

Differentiated Instruction, March 2006 Webcast

Viewing and Discussion Guide

Literacy: The Right of Every Child

This webcast will feature Dr. Lyn Sharratt, Dr. Jeffrey Wilhelm, Camille Williams-Taylor, and Elizabeth Coelho as they discuss differentiated instruction from a variety of perspectives. It provides a rich resource for professional learning in literacy instruction.

Since this webcast includes a wealth of ideas, strategies, and details, we suggest that your first viewing focus on understanding the key messages related to differentiating instruction. Specific strategies proven to be successful with struggling students, black students and ELL students are shared as a starting point for reflection, professional dialogue and action.

This webcast will begin to consider the following questions:

What is differentiated instruction?

Why is it imperative that differentiated instruction occur in every Ontario classroom?

What are high yield strategies that result in improved student achievement for all students?

What obstacles exist and what has been shown as successful practice in raising the bar and closing the gap?

How does an inclusive, supportive and respectful learning environment improve student achievement?

This viewer's guide will provide support for your viewing experience.

Table of Contents

Suggestions for viewing	pg 3
Anticipation Guide	pg 3
Questions to Spark Discussion	pg 4
3,2,1...	pg 5
T-Chart	pg 6
Fish bone Organizer	pg 7
Individual Placemat	pg 8
Take Action	pg 9
Making Connections	pg 11
What? So What? Now What?	pg 12

Suggestions for Viewing

To facilitate your viewing of and professional learning from this program, a four-stage process is recommended:

1. Before viewing: checking your prior knowledge and beliefs
2. While viewing: recording key ideas and details from the program
3. After viewing: comparing new information with prior knowledge or beliefs.
4. Application and evaluation: reflecting on and discussing the implications of the information and ideas in this program for your own school or classroom

To continue exploring this topic, check the website for additional support material and links to other sources of information: www.curriculum.org

Anticipation Guide

This Anticipation Guide poses a series of questions or statements related to the topic of this webcast. The intention of this organizer is to activate the viewer's prior knowledge and experiences. Further, an Anticipation Guide raises the viewer's awareness of the relationships between ideas presented throughout the webcast, and it helps viewers to make connections with what is familiar and unfamiliar.

Use this Anticipation Guide to record your thinking during the webcast.

1. Before viewing, read the statements below and circle "Agree," "Disagree," or "Not sure" beside each one. If you are viewing with a group you could discuss each statement before recording your own response.
2. While viewing, record any information relevant to the statements in the spaces below.
3. After viewing, consider the statements below again, based on any new information you may have gathered. Indicate whether your prior knowledge or beliefs have been confirmed, expanded, or challenged by the information in this program. (Note: Some of the information may be directly stated, while other information may be inferred.)
4. Application and Evaluation: Think or talk about some of the implications of this program for your own school or classroom, using the prompts below to get you started:

Anticipation Guide

Before viewing	Statement	After viewing
1. Agree / disagree	Think-aloud is a strategy used by teachers in primary language classes only.	1. Agree / disagree
2. Agree / disagree	Maintaining high expectations is unfair to struggling learners.	2. Agree / disagree
3. Agree / disagree	Assessment should occur only after teaching is completed to determine if students are successful.	3. Agree / disagree
4. Agree / disagree	Students who are struggling should focus solely on practicing basic skills, and not be distracted by developing critical literacy.	4. Agree / disagree

Questions to spark discussion

How did this webcast challenge your thinking?

What ideas did you find unacceptable or questionable?

What ideas were in agreement with your current practice / knowledge?

Which area would you like to investigate further?

How did the ideas presented in this webcast differ from what you have previously experienced?

How did this webcast present a balanced view of the issues discussed?

What questions do you have of the presenters?

How does this webcast relate to improving student achievement?

What impact will this webcast have on your practice?

3, 2, 1 ...

After viewing the Differentiated Instruction webcast, think about your new learning and jot down your ideas.

3 Things I learned

2 Points to ponder

1 Idea I disagree with

T-Chart

A T-chart is an effective organizer to connect related ideas, to show cause and effect and to categorize ideas. It is applicable to every subject area and simple to create as the need arises.

As you view the Differentiated Instruction webcast , focus on engaging reluctant or struggling learners, and keep track of your thinking on the following T-chart.

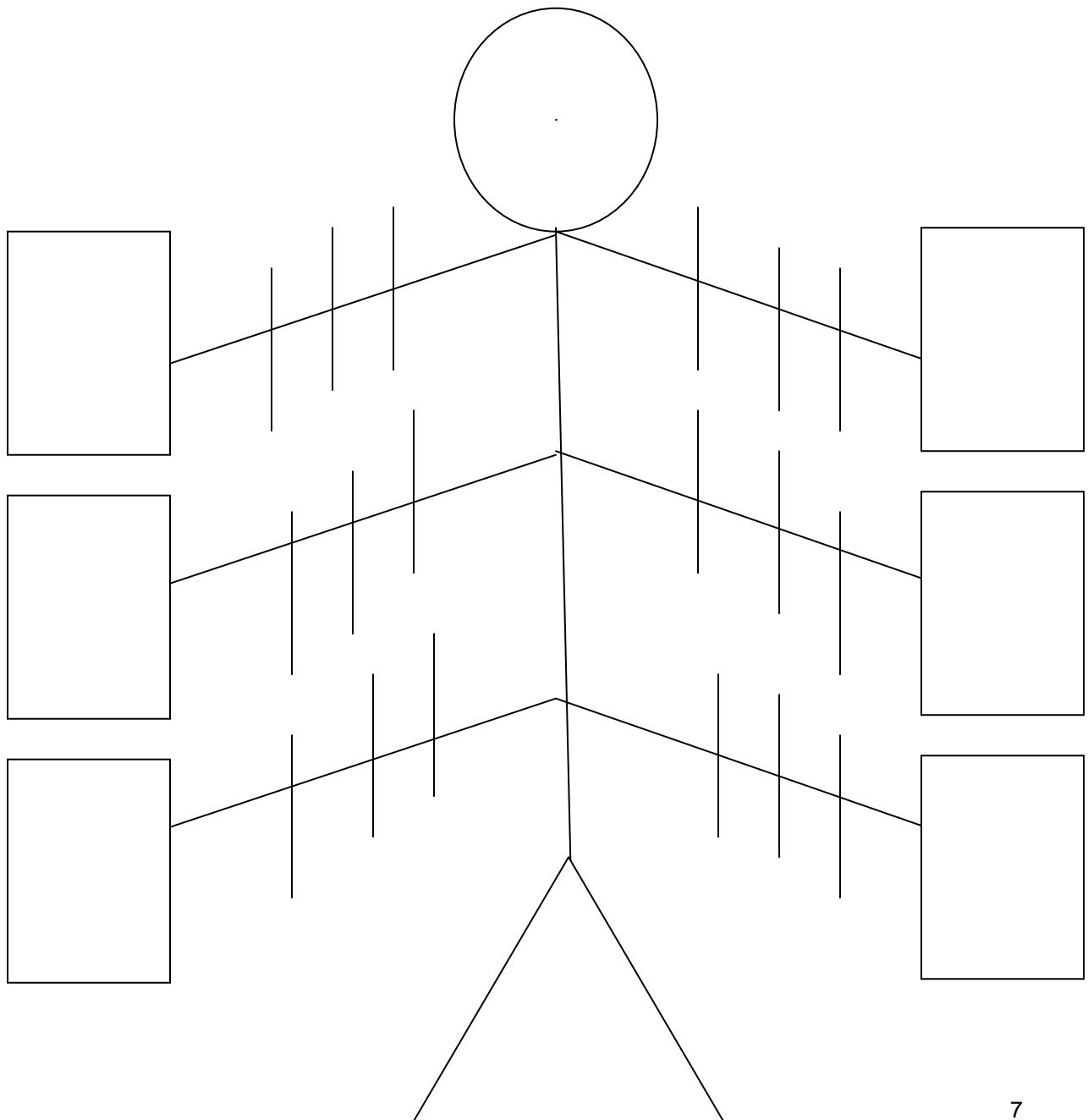
IfThen.....

If	Then
The teacher ...	The student will...

Fishbone Organizer

The fishbone is an organizer used in problem solving or to identify and organize ideas and information. This way of brainstorming helps to classify thinking into main ideas and sub ideas. The head of the fishbone indicates the main focus for brainstorming. The rectangles are the classifiers and the lines provide space for the details

As you view the webcast, consider the main areas addressed in relation to differentiated instruction. Indicate the main ideas on the rectangles and add the details you discover, on the lines below.



Individual Placemat

The Individual Placemat can be used as an organizer to collect and collate information and ideas. As you watch the webcast jot down ideas that resonate with you as each speaker shares their expertise. Then think about your own experiences and decide which points are the most essential to remember. Include those key messages in the centre space.

This tool may also be used by a group to share and consolidate ideas and information. When using this tool, individuals brainstorm their ideas about a topic and then share their key ideas with others in their group. The members of the group discuss the ideas selected by individual members and through consensus develop a group list to include in the centre space.

Dr. Lyn Sharratt	Dr. Jeffrey Wilhelm
Elizabeth Coelho	Camille Williams-Taylor

Key Messages

PMI Chart

Each presenter speaks about effective teaching practices that improve student achievement.

As you watch the webcast, record your thinking on the PMI chart below.

Webcast presenters	Pluses Positive points	Minuses Challenges	Interesting Thoughts Interesting information
Dr. Lyn Sharratt			
Dr. Jeffrey Wilhelm			
Camille Williams-Taylor			
Elizabeth Coelho			

Take Action

Take action!

Examine the status quo...

Imagine what might be...

Consider the facts ...

Consider the ideas shared during this webcast in light of your current reality, and determine a plan of action.

Making Connections

As you view the webcast, indicate the key ideas that resonate with you, the speaker and your personal reflections

Key ideas	Speaker	Reflections

What... So What?... Now What?

Consider the messages presented during the webcast about differentiated instruction. How might these ideas impact on the current reality in your classroom/school?

What possible actions might bring about positive changes?

What... Facts, ideas	So What? Impact	Now What? Possible actions