**Statement of Purpose**

**Differentiation: A Hands-on Workshop (D.Munis)**

Teachers often wonder how they can work with students who have skills ranging from a couple of years below their grade level to those achieving at a couple of years above their grade level and still teach the appropriate content standards for the grade level. With the increase emphasis on all students achieving one year’s growth, teachers are no longer trying to just help those close to passing the test. But how do we reach every student without increasing the number of staff in the classroom during these tough economical times?

Differentiation is a term that has been used to cover a variety of teaching techniques. Often teachers feel that this is an impossible teaching method to incorporate into their classroom. This is not the case. Teachers can choose from a variety of skills depending on time, effort and anticipated return on teacher effort. When given the variety of skills, teachers will be able to determine which skills work best for their students, classroom and content.

The concept of differentiated instruction came about as part of the gifted education movement and is mentioned directly in PL 91-230. As part of the revised rules for gifted services in the Ohio Revised Code and funding cuts, more districts are looking at how to serve gifted through the use of differentiation. The movement has not stopped at gifted services; many teachers in regular and special education are beginning to look at this method to serve their students as well. Differentiation is a strategy that should be examined when working with students who vary from the norm. (Coil, 2007)

The purpose of this part three, two hour session of a five part workshop is to inform teachers of how a task as simple as questioning can fit into the idea differentiation. The topic of questioning always leads educators to one source Bloom’s Taxonomy. While there are other forms available Bloom’s is still the one teachers are most familiar with and use over a wide span of grade levels and curricular areas. There are several reasons for this. Bloom’s has categories that are simple to understand, there are many objectives available, the structure and terminology ad education as its focus. (Davidson & Decker, 2006) By incorporating leveled questioning, whether Bloom’s taxonomy or another, you are involving all level of students into the lesson. (Eaton, 1996) So with this idea in mind, this session spends a great deal of time understanding and developing questioning patterns.

This session is developed with the educator experiencing the aspects of DI as a student would and then developing their own product that can be taken back to their classroom for use. The instructional model falls into the project based model. The participants come to the workshop because they see a need for the information provided so the ideas are of interest to them and because of their own need in the classroom there is an intrinsic sense of motivation. (Chiarelott, 2006) This professional development opportunity of differentiation is broken into five sessions with each session lasting two hours. The lesson plan for the subunit is therefore all in one form. Rather than pulling the lesson apart to make five lesson plans, I have left it as one but the content and assessments for each part is clearly delineated. But by keeping the lesson plan in its original format, it allows the reader to see the flow and movement through the material that would otherwise seem chopped and disjointed. The materials allow the participant a wide range of responses with many having no single answer and often require time allotted for explanation which falls into the idea of a constructivist model. (Chiarelott, 2006) The participants are also encouraged to bring materials as you see at the top of the lesson plan in order to develop an authentic product. The workshop moves between a group investigation, an inquiry based, and a concept attainment models. (Chiarelott, 2006) The goal for the workshop is again to acquaint participants with the idea of differentiation and questioning is one of the least threatening methods to differentiate and the easiest to implement even if the teacher is very traditional. And for the participant to make and take their products back into their classroom ready to use.

**Unit Outcomes**

**Subunit Three: Questioning as part of DI**

* Articulate the meaning of DI vocabulary related to questioning strategies.(comprehension)
* Create content related questions at each level for a unit to be taught/ currently teaching using one of the demonstrated products or one of your own.(synthesis)
* Summarize the levels of Bloom’s Taxonomy.(comprehension)
* Devise a way to incorporate the levels of questioning with the student grouping methods.(synthesis)
* Evaluate the grouping methods you used and the effect upon DI.(evaluation)

**Module 3**

Workshop Goal: To increase student learning/performance through the use of differentiated teaching strategies.

Essential Question for Unit: How can you use questioning to differentiate instruction?

\*Have teachers bring what they would have students bring to class along with a lesson/unit plan.

Important Notes

\*Note: The pre-assessment and post-assessment are part of the lesson plan. Please see the lesson plan and the documents that follow.

\*Note: The lesson plan is for one two hour session because of the nature of the workshop design. In order to retain the integrity of the lesson, I have kept the lesson as one lesson plan. The reader will be able to easily determine the various components.

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| Content **What should students know?** | Skills **What should students be able to do?** | **Strategy/Activity**  **Teacher Facilitated Activities** | **Assessment**  **How do I know that students are learning?** |
| Pre-assessment  Differentiate Instruction  Questioning  Bloom’s Taxonomy  Post-Assessment Activities | Determine questioning knowledge  Demonstrate differentiated instruction knowledge.  Define the basic terminology as related to differentiated instruction.  Summarize the levels of Bloom’s Taxonomy.   * Generate lesson questions from each level of Bloom’s Taxonomy. * Reflect on the relationship between student grouping and levels of questions in the Question Bank. * Create content related questions to review knowledge of classroom questioning. * Originate a product that can be used in the classroom which centers on varying levels of questioning. | Group participants by grade level or content level – as they enter sit at appropriately marked table  The Starting Block Game  **Opening Activity:**  Small group review using Tic-Tac-Toe game board filled with questions that reviews previous module  **Vocab Highlights:**  Use Vocabulary Reference Page – review vocab words   * Flexible grouping * Bloom’s taxonomy * Recall= knowledge and comprehension * Application * Analysis * Synthesis * Evaluation   **Mini-Lesson:**   * Give participants the Bloom’s Mini-Booklet – allow 5 – 10 minutes for participants to peruse. * Presenters will model asking Bloom categorized questions related to the Mini-Booklet contents   1. Recall = Knowledge and Comprehension   2. Application   3. Analysis   4. Synthesis   5. Evaluation * After the group discussion, give participants the questioning grid with the questions the presenters asked.   **Work Time:**   * Create a Question Bank for current or upcoming unit *(we are* *differentiating the process)* * Using student grouping and the question bank align student groups to the appropriate levels of questions. * As a grade level/content level group create definitions for your Module 2 vocab reference pages.   **Personal Reflection:**  Each participant will create a group discussion question focused on classroom questioning.  **Assignment:**   * Create a tic-tac-toe board - write questions related to lesson/unit so that anyway a student could win they would have to complete 3 different question types. (Bring enough copies for each of your group members)   + Discuss that a different way would be to create 3 Tic-Tac-Toe boards depending on students’ abilities. * Javits(ODE online program) On-line Module –   + Top 10 Things Teachers Should Know about Gifted and Talented Students   + Tic-Tac-Toe section of Lesson 6 | See worksheet   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  |   Completion of vocab - Frayer    Question Bank Graphic Sheet   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Question | R | Ap. | An. | S | E | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  |   Question Bank Graphic Sheet   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Question | R | Ap. | An. | S | E | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  |   Color code list of questions to match the student grouping color wheel/cards.  Question written on a strip of paper and collected in a block  Blank Tic-Tac-Toe board template:   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |

**Materials Needed:**

* Highlighters that match the colors of the tag board used in the color wheels/index cards.
* Tag board strips for personal reflection questions. Block/container to collect question strips.