

*Defensible  
Differentiation:  
Launching your Instruction  
to new heights with P.I.L.O.T.*

David Wolff

District Coordinator of Gifted &  
Talented Services

Austin Public School District #492



# Choose one activity to complete.

## Activity 1:

Using an index card, list benefits and challenges associated with planning differentiated lessons.



## Activity 2:

Using an index card, create a visual representation of a classroom in which differentiation is NOT frequently used.



## Activity 3:

Using an index card, write an Facebook post sharing why differentiating instruction is beneficial for ALL learners.



# Norms

A

Ask Questions

E

Engage Fully

I

Integrate new information

O

Open your mind to diverse views

U

Use what you learn

# Share Out!!

## Activity 1:

Using an index card, list benefits and challenges associated with planning differentiated lessons.



## Activity 2:

Using an index card, create a visual representation of a classroom in which differentiation is NOT frequently used.



## Activity 3:

Using an index card, write an Facebook post sharing why differentiating instruction is beneficial for ALL learners.



# Sternberg's Triarchic Theory of Intelligence

## Analytical Intelligence

Using an index card, list benefits and challenges associated with planning differentiated lessons.



## Creative Intelligence

Using an index card, create a visual representation of a classroom in which differentiation is NOT frequently used.

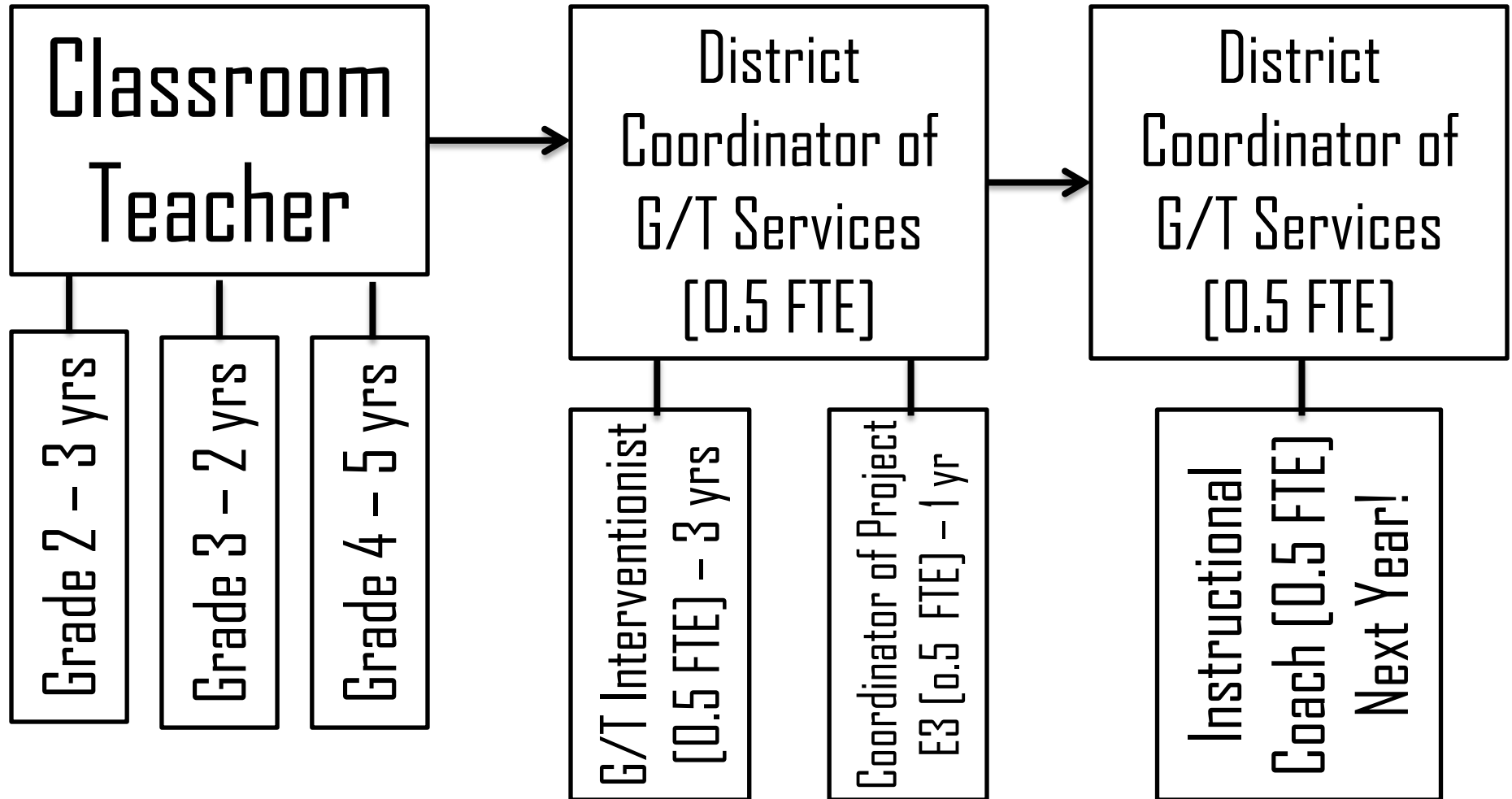


## Practical Intelligence

Using an index card, write an Facebook post sharing why differentiating instruction is beneficial for ALL learners.



# Educator for 14 years





Mentor for MN Adult  
and Teen Challenge

Enjoy Running

Enjoy  
Baking &  
Cooking



Father to Elliot (5<sup>th</sup>)  
and Chloe (1<sup>st</sup>)

Married to Melissa [RN]

David  
Wolff

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.



# Our Urgency

## Growing Diversity

As a K-12 District...

- 40.9% non-white  
+20.8% in past 10 years  
59.1% White  
26.5% Hispanic  
8.6% Black  
5.6% Asian
- Diversity Trends:  
Woodson [K] 49.8%  
Holton [5/6] 40.3%  
AHS [9-12] 30.4%

## Growing Number of Languages

As a K-12 District...

- 27.2% Home Languages other than English  
71.4% English  
19.0% Spanish  
9.6% Other, 51 Languages
- Ranked 24<sup>th</sup>/511 Districts of # of Languages in MN

Top 10 "Other, 51 Languages"	Anuak 93	Dinka 27
	Nuer 50	Lao 24
	Karenni 48	French 18
	Karen 42	Arabic 17
	Vietnamese 33	Chinese Mandarin 14

# Our Urgency

## Growing Poverty

As a K-12 District...

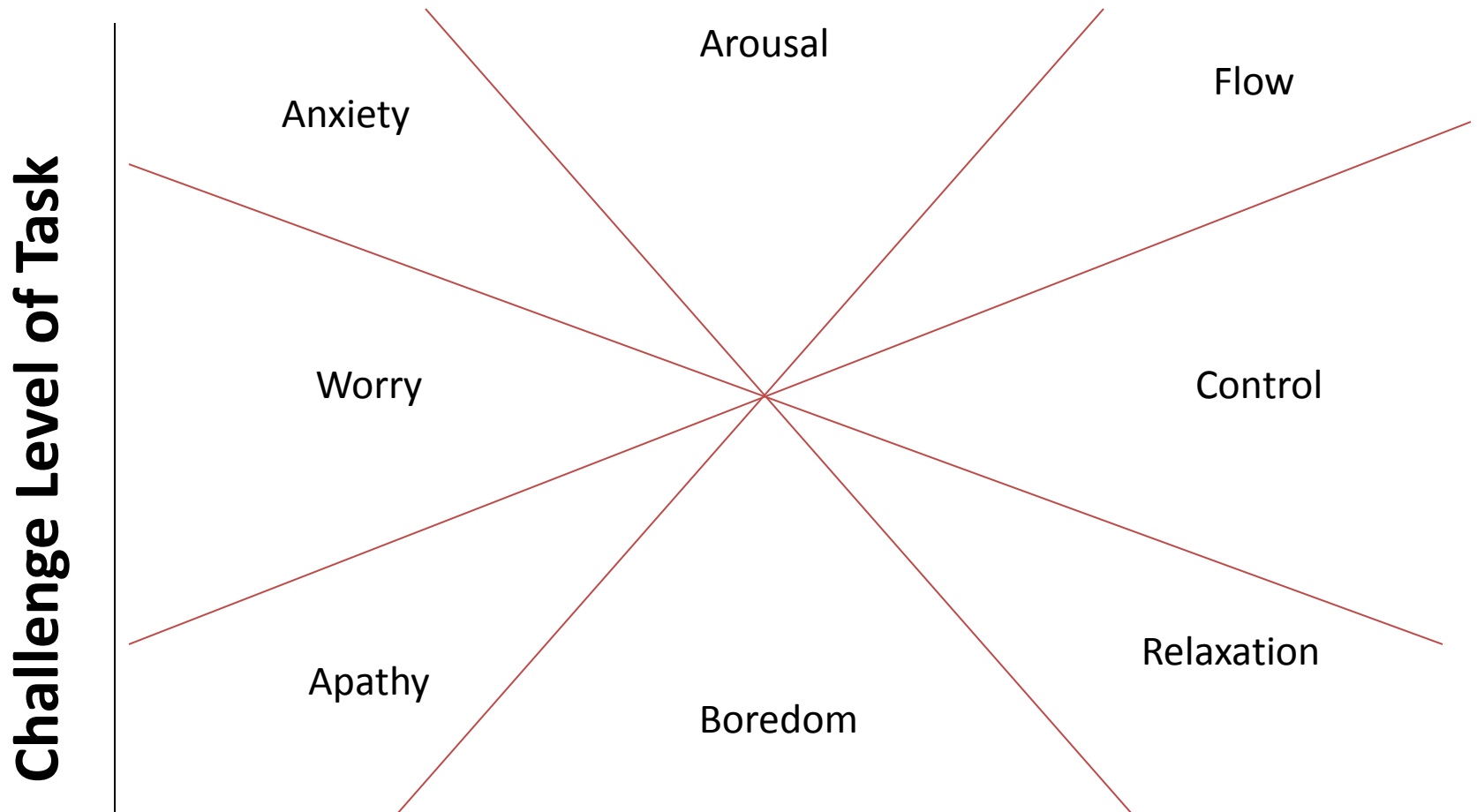
- 57.3% F/R Lunch
  - +16.2% in the past 10 years
  - ≈63% F/R Lunch K-6
- Poverty Trends:
  - Sumner [N] 81.3%
  - Neveln [E] 62.9%
  - Southgate [S] 61.8%
  - Banfield [W] 57.1%

## Growing Enrollment

As a K-12 District...

- 4,728 students
  - +659 students in past 10 years
  - Average class size is 24:1

# Differentiation increase **Engagement**



**Skill Level of Learner**

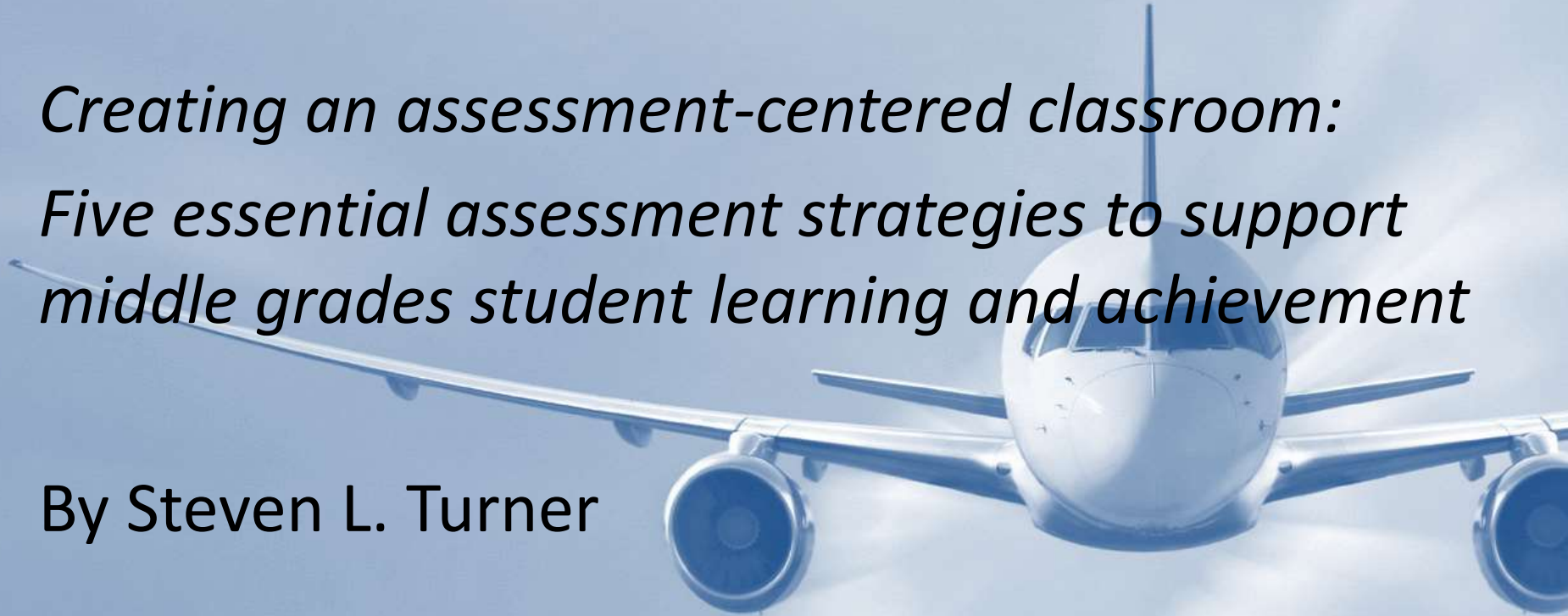
Mihaly Csikszentmihalyig

# 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.amle.org](http://www.amle.org)



# PILOT Article

```
graph TD; A([PILOT Article]) --- B[Pre-assessing Knowledge]; A --- C[Strength or Asset focused]; A --- D[Focus on conceptual ideas]; A --- E[Differentiation for all achievement levels]; A --- F[Using formative assessments as feedback]
```

**Pre-assessing  
Knowledge**

**Differentiation  
for all  
achievement  
levels**

**Strength or  
Asset focused**

**Focus on  
conceptual ideas**

**Using  
formative  
assessments  
as feedback**



**Assessment**

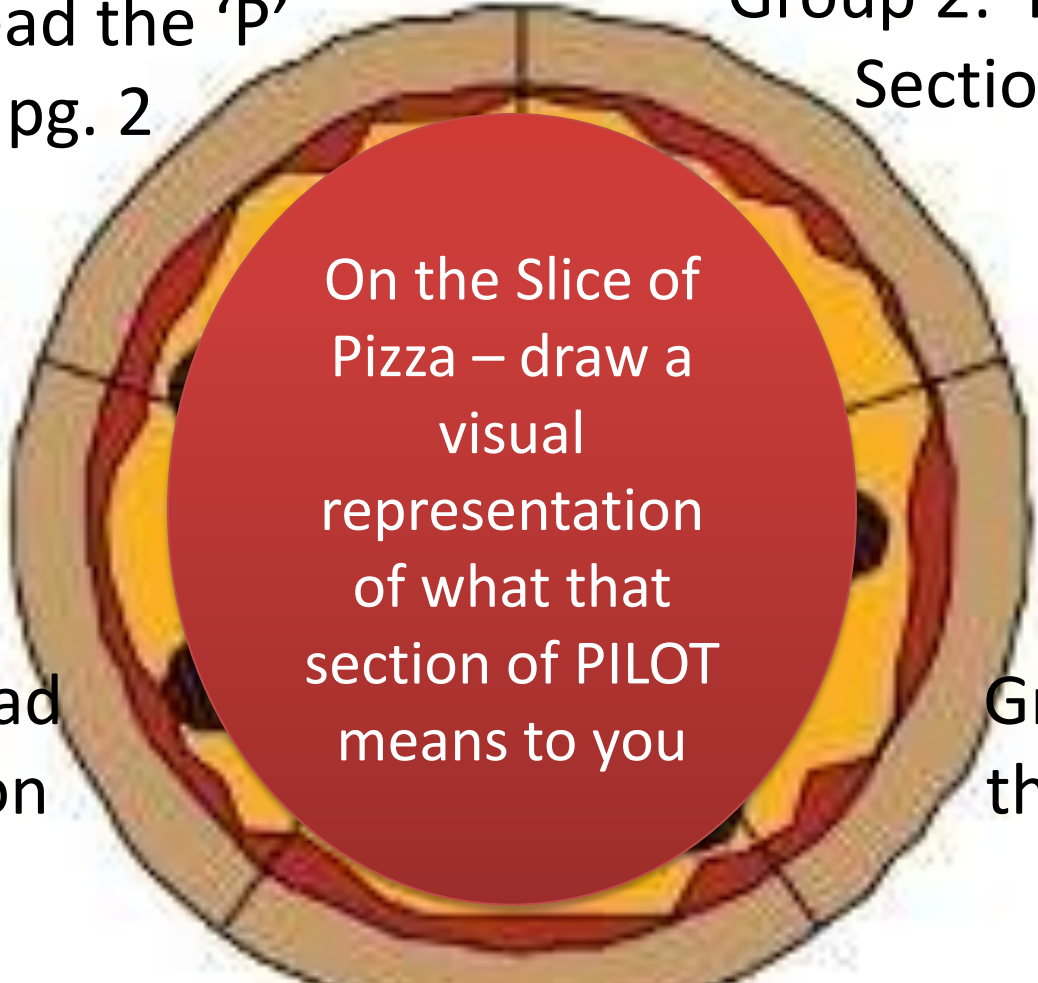
**Learning**



# Piece o' Pizza Jigsaw

Group 1: Read the 'P'  
Section pg. 2

Group 2: Read the 'I'  
Section pg. 4

A cartoon-style illustration of a whole pizza with a thick crust, yellow cheese, and red sauce. The pizza is divided into several slices by black lines. In the center of the pizza, there is a large, solid red circle. Inside this red circle, the text "On the Slice of Pizza – draw a visual representation of what that section of PILOT means to you" is written in white, sans-serif font.

On the Slice of  
Pizza – draw a  
visual  
representation  
of what that  
section of PILOT  
means to you

Group 3: Read  
the 'L' Section  
pg. 5

Group 4: Read  
the 'O' Section  
pg. 6

Group 5: Read the 'T' Section pg. 10

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]**

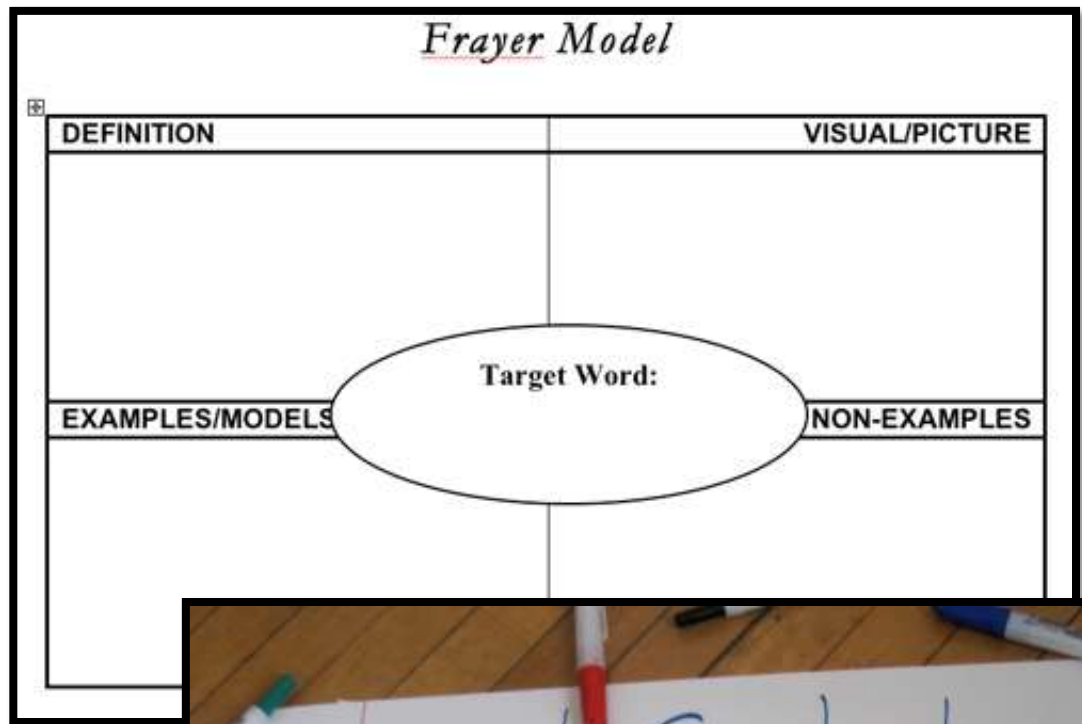


Pre-Assessments

PILOT

# Some ideas

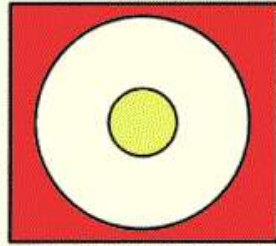
- KWL
- Thinking Maps
- Graphic Organizers
- Journal Responses
- List-Group-Label
- Sorts
- Frayer's 4-square Organizer
- So Many MORE...



L	G	L
list	group	label
snowboarding	weather	CONDITIONS
half pipe	ice making	
ice making		
gold medal	snowboarding	EVENT
weather	half pipe	
past olympics		
olympics	gold medal	HISTORY
	past olympics	

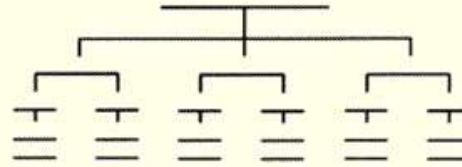
# Thinking Maps

**CIRCLE MAP**



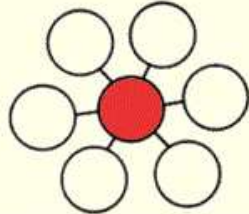
FOR DEFINING IN CONTEXT

**TREE MAP**



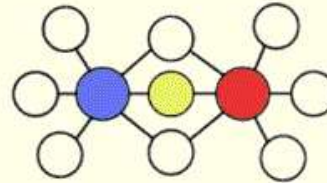
FOR CLASSIFYING AND GROUPING

**BUBBLE MAP**



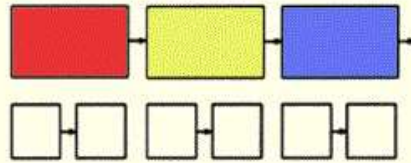
FOR DESCRIBING USING ADJECTIVES

**DOUBLE BUBBLE MAP**



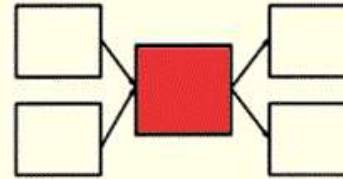
FOR COMPARING AND CONTRASTING

**FLOW MAP**



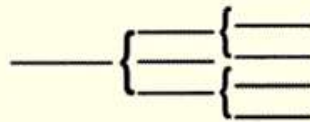
FOR SEQUENCING AND ORDERING

**MULTI-FLOW MAP**



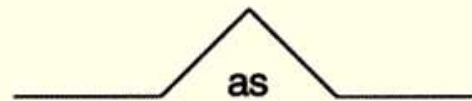
FOR CAUSES AND EFFECTS

**BRACE MAP**



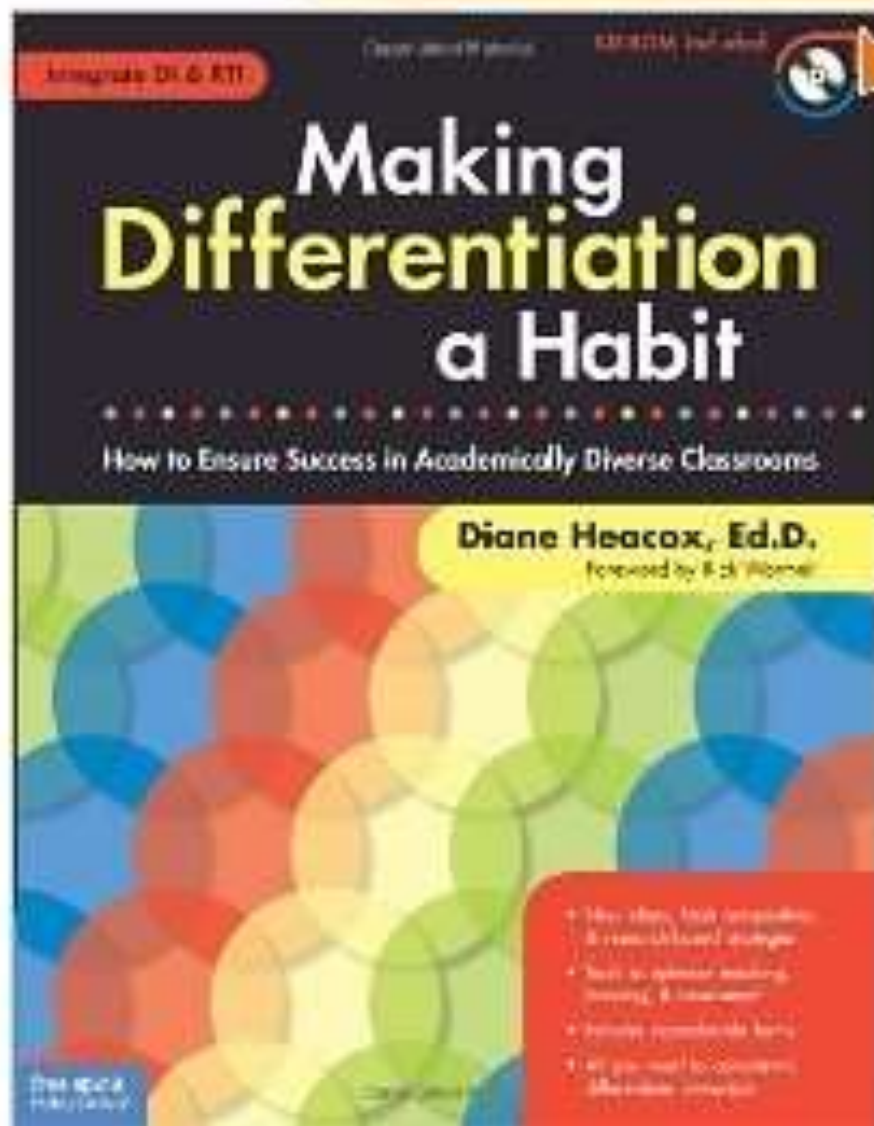
FOR ANALYZING WHOLE OBJECTS AND PARTS

**BRIDGE MAP**



FOR SEEING ANALOGIES

Click to **LOOK INSIDE!**





PILOT



Pre-Assessments



Identify Student Readiness & Strengths

# 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?]

PILOT



Pre-Assessments



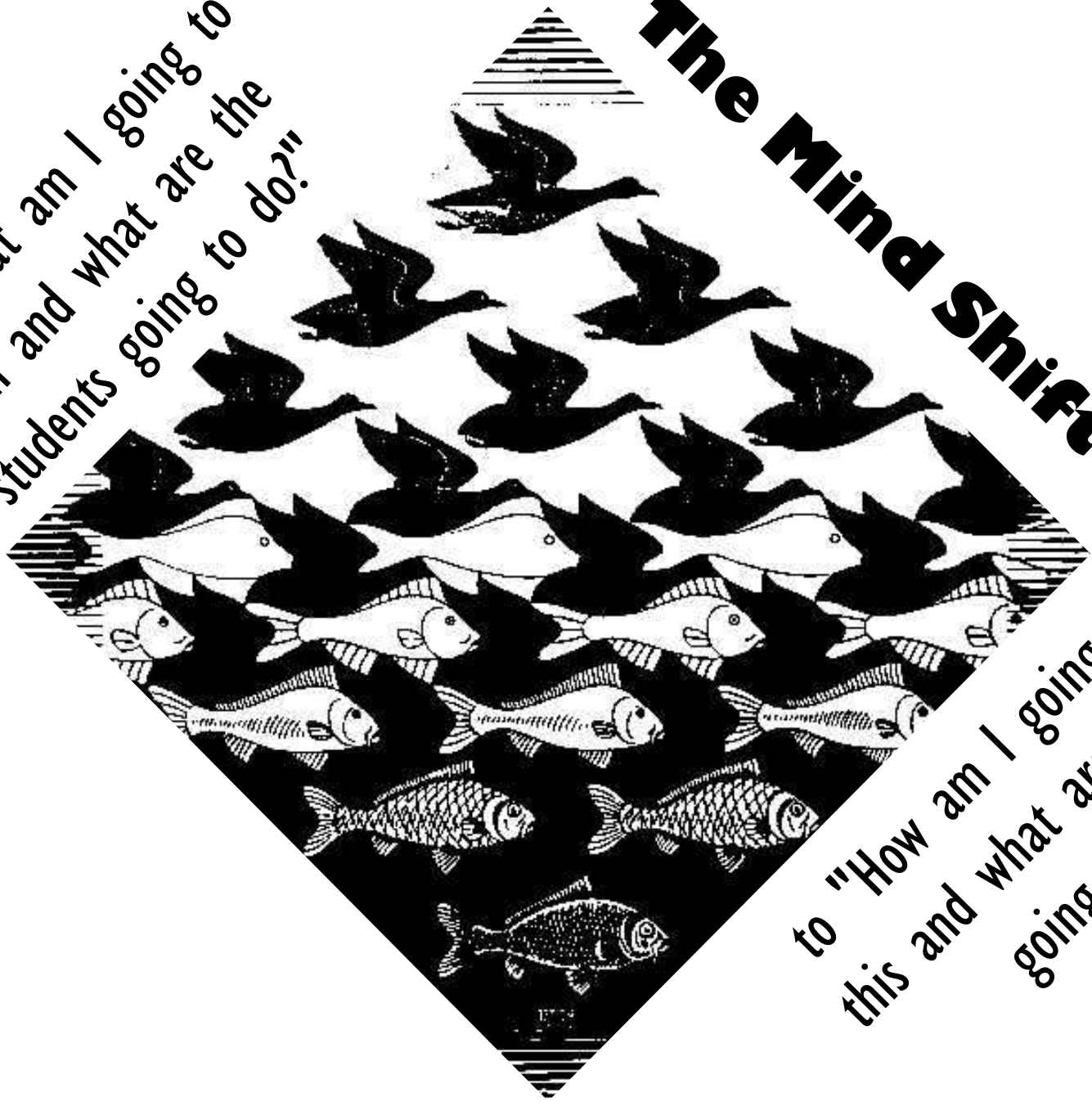
Identify Student Readiness & Strengths



Link Differentiation to Standards

From "What am I going to  
teach and what are the  
students going to do?"

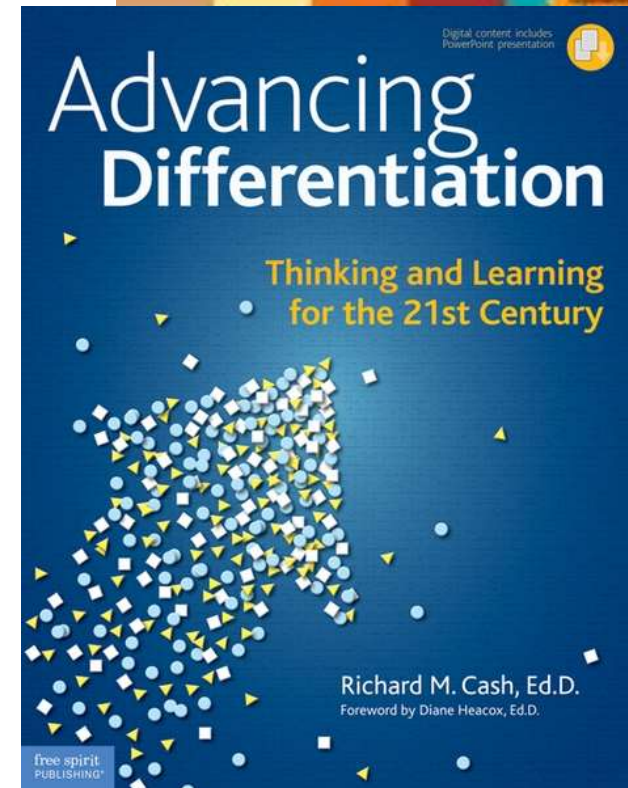
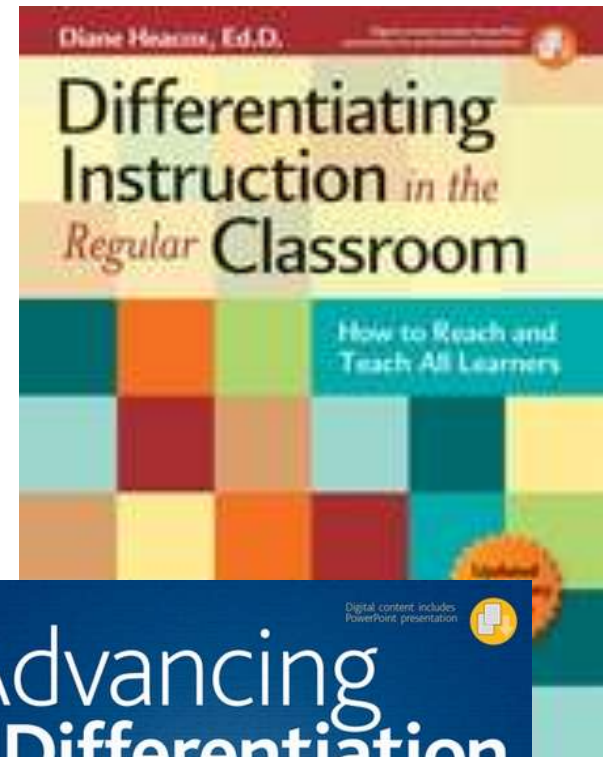
# The Mind Shift



to "How am I going to teach  
this and what are the students  
going to learn?"

# 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



PILOT



Pre-Assessments



Identify Student Readiness & Strengths



Link Differentiation to Standards

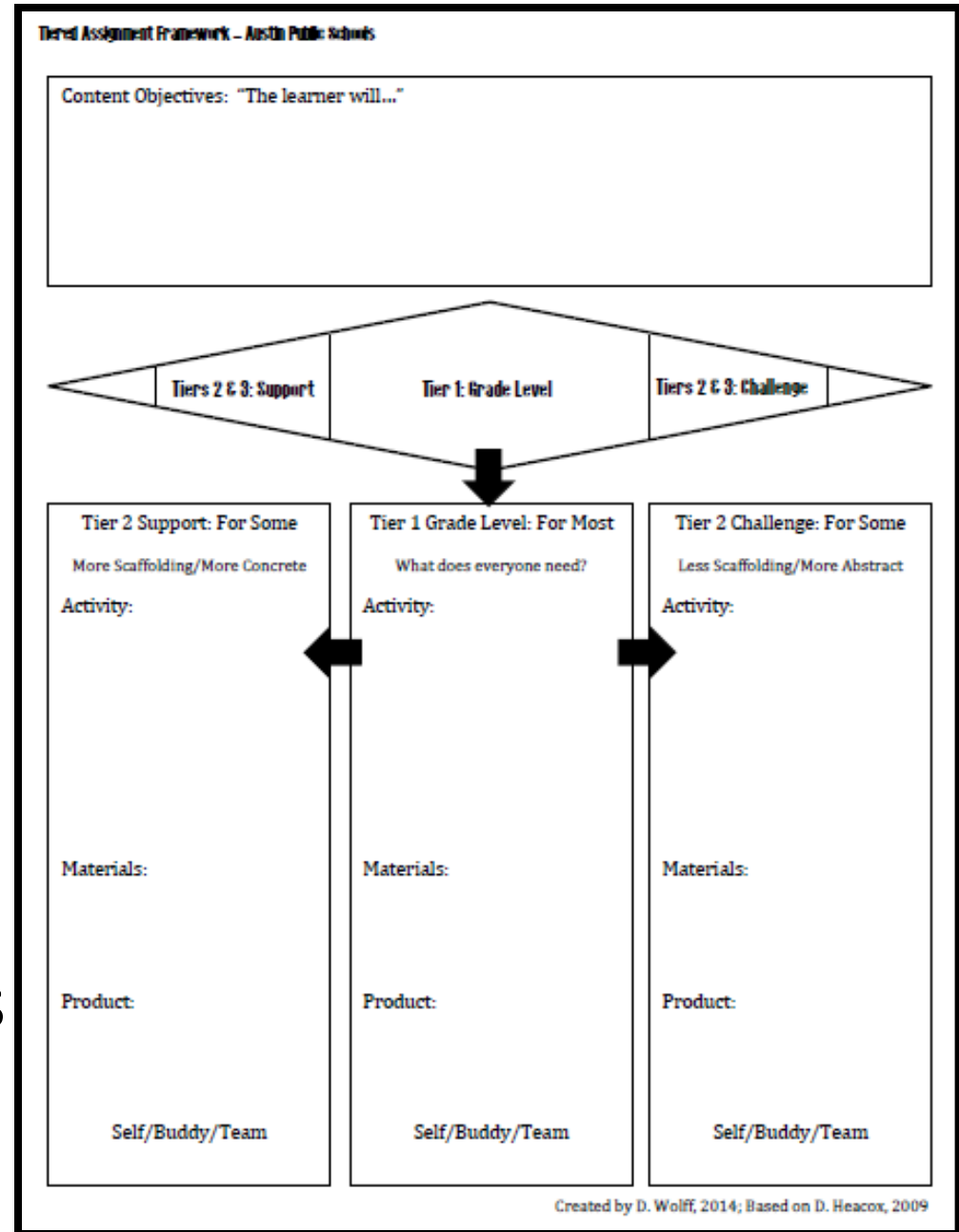


Offer Multiple Opportunities to Assess Knowledge

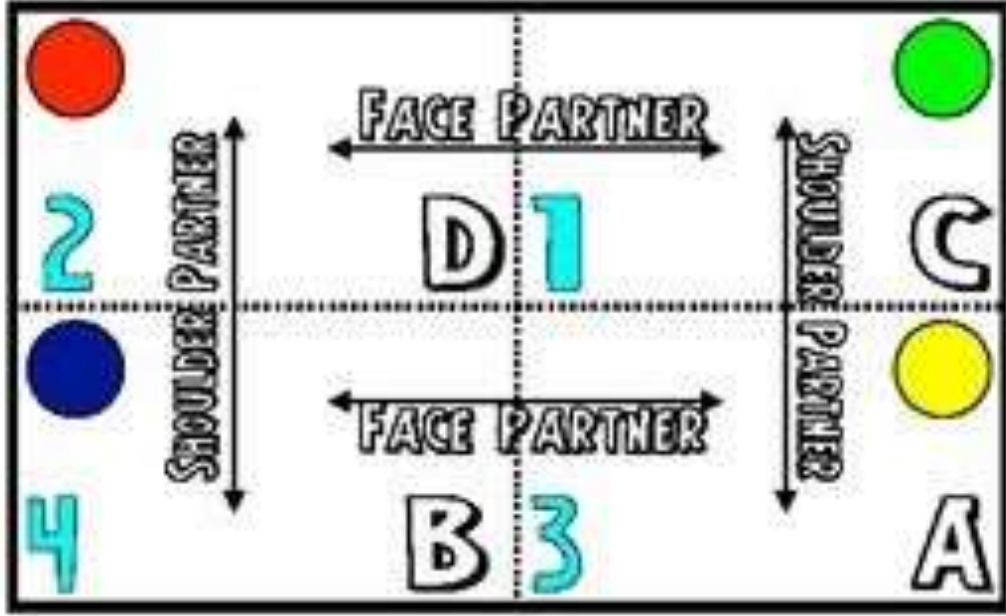
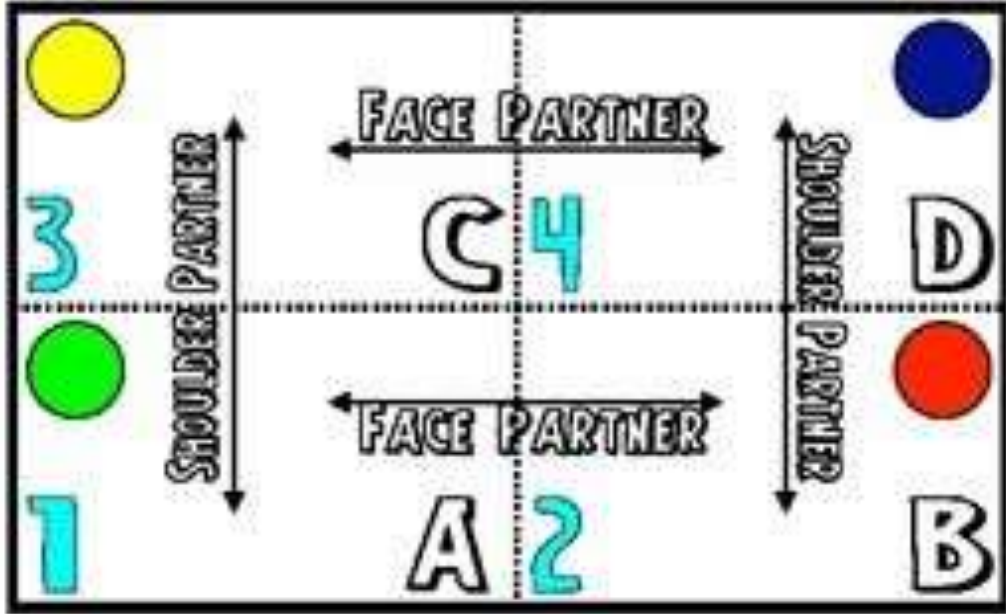


# Some Ideas

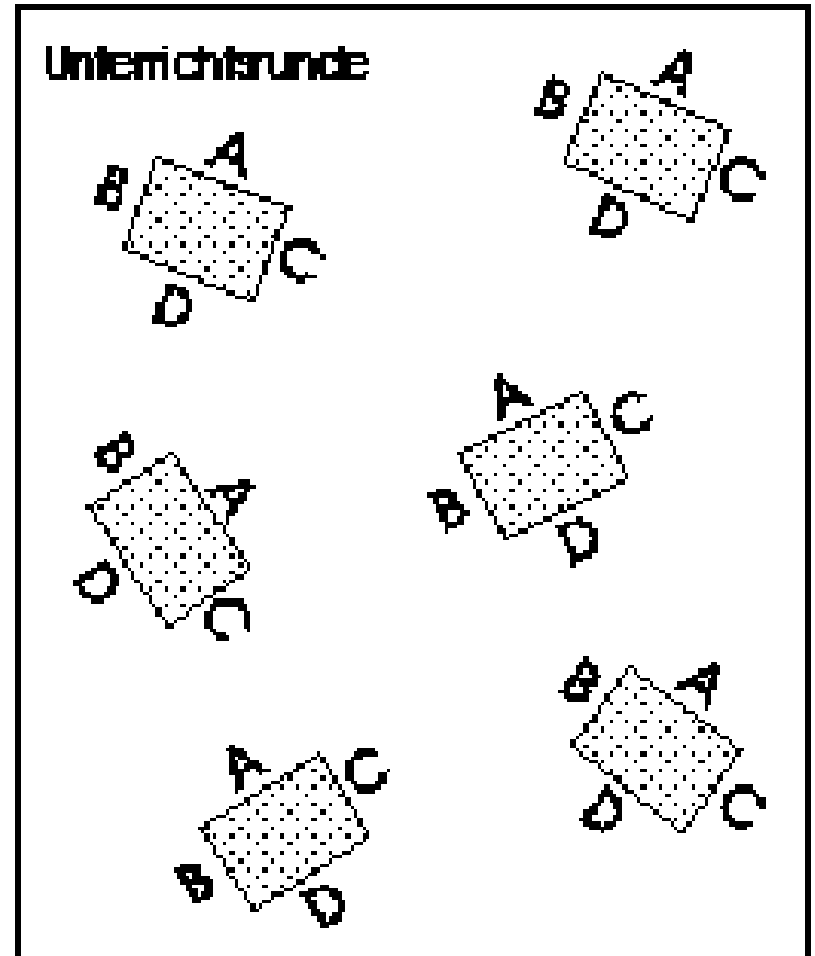
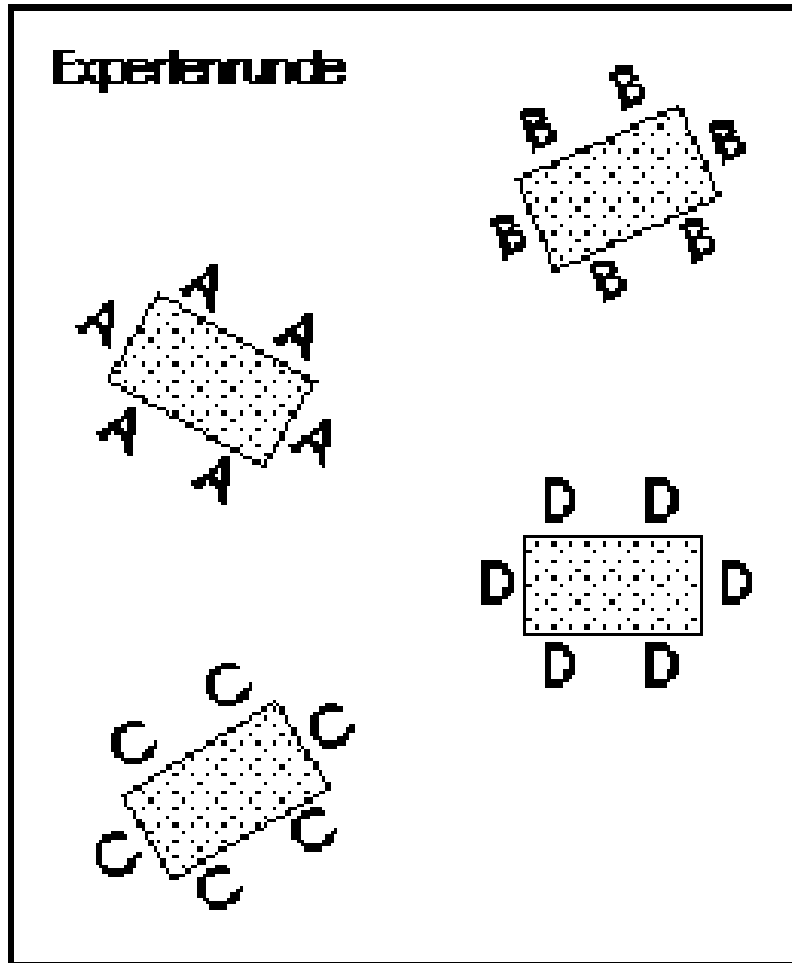
- Choice Boards
- Think-Tac-Toes
- Menus
- Dot Boards
- Exit Slips
- RAFT
- Tiered Assignments



# Grouping Discussions



# Grouping Discussions



PILOT



Pre-Assessments



Identify Student Readiness & Strengths



Link Differentiation to Standards



Offer Multiple Opportunities to Assess Knowledge



Test Students for Knowing & Understanding

# Some Ideas

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



**Quiz, quiz, trade**



# 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 given 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.

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 (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 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.

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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 (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 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.

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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.

Word Bank:

North America

Asia

Africa

Convert

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 1600'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 1600'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 1600'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 1600's.

### Word Bank

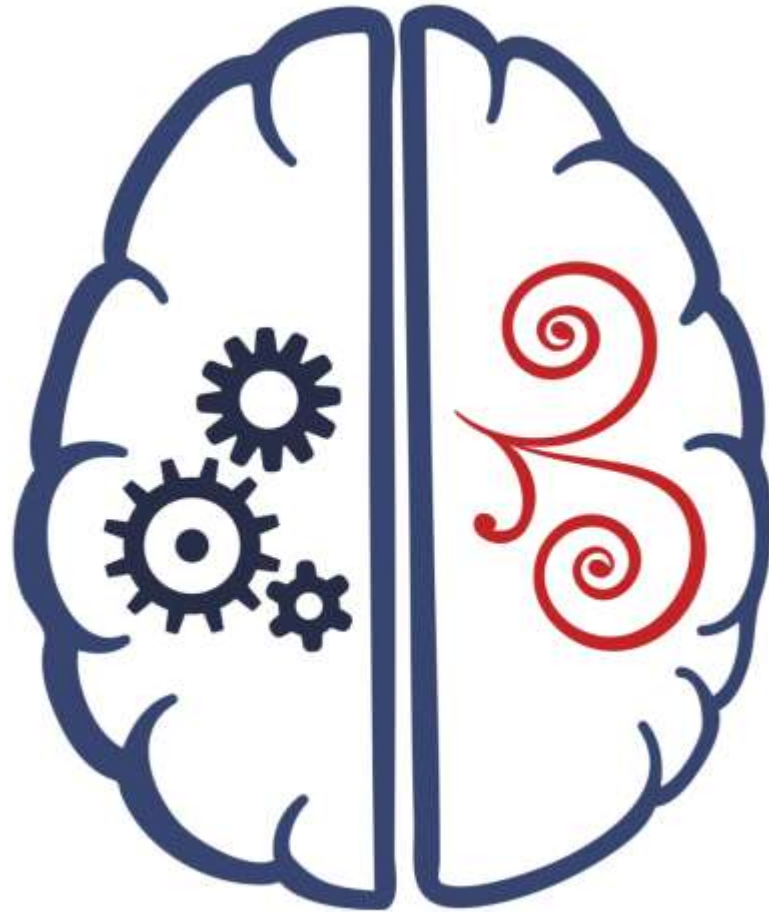
	North America	Asia	Africa	Convert	
Slavery	Trading	Europe	Silk Road	Religion	Plantation

# The Art & Science of Teaching

Science of  
Teaching

“Curriculum”

Common Core  
MN Standards  
Curriculum  
SIOP



Art of  
Teaching

“Instruction”

Technology  
Teacher  
Personality  
Creativity  
Choice  
Differentiation



John F. Kennedy

**“THERE ARE RISKS AND COSTS TO A PROGRAM OF ACTION. BUT THEY ARE FAR LESS THAN THE LONG-RANGE RISKS AND COSTS OF A COMFORTABLE INACTION.”**



# YOUR ACTION PLAN

My Action Plan for: \_\_\_\_\_

<p>What do I see currently in my school/district?</p> <p>In my school, I see...</p>	<p>What are the systematic beliefs?</p>
<p>What are the teachers' beliefs?</p> <p><input type="checkbox"/> Generally Positive  <input type="checkbox"/> Somewhat Positive  <input type="checkbox"/> Skeptical  <input type="checkbox"/> Oppositional</p>	<p>What are current initiatives on teachers' plates?</p>
<p>What is the history in teachers' 'change in practice'?</p> <p>Estimate change need [1=Little Leap...5=Big Jump]</p>	<p>What are internal and/or external obstacles?</p>
<p>What is the teachers'/district's energy for this?          [1=Little...5=A Lot]</p> <p>_____ School Leadership          _____ Teachers          _____ District Leadership          _____ School Board          _____ Parents          _____ Others:          _____ Others:          _____ Others:</p>	<p>What are my next steps?</p> <p>I will start by ...</p>

# Learn more about APS at

<https://www.austin.k12.mn.us/>

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## AUSTIN PUBLIC SCHOOLS

ENGAGING AND EMPOWERING ALL LEARNERS FOR LIFE

Austin, MN 9°F

Home District Offices Schools Family Community Staff

I.J. HOLTON INTERMEDIATE SCHOOL

1800 4th Ave SE (507) 460-1525

IJ Holton Intermediate School

DISTRICT CALENDARS

APS WEEKLY SEGMENT

KIMT3

Events Big 9 Twitter

### Upcoming Events

Jan 14	5th Grade Spelling Bee	9:00am
Jan	6th Grade Spelling Bee	

https://www.austin.k12.mn.us/sites/ijholton/default.aspx

8:57 PM 1/13/2015



June 7-11, 2015

THE HORMEL FOUNDATION

**GIFTED & TALENTED**

Minnesota Department of  
Education

**Austin Public Schools**

ENGAGING AND EMPOWERING  
ALL LEARNERS FOR LIFE!

ANNUAL SYMPOSIUM

# Austin Public Schools

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

David Wolff

District Coordinator for Gifted & Talented Services  
Coordinator of Project E<sup>3</sup>

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