type of role?

Parent, Teacher/Colleague, or Administrator?

The Intimidator

The Stealth Zapper

The Helicopter

The Advocate

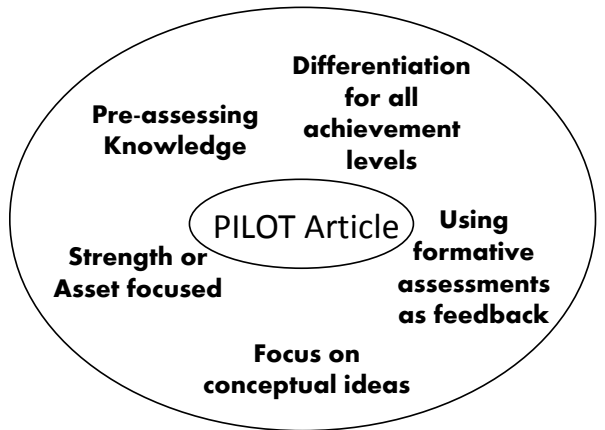


### PILOT Article

*Creating an assessment-centered classroom:  
Five essential assessment strategies to support  
middle grades student learning and achievement*

By Steven L. Turner

Found on Association for Middle Level Education  
website [www.aml.org](http://www.aml.org)



**Help Yourself...And a Student**  
**5 - Min. Prof. Development!**  
 David Wolff, [david.wolff@austin.k12.mn.us](mailto:david.wolff@austin.k12.mn.us)

**PILOT Step 3: Link differentiated classroom learning experiences to district standards and learning goals**

This step shifts from, "what am I going to teach, and what are the students going to do?" toward, "how am I going to teach this, and what are the students going to learn?"

Always give students meaningful opportunities to learn and practice what they will be tested on later by connecting lessons to the Minnesota State Standards and the Common Core.

Two common ways to differentiate:

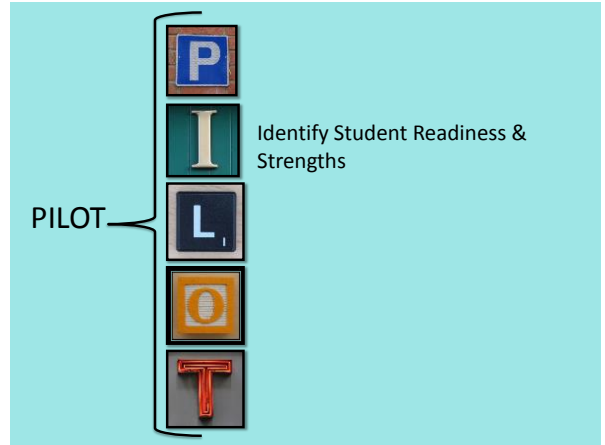
- **By Readiness:** Offers an opportunity to reinforce or reteach a lesson to one group of learners and to extend or enrich learning for other learners
- **By level of Challenge/Complexity:** Offers basic applications of content for some students as well as more complex applications to students who need greater challenges.

**Gifted 209: Data-Driven Differentiation**

As teachers, we must constantly adjust our instruction in many ways to link student learning and the assessment we use to measure their learning.

Effective assessments should not just be at the end of a unit/lesson but rather should be given throughout the learning process, thus yielding a direct, positive effect on student learning. Effective assessments inform us about student understanding throughout the learning process.

The PILOT framework provides 5 steps that guide teachers to purposefully use data to inform our instruction to best differentiate for our students.

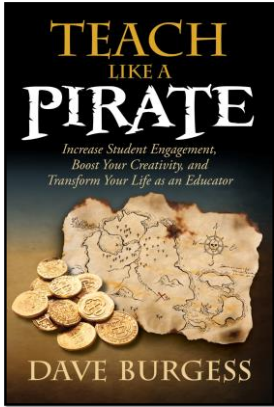


**HOW HAS IDENTIFYING STUDENT READINESS AND/OR INTERESTS IMPACTED YOUR INSTRUCTIONAL PRACTICES?**



**Some ideas**

- CogAT Scores [Verbal/Quantitative/Nonverbal]
- Torrance Test for Creativity
- NNAT2 [Nonverbal]
- Multiple Intelligences [Gardner]
- Introvert/Extrovert
- Modalities [Visual/Kinesthetic/Auditory]
- Various Interest Inventories [What are kids interested in?]
- Ability & Cooperative Learning Groups



How can I...

- Incorporate movement and action into the lesson? [Kinesthetic]
- Get my class outside of the classroom for this lesson? [Naturalist]
- Have my students draw or make something to help them understand or retain this information? [Artist]
- Use music to aid my presentation? [Musical]

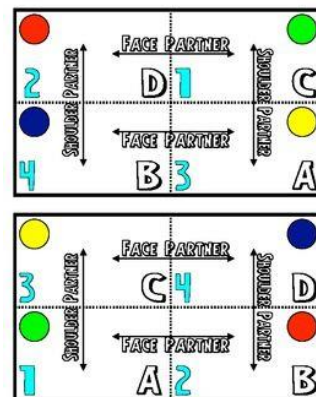
### Open Inquiry

Independent study on passion area – open inquiry

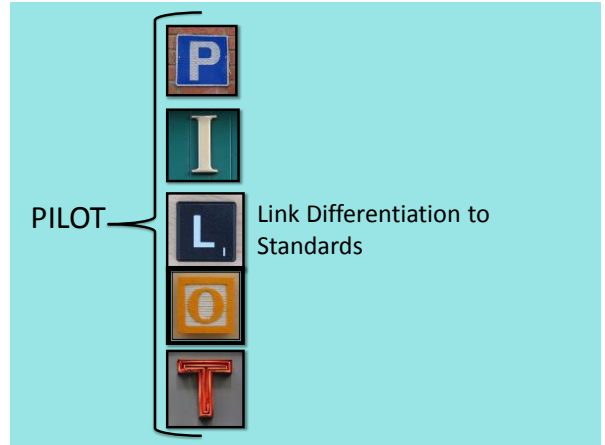
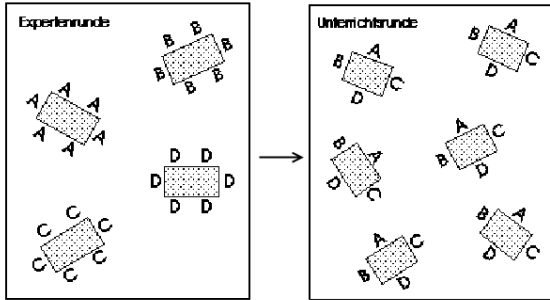
- Genius Hour
- Power Half-Hour
- Passion Projects
- Resident Experts

➤ Meaningful choice & collaboration builds autonomy

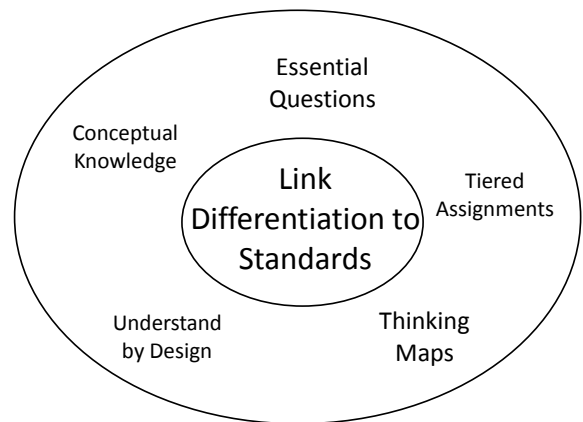
### Grouping Discussions

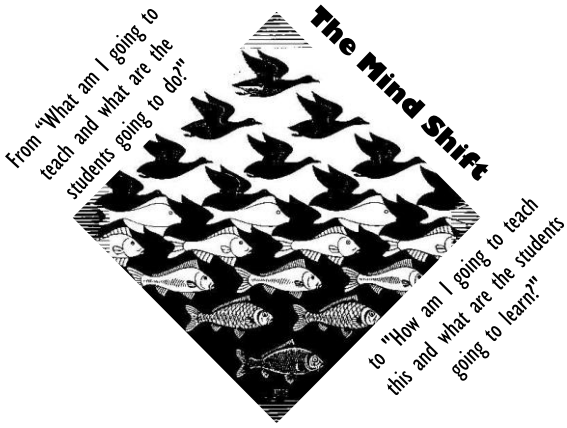


### Grouping Discussions



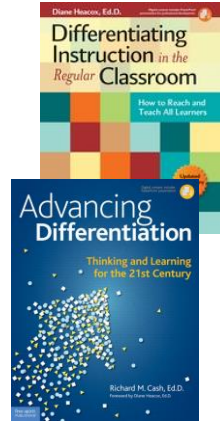
**HOW HAS LINKING THE STATE STANDARDS TO YOUR INSTRUCTIONAL MODEL IMPACTED DIFFERENTIATION?**



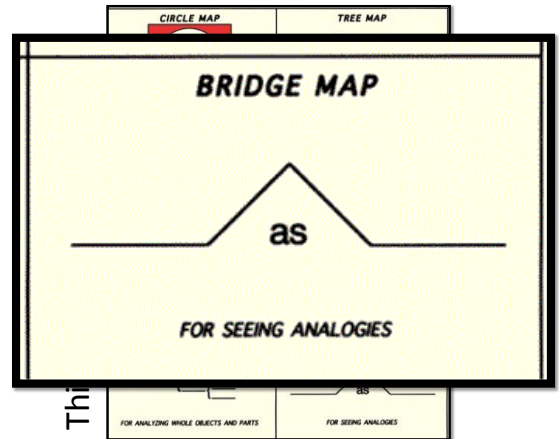
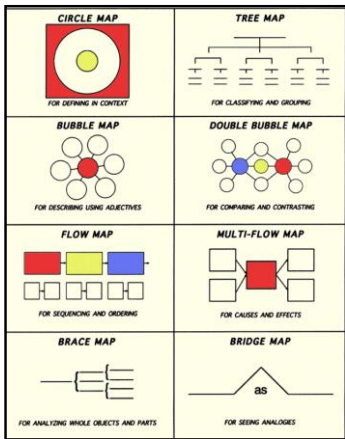


### Some Ideas

- Know YOUR Standards – Content and ELA
- Have a road map – show where you are going in the unit
- Universal by Design – backwards designing
- Emphasis on BIG Ideas
- Have Essential Questions



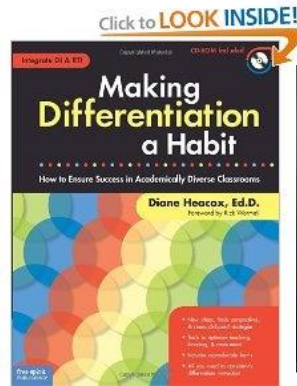
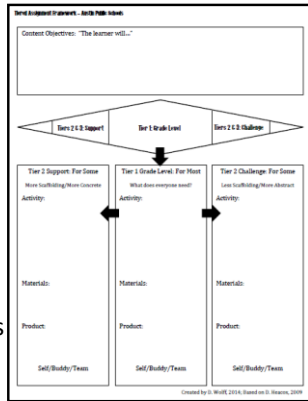
### Thinking Maps



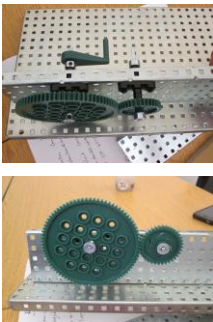


## Some Ideas

- Choice Boards
- Think-Tac-Toes
- Menus
- Dot Boards
- Exit Slips
- RAFT
- Tiered Assignments

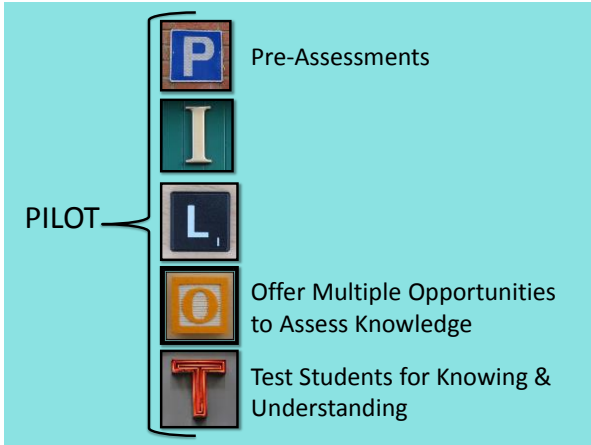


## PLTW: Simple Gear



### Learning Checklist Pull Toy

- I completed my design brief
- I chose one mechanism to use to create pull toy
- I used sketch paper to draw my design of my pull toy
- I shared my drawing with my group
- I completed the decision matrix to identify the best idea to meet the criteria
- I checked off the Design Brief, Sketches, and Decision Matrix with Mrs. Jensen
- I helped my group take apart our mechanism
- I participated in building the pull toy that was chosen
- I tested the pull toy to ensure it meet criteria
- I made modifications as necessary to improve
- I have a working pull toy
- I demonstrated my functioning pull toy to Mrs. Jensen
- I took a photo and uploaded it to the LMS Pull Toy Construction Module.



**HOW HAS USING ASSESSMENT DATA CHALLENGED MY THINKING ABOUT STUDENT LEARNING?**

**Some ideas**

- KWL
- Thinking Maps
- Graphic Organizers
- Journal Responses
- List-Group-Label
- Sorts
- Frayer's 4-square Organizer
- So Many MORE...

*Frayer Model*

DEFINITION	VISUAL/PICTURE	
Target Word:		NON-EXAMPLES
EXAMPLES/MODELS		

**L** **G** **L**

<b>List</b> snowboarding half pipe ice making gold medal winter	<b>Group</b> winter ice making snowboarding half pipe	<b>Label</b> CONDITIONS EVENT HISTORY
<b>post</b> olympics	<b>gold medal</b> past olympics	

**Some Ideas**

- Fact or Fib
- Quiz-Quiz-Trade
- Piece O' Pizza
- Journaling
- Thinking Maps
- Presentations
- Socratic Seminars
- Many MORE ...



**Quiz, quiz, trade**





How can I...

- Tap into the hobbies and outside interests of my students into this material?
- Harness the power of connecting my content to what the students already interested in?
- Use essential questions to allow students the opportunity for personal reflection and growth?
- Provide opportunities for autonomy and choice in this unit/less?
- Use current pop culture to tie into this material?

## Differentiated Assessments

**Test 0** – students are given a writing prompt with no assistance other than a sample essay on the back that uses a potential essay structure, but a more tangible example (traveling around MN).

**Test 1** – Same as Test 0, but with a word bank offering the words that we focused on this week.

**Test 2** – students are giving the same writing prompt, but instead of a blank slate, students are given structural tips like “location#1” and “reason #1.”

**Test 3** – Same as Test 2, but with a word bank.

**Test 4** – Fill-in-the-blanks using the same writing prompt.

**Test 5** – Fill-in-the-blanks, but with a word bank.

**European Motivations Test (0)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Answer the question below. For the most points, write your answers using a 5 paragraph essay format. You can use the sample essay on the back to know how to write the essay.

**Question: Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries.**

**Sample Essay**  
Identify various motivations why people go to different places in Minnesota.

People have been traveling around Minnesota for hundreds of years. They go to different places in Minnesota for a variety of different reasons like to have fun, to get medical care, or to see the beautiful nature.

One place people travel to in Minnesota is the Twin Cities. People go there because they can have a lot of fun there. They can visit the Mall of America, the Theatre district in Minneapolis, or eat at some delicious restaurants.

Another place that people go to in Minnesota is Rochester. Rochester is home to the world-famous Mayo clinic. People from all over Minnesota and the United States go to Rochester to get medical attention from different specialists and doctors.

Finally, people in Minnesota often like to go “up north.” This means that they travel to far northern cities and towns like Duluth or International Falls. These places are beautiful and filled with forests, wildlife, and many lakes. People enjoy going there to enjoy a relaxing getaway.

There are many reasons why people travel in Minnesota. While in Minnesota, people can enjoy fun, great medical treatment, and a relaxing time in nature.

**European Motivations Test (1)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Answer the question below. For the most points, write your answers using a 5 paragraph essay format. You can use the sample essay on the back to know how to write the essay.

**Question: Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries.**

Word Bank:	North America	Asia	Africa	Convert	
Slavery	Trading	Europe	Silk Road	Religion	Plantation

**Sample Essay**  
Identify various motivations why people go to different places in Minnesota.

People have been traveling around Minnesota for hundreds of years. They go to different places in Minnesota for a variety of different reasons like to have fun, to get medical care, or to see the beautiful nature.

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There are many reasons why people travel in Minnesota. While in Minnesota, people can enjoy fun, great medical treatment, and a relaxing time in nature.

**European Motivations Test (2)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Answer the question below. For the most points, write your answers using a 5 paragraph-essay format. You can use the sample essay on the back to know how to write the essay.

**Question: Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries.**

Introduction paragraph (Tell a little bit about the background of the explorers in Europe.)  
 \_\_\_\_\_  
 \_\_\_\_\_

Location #1 (introduce the location in a complete sentence)  
 \_\_\_\_\_

Reason #1 (tell why people went there using 2-3 complete sentences)  
 \_\_\_\_\_  
 \_\_\_\_\_

Location #2 (introduce the location in a complete sentence)  
 \_\_\_\_\_

Reason #2 (tell why people went there using 2-3 complete sentences)  
 \_\_\_\_\_  
 \_\_\_\_\_

Location #3 (introduce the location in a complete sentence)  
 \_\_\_\_\_

Reason #3 (tell why people went there using 2-3 complete sentences)  
 \_\_\_\_\_  
 \_\_\_\_\_

Conclusion paragraph (summarize the main points of your paper)  
 \_\_\_\_\_  
 \_\_\_\_\_

**Sample Essay**  
 Identify some motivations why people go to different places in **Minnesota**.

People have been traveling around Minnesota for hundreds of years. They go to different places in Minnesota for a variety of different reasons like to have fun, to get medical care, or to use the beautiful nature.

One place people travel to in Minnesota is the Twin Cities. People go there because they can have a lot of fun there. They can visit the State of America, the State of Minnesota, or visit some of the state's museums.

Another place that people go to in Minnesota is the Boundary Waters. This is home to the world famous Whitefish. People from all over Minnesota and the United States go to Boundary to get medical attention from different specialists and doctors.

Finally, people in Minnesota often like to go "up north." This means that they travel to far northern areas and have the beauty of International Falls. These places are beautiful and filled with trees, wildlife, and new lakes. People enjoy going there to enjoy relaxing getaways.

There are many reasons why people travel in Minnesota. While in Minnesota, people can enjoy fun, good medical treatment, and a relaxing time in nature.

**European Motivations Test (3)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Answer the question below. For the most points, write your answers using a 5 paragraph-essay format. You can use the sample essay on the back to know how to write the essay.

**Question: Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries.**

Introduction paragraph (Tell a little bit about the background of the explorers in Europe.)  
 \_\_\_\_\_  
 \_\_\_\_\_

Location #1 (introduce the location in a complete sentence)  
 \_\_\_\_\_

Reason #1 (tell why people went there using 2-3 complete sentences)  
 \_\_\_\_\_  
 \_\_\_\_\_

Location #2 (introduce the location in a complete sentence)  
 \_\_\_\_\_

Reason #2 (tell why people went there using 2-3 complete sentences)  
 \_\_\_\_\_  
 \_\_\_\_\_

Location #3 (introduce the location in a complete sentence)  
 \_\_\_\_\_

Reason #3 (tell why people went there using 2-3 complete sentences)  
 \_\_\_\_\_  
 \_\_\_\_\_

Conclusion paragraph (summarize the main points of your paper)  
 \_\_\_\_\_  
 \_\_\_\_\_

There is also a word bank on the other side!

**Sample Essay**  
 Identify some motivations why people go to different places in **Minnesota**.

People have been traveling around Minnesota for hundreds of years. They go to different places in Minnesota for a variety of different reasons like to have fun, to get medical care, or to use the beautiful nature.

One place people travel to in Minnesota is the Twin Cities. People go there because they can have a lot of fun there. They can visit the State of America, the State of Minnesota, or visit some of the state's museums.

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Finally, people in Minnesota often like to go "up north." This means that they travel to far northern areas and have the beauty of International Falls. These places are beautiful and filled with trees, wildlife, and new lakes. People enjoy going there to enjoy relaxing getaways.

There are many reasons why people travel in Minnesota. While in Minnesota, people can enjoy fun, good medical treatment, and a relaxing time in nature.

Word Bank	North America	Asia	Africa	Coment
Slavery	Trading	Europe	Silk Road	Religion
				Plantation

**European Motivations Test (4)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Fill in the blanks below.

**Question: Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries.**

In the 1500's, after Christopher Columbus discovered the new world, which was really North America, people all over \_\_\_\_\_ decided that they also wanted to go out and explore these new lands. They had lots of different reasons for wanting to do this, such as \_\_\_\_\_ and \_\_\_\_\_.

One place explorers went was Asia. The European explorers wanted to go there because \_\_\_\_\_.

When traveling from Europe to Asia, they used a route or path called \_\_\_\_\_.

Another place that European explorers went was North America. People wanted to go to North America because they \_\_\_\_\_ They wanted to \_\_\_\_\_ the natives of North America into believing in God, because they did not believe in God at the time.

Finally, European explorers also went to Africa. Sadly, they went to Africa to capture people and make them \_\_\_\_\_. They needed to do this because in North America, there were these big farms called \_\_\_\_\_ that made a lot of money, but needed a help to get the work done.

The journey of a European explorer was dangerous and sometimes voyages were not made for the best reasons. Still, maybe people made these trips in the 1500's.

**European Motivations Test (5)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Fill in the blanks below. Use the word bank. Not all of your answers will come from the word bank, but most will!

**Question: Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries.**

In the 1500's, after Christopher Columbus discovered the new world, which was really North America, people all over \_\_\_\_\_ decided that they also wanted to go out and explore these new lands. They had lots of different reasons for wanting to do this, such as \_\_\_\_\_ and \_\_\_\_\_.

One place explorers went was Asia. The European explorers wanted to go there because \_\_\_\_\_.

When traveling from Europe to Asia, they used a route or path called \_\_\_\_\_.


Another place that European explorers went was North America. People wanted to go to North America because of their \_\_\_\_\_. They wanted to \_\_\_\_\_ the natives of North America into believing in God, because they did not believe in God at the time.

Finally, European explorers also went to Africa. Sadly, they went to Africa to capture people and make them \_\_\_\_\_. They needed to do this because in North America, there were these big farms called \_\_\_\_\_ that made a lot of money, but needed a help to get the work done.


The journey of a European explorer was dangerous and sometimes voyages were not made for the best reasons. Still, maybe people made these trips in the 1500's.

<b>Word Bank</b>				
North America	Asia	Africa	Coment	
Slavery	Trading	Europe	Silk Road	Religion
				Plantation


6. (2 pts) Draw a ramp for rolling the barrel on top of the ledge. The barrel is extremely heavy so design the ramp to use the least amount of force.



6. (2 pts) Design a way to move the heavy barrel to the top of the ledge.




7. Label the three parts of a lever (lever arm, fulcrum, load) on the drawing below (3 points).  
 8. Draw an arrow to represent where the effort should be applied (1 point).

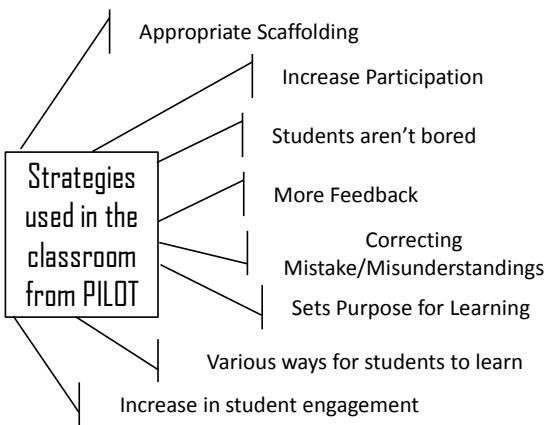


9. Will the load be easy or hard to lift? Explain\* (2 points).  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \* Your explanation should have to do with the distance between the fulcrum and the load or effort.

7. Label the three parts of a lever (lever arm, fulcrum, load) on the drawing below (3 points).  
 8. Draw an arrow to represent where the effort should be applied (1 point).



9. What advantages and disadvantages does the lever setup shown provide? (2 points).  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \* Your explanation should have to do with the distance between the fulcrum and the load or effort.



**COMMUNICATION TIPS WHEN DEFENDING YOUR DIFFERENTIATION**



The Intimidator  
Tips

- Establish equals in the conversation; "Sam..." "Ann..."
- Acknowledge the concern; address it by being specific and outline your plan step by step
- Use professional tone
- Outline your responsibilities and the Intimidator's responsibilities
- Don't back down to threats; "I'm going to the principal..."



The Stealth Zapper  
Tips

- Be direct and specific
- Hold your ground
- Be polite
- Follow the rule – if you have a problem, go directly to the person involved



The Helicopter  
Tips

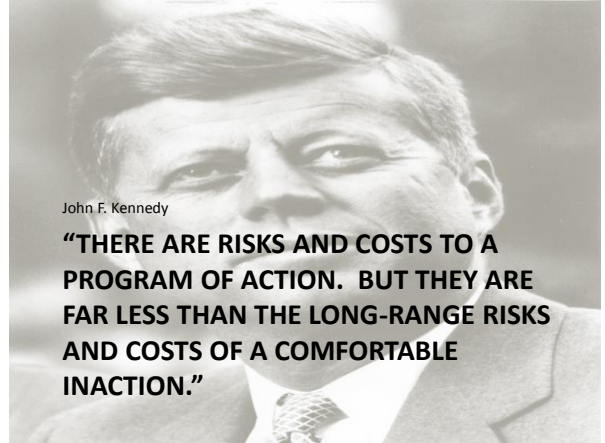
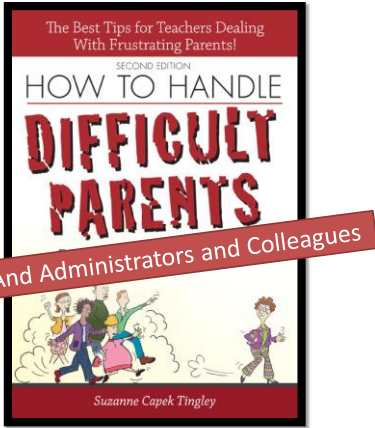
- Don't back down to concerns regarding differentiation decisions about too much challenge or not enough
- Avoid conversations that compare other students' progress or growth



The Advocate  
Tips

- Don't allow a competitive nature to form; "I'm meeting \_\_\_'s needs better."
- Support when frustrations arise with level of services
- Be responsive rather reactive to concerns

How to Handle Difficult Parents  
by Suzanne Capek Tingley



Self-Assessment

**PILOT Self-Assessment**

Rate yourself on the frequency you use each of the strategies.

	Never	Seldom	Sometimes	Often	Always
<b>A</b>					
Use an assessment data to plan a lesson.					
Use pre-assessment data to differentiate my instruction.					
Use assess students to determine their readiness for each week unit or units of lessons.					
<b>B</b>					
Use multiple sources of data to determine student's academic strengths.					
Use strategies and tools to identify students learning preferences.					
Collect data on student interests, on curricular topics.					
<b>C</b>					
Use strategies to make academic language accessible for all learners.					
Use my content objectives and learning goals to state standards and common core.					
Differentiate practice work for all levels of students.					
<b>D</b>					
Only assess students learning at the end of an instructional unit/lesson.					
Use formative assessments to track student learning throughout the lesson.					
Use formative assessments to provide feedback to students on what they could do to improve.					
<b>E</b>					
Align the summative assessments with content objectives.					
Use summative assessment to evaluate student learning.					
Provide use the same assessment tool, product or project for all students.					
Address learner differences by providing a variety of ways to show learning.					

What is one strategy that you will use to defend your differentiation in your classroom?

YOUR ACTION PLAN

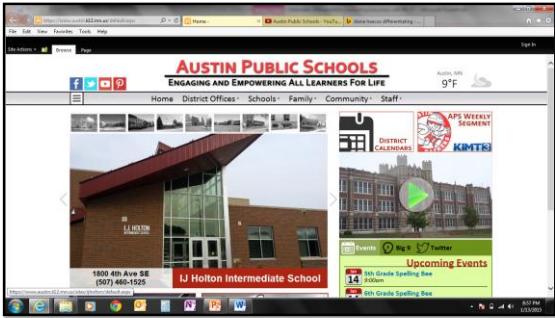
**PILOT Strategies**

How has PILOT strategies changed my thinking about student learning?

How has PILOT confirmed my current teaching practices?

How has PILOT strategies changed my instructional practices?

Learn more about APS at  
<https://www.austin.k12.mn.us/>



# Austin Public Schools



ENGAGING AND EMPOWERING  
**ALL** LEARNERS FOR LIFE!

## Thank you!

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Coordinator of Project E<sup>3</sup>

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