Welcome

1. Introduce yourself

2. Sit with others who share something in common with you (maybe you work with the same grade/subject or another commonality)

3. If you haven’t already, help us by taking our survey (use your phone – link is in your email with Pre-Readings)
ALL-ED
All Learners Learning Every Day

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1. Increase understanding of differentiated instruction.

2. Define differentiated strategies on a **continuum** from **opportunities** for all students to precise instruction for small groups and individuals.

3. Identify differences between multiple pathways, structured choice, and targeted practice.
Jot Down

Name

A story of success, when everyone was learning...

Or

Something that you have learned to serve all learners...
Jot Thinking: List, Story, Draw

Name (LIST)
• What
• Where
• Who
• When
• Why

Name (Story)
It happened.....

Name (Drawing)
Think – Talk - Open Exchange

Repeat once for each person in your group

Think
Talk

Open Exchange

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Domino Discover
One Word Important for Meeting the Needs of All Learners

(list ideas)
## Outcomes of Differentiated Instruction

### Equitable culture where students feel

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>Belonging</th>
<th>Competence</th>
<th>Meaningful</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ALL learners</td>
<td>• ALL learners feel they are valued members</td>
<td>• ALL learners feel capable of pursuing rigorous</td>
<td>• ALL learners feel learning is interesting</td>
</tr>
<tr>
<td>feel empowered</td>
<td>of a learning community.</td>
<td>rigorous learning.</td>
<td>and important.</td>
</tr>
<tr>
<td>to take ownership</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>of their learning.</td>
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</tbody>
</table>
Todd Rose, The Myth of the Average
Circle Adjustable Parts

Name (LIST)
• What
• Where
• Who
• When
• Why

Name (Drawing)

Name (Story)
It happened.....
Adjustable Seats

In the Classroom
What is this?

- multiple pathways,
- structured choice,
- targeted practice, or
- supports and extensions

What instructional goal could this serve?
Black words: directions (read together with the class)

Red words: Write them! (in your notebook or on your Exit Slip)

Blue words: Speak them! (to a partner)

What is this?
- multiple pathways,
- structured choice,
- targeted practice, or
- supports and extensions

What instructional goal could this serve?
What is this?

- multiple pathways,
- structured choice,
- targeted practice, or
- supports and extensions

What instructional goal could this serve?
**Maths**

**Addition**
- \( 4352 + 3747 = 8109 \)
  - I used the column method to add up my totals.

**Subtraction**
- \( 726 - 244 = 482 \)

**Doubling**
- \( 2 \times 1500 = 3000 \)
  - \( 1500 + 45 = 1545 \)

**Halving**
- \( 136 \) halved is \( 68 \)
- \( 28 \) halved is \( 14 \)
**Checkpoint**

a. Draw a picture to represent 0.4.

b. Write as a decimal: 6 and 18 hundredths

c. Write in words. 0.075

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**Practice**

**All correct:** Foresman pages 140-141 #3, 5, 12, 16-23, 27-33

**Understand a but not b/c:** Pages 140-141 #4-5, 12-24

**Difficulty with all three:** Pages 140-141 #2-9, 12-17, 21-26
Meet

Eyal WallenBerg
Teacher: Math

Brittany Cook
Teacher: Math, Special Education
<table>
<thead>
<tr>
<th>What I think I know about Explorers</th>
<th>Christopher Columbus</th>
<th>Juan Ponce de Leon</th>
<th>Jacques Cartier</th>
<th>Christopher Newport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the story of exploration from the explorer's point of view.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>What number might represent your explorer? Explain why this number is significant for the explorer.</td>
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</tr>
<tr>
<td>Draw a shape that could represent the explorer. How does the shape express the explorer's story?</td>
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</tr>
<tr>
<td>What patterns in our world could the explorer's story fit into?</td>
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</tr>
<tr>
<td>Describe a time when you have explored something. How did your exploration lead or not lead to change?</td>
<td></td>
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</tr>
</tbody>
</table>
How am I doing in the class? What can I do to improve?

I am still missing assignments.

I have finished my assignments but I want to revise/improve.

I have finished everything and am ready to start my final essay.
General Education Instruction Tier 1

1. Curriculum = CARR (Clear, Accessible, Rigorous, Relevant)

2. Inclusive Directions for tasks organized by “Play Structure”

3. Alternating Group Learning & Independent Tasks as Formative Assessment

**Opportunity**
- Offered to All learners
- Not assigned based on assessment(s)
- Driven by student access, engagement, and choice
- Same goals, assessments, and materials

**Precision**
- Assigned to Specific Learners based on assessment(s)
- Targets interest
- Different goals, assessments, activities, and materials

4. Multiple Pathways
5. Structured Choice
6. Targeted Practice/Review
7. Scaffolds
8. Supports
9. Extensions
10. Accommodations Are Continuous Assigned based on Evaluation
11. Adaptations/Modifications
12. Remediation

Groups and Individuals

All Learners Every Day

Individuals

All Learners Every Day
Ideas & Next Steps
Think – Talk - Open Exchange

Repeat once for each person in your group

Think
Talk

Open Exchange

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Questions