ARIZONA DEPARTMENT OF EDUCATION

Arizona Professional Learning Series for Creating Systems Change to Increase Literacy Achievement for All Students

Module 6
Differentiation

AZPLS   **Rooted in Systems Change**

Facilitator Guide

MODULE 6 FACILITATOR GUIDE

PROFESSIONAL LEARNING SERIES OVERVIEW

The purpose of Arizona's Professional Learning Series is to increase literacy achievement for all students. These comprehensive modules were created through funding from the State Personnel Development Grant, known as the SPDG, awarded to Arizona by the U.S. Department of Education, Office of Special Education Programs.

The focus is to close the gap in literacy achievement between students with specific learning disabilities and their peers without specific learning disabilities in grades 4–8. The foundation of the series is based on systems change, so the professional learning and implementation is schoolwide for grades K–8. The teaching and learning strategies presented in the modules work for all student populations in grades 4–8 and can be adapted and introduced in the primary grades.

The module progression builds to sustainable systems change. The organization of the modules, coaching, and implementation provide a supportive course to increasing knowledge, skills, and achievement. Everyone is aware and involved in the step-by-step process to accomplish the common use of specific teaching and learning strategies in every class.

MODULE 6

Module 6 focuses on implementing evidence-based teaching and learning inclusionary practices and increasing student motivation and engagement through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.

USING THIS FACILITATOR GUIDE

This facilitator guide provides the information necessary to prepare for and facilitate the module. Prior to training, facilitators should:

1. Read the complete guide.

2. Preview videos, if included.

3. Prepare materials for activities.

4. Print posters, activity materials, and Action Planning Wall Headings.

MATERIALS

Computer, projector, screen, and speakers
Tape, markers, highlighters
Student paper cutouts
Half sheets of paper
Action Planning Wall (chart paper or sticky wall)

IMPORTANT NOTES

Collaborative Teams must bring Team Role Cards and Team Norms to the professional learning.

Each participant must bring the AZPLS binder and Formative Assessment Rubric, Resources, and Observation Protocol to the professional learning.

ANCHOR POSTERS: Print one each in color. *These are the same posters used in Module 5.*

Anchor Poster 1: Arizona Professional Learning Series Module Overview

Anchor Poster 2: Arizona English Language Arts Anchor Standards

Anchor Poster 3: Three Questions

Anchor Poster 4: Professional Learning Norms

Anchor Poster 5: Dimensions of Formative Assessment

Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations

POSTER ACTIVITY: *Note: The posters are the Lesson Connection Posters that Collaborative Teams completed in Module 5.*

PARTICIPANT PACKET: Print one complete packet per participant.
Participant Packet with Handouts

DIFFERENTIATION GUIDE: Print one for each participant.
Print cover on cardstock. Add blank cardstock back page. Print one-sided pages. Bind the guide with a spiral.

ACTION PLANNING HEADINGS: Print one each.
Differentiation Strategies   Collaborative Planning and Implementing

Optional Materials
Student Paper Cutouts: *Print and cut out one for each participant.*

Professional Learning Survey

ACTIVITY PREPARATION
Activity 1—Slide 2: Professional Learning Norms
Anchor Poster 4: Professional Learning Norms should be displayed. Go over the norms on the poster. Ask if anyone would like to add something. Add anything that is proposed and has consensus. Ask for agreement from the group for the final list. *There are five numbers on the poster, but any number may be used.*

Activity 2—Slide 3: Team Roles
Team members look to the four borders of the United States. The person who most recently traveled to (or closest to) Canada is the Facilitator. The person who most recently traveled to (or closest to) Mexico is the Reporter. The person who most recently traveled to (or closest to) the Pacific Ocean is the Recorder. The person who most recently traveled to (or closest to) the Atlantic Ocean is the Timekeeper. The remaining team members are Engaged Participants. Team members place their Role Cards in front of them.

Activity 3—Slide 3: Team Norms
Teams review their Team Norms and come to consensus on their learning culture for today. If needed, teams add any norms that have consensus.

Activity 4—Slide 3: Collaboration Skills
Team members review Handout 8: Collaboration Skills to identify skills to implement throughout the professional learning. They do not complete the handout now.

Activity 5—Slide 5: IES Recommendation 4
Using Handout 3: IES Recommendation 4, team members review the IES Recommendation 4 Checklist and discuss how they are currently meeting each goal or how they might begin implementing them. They answer the discussion questions at the bottom of the handout.

Activity 6—Slide 8: Think—Write—Pair—Share
Participants think about differentiation, write their thoughts on the top half of Handout 4: My Thoughts about Differentiation, and share thoughts with a partner.

Activity 7—Slide 8: Strategic Conversations
Team members share one differentiated instruction strategy they currently use with their students. They use the top section of Handout 5: Strategic Conversations for Differentiation to record the shared strategies.

Activity 8—Slide 9: Skim Differentiation Guide
Participants skim the table of contents and pages of the Differentiation Guide.

Activity 9—Slide 10: Close Read
Participants read Differentiation Guide: Pages 1–2 and use close read annotations to gain a basic understanding of differentiation and Universal Design for Learning. Team members share and discuss annotations.

Activity 10—Slide 10: Strategic Conversations
Teams share thoughts on how the close read annotation strategy can support all students in all classes and discuss the benefits of all classes using this strategy. Using Handout 5: Strategic Conversations for Differentiation, individuals record their notes in the middle section, Strategies Used for Differentiation.

Activity 11—Slides 11: Skim UDL Guidelines
Participants skim Differentiation Guide: Pages 3–4 to identify the UDL Guidelines.

Activity 12—Slide 14: Review and Highlight
Participants review checkpoints, highlight what they have applied, and circle bullet points they are interested in applying in the future to support student success with Engagement, Representation, and Action and Expression.

Activity 13—Slide 14: Strategic Conversations
Team members share one highlighted item and one circled item from each of the Engagement, Representation, and Action and Expression Guidelines. Collaborative Teams take note of what they have in common and what they can share to support their team members.

Activity 14—Slides 15–16: Close Read

Participants read Differentiation Guide: Page 13 and use close read annotations while identifying the pillars that support effective differentiation. Team members share and discuss annotations.

Activity 15—Slides 17–18: Strategic Conversations
Participants refer to Differentiation Guide: Page 14 and choose one of the supporting elements: readiness, interests, learning profile, choice, flexible grouping, or respectful tasks. They discuss how they currently use the topic to support student learning and record the shared strategies in the top section of Handout 5: Strategic Conversations for Differentiation.

Activity 16—Slides 19–21: Core Element Presentations
Participants refer to Differentiation Guide: Pages 15–18. Assigned an element of Content, Process, Product, or Learning Environment, teams read about that element in the Differentiation Guide, summarize the information, and brainstorm how to present the information to the group. The teams plan their 3–5 minute presentations and present to the group. Each team presents their topic. Celebrate each team's presentation.

Activity 17—Slide 22: Strategic Conversations
Participants review Differentiation Guide: Pages 15–18. They share thoughts on how Content, Process, Product, and Learning Environment can support students in all classes and discuss the benefits of all classes implementing these strategies. They record notes in the middle section of Handout 5: Strategic Conversations for Differentiation.

Activity 18—Slide 23: Review and Discuss
Participants review linked attributes on Differentiation Guide: Page 19 and discuss how UDL and differentiated instruction will be a positive addition for them and their students.

Activity 19—Slide 24: Think—Write—Pair—Share
Participants think about what they know and think about differentiation, write their thoughts on the bottom half of Handout 4: My Thoughts about Differentiation, and share thoughts with a partner. Pairs share one common change in thinking with their Collaborative Teams. Reporters, choose one common change in thinking to share with the group.

Activity 20—Slide 25: Student Impact
Participants think about their current students and answer the question: How will differentiation impact their learning as individuals and as small and large group members?

Activity 21—Slide 26: Team Support and Implementation
Teams discuss the module differentiation strategies presented today. They choose one to implement across their grade level next week.

Activity 22—Slide 26: Action Planning
Teams discuss what is needed to create, support, and sustain a schoolwide effort to collaboratively use differentiation strategies with all students. Reporters share the support their teams need for collectively implementing differentiation strategies. Recorders add the concerns to the Action Planning Wall under the heading: Differentiation Strategies.

Activity 23—Slides 27–28: Collaborative Planning to Meet the Needs of All Learners

Participants refer to the Differentiation Guide: Pages 20–26. Using Handout 6A: Collaborative Planning to Meet the Needs of All Learners, they complete the checklist individually to identify what they think about when creating lesson plans. As a Collaborative Team, they discuss what they have in common from the checklist.

Activity 24—Slide 29: Lesson Planning
As a Collaborative Team, they review Handout 6B: Lesson Plan with Formative Assessment and Differentiated Instruction to examine lesson planning that integrates the Dimensions of Formative Assessment and differentiation.

Activity 25—Slide 29: Compare and Contrast Lesson Plans
Teams use Handout 6C: Compare and Contrast Lesson Plans to identify the similarities between their current lesson planning and adding differentiation.

Activity 26—Slide 30: Lesson Planning Connections
Using the Lesson Connection Posters from Module 5 and Handout 6D: Lesson Planning Connections, teams discuss how they could differentiate their Module 5 Lessons with Universal Design for Learning and meet each student's needs through Content, Process, Product, and Learning Environment.

Activity 27—Slide 30: Self-Assessment
Using the revised Handout 4E: Self-Assessment and Peer Feedback, teams complete a self-assessment.

Activity 28—Slide 31: Peer Feedback
Each team partners with another team. Each person trades Handout 6E: Self-Assessment and Peer Feedback with a member of the partner team. At their partner team's Learning Connection Poster and using their partners' Handout 6E: Self-Assessment and Peer Feedback, they record descriptive feedback under Peer Feedback for Differentiation Instruction.

They trade back Handout 6E: Self-Assessment and Peer Feedback. With their own Collaborative Team, they review their peer feedback and discuss how they can collaborate to differentiate their lessons.

Activity 29—Slide 31: Strategic Conversations
Collaborative Team members share their thoughts on how collaborative planning will support students in all classes. Using Handout 5: Strategic Conversations for Differentiation, they record notes in the middle section, Strategies Used for Differentiated Instruction.

Activity 30—Slide 32: Strategic Conversations
Using the bottom section of Handout 5: Strategic Conversations for Differentiation, Collaborative Team members finish the sentence stem for the if/then statement to discuss the student impact of collaboratively using differentiation strategies. As a team they choose one module collaborative planning strategy to implement across their grade level next week.

Activity 31—Slide 32: Action Planning
Teams discuss what is needed to create, support, and sustain a schoolwide effort to collaboratively plan lessons and implement teaching and learning strategies with differentiation. Reporters share the support their teams need for collectively planning and implementing differentiation strategies. Recorders add the concerns to the Action Planning Wall under the heading: Collaborative Planning and Implementing.

Activity 32—Slide 34: Collaboration Skills
Using Handout 8: Collaboration Skills, participants complete the checklist and discuss how each team member's collaborative skills have increased and supported the work of your Collaborative Team.

Activity 33—Slide 36: Student Impact
Individuals think about the positive ways the AZPLS impacted their students. Using a student paper cutout, they each cover one with the impacts to the students in their classes.

Activity 34—Slides 36: Reflect and Discuss
Team members share their impact statements with their teams. They reflect on how the work of each team member collectively impacts the students at their grade level. They discuss how the AZPLS strategies are increasing literacy achievement for all students in all classes.

Action Planning Note: Action planning begins during professional learning, so all staff have input. Teams discuss each topic, and Recorders add their teams' needs under the headings. It is a good idea to take pictures of the final Action Planning Wall to provide a visual aid when the BLT creates the formal action plan to share with staff and the DLT. A detailed explanation of action planning can be found in the Action Planning Guide.

ROOM SETUP
Set up computer, projector, screen, and speakers.

Hang Anchor Posters 1–6 in front of room. *Note: These six posters will be used in Module 6.*

Hang Lesson Connection Posters from Module 5 for each Collaborative Team. *Note: There must be room for all Collaborative Team members to gather around their posters.*

 Hang Action Planning Wall (chart paper or sticky wall) with the two Action Planning Wall Headings.

Set up tables with Participant Packets, half sheets of paper, student paper cutouts, markers, highlighters, and tape.

Seat participants by Collaborative Teams. Content area teachers, special education teachers, and special area teachers should sit with the grade level they support most often.

REFERENCES
Arizona Promising Practices
This website provides research to practice guidelines, strategies, and resources to support Arizona professionals and parents in improving results for students with disabilities.

AGENDA OUTLINE

The following table provides an outline of the agenda for the professional learning session. It includes timing, slide numbers, activities, and materials. The outline provides facilitators with a big-picture view of this professional learning and activities. Total time estimate: 4 hours

Agenda Items	Time	Slides	Activities	Materials
Welcome Introductions Norms	5 minutes	1–2	Activity 1: Professional Learning Norms	Anchor Poster 4: Professional Learning Norms
Team Roles Team Norms Collaboration Skills	5 minutes	3	Activity 2: Team Roles Activity 3: Team Norms Activity 4: Collaboration Skills	Team Role Cards Team Norms Handout 8: Collaboration Skills
Arizona Professional Learning Series Module Overview	3 minutes	4		Anchor Poster 1: Arizona Professional Learning Series Module Overview Handout 1: Arizona Professional Learning Series Module Overview Anchor Poster 2: Arizona English Language Arts Anchor Standards Handout 2: Arizona English Language Arts Anchor Standards Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations
IES Recommendation 4	5 minutes	5	Activity 5: IES Recommendation 4	Handout 3: IES Recommendation 4
Module Focus	2 minutes	6		Anchor Poster 2: Arizona English Language Arts Anchor Standards Handout 2: Arizona English Language Arts Anchor Standards Anchor Poster 6: Institute of Education Sciences

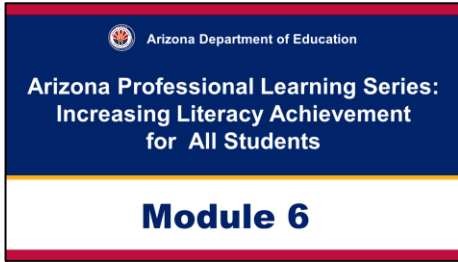|				(IES) Reading K–3 and 4–8 Recommendations
Professional Learning Process	3 minutes	7		Anchor Poster 3: Three Questions
				Anchor Poster 5: Dimensions of Formative Assessment
				Anchor Poster 2: Arizona English Language Arts Anchor Standards
				Handout 2: Arizona English Language Arts Anchor Standards
				Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations
Think—Write—Pair—Share	5 minutes	8	Activity 6: Think—Write—Pair—Share	Handout 4: My Thoughts about Differentiation
Strategic Conversations	5 minutes	8	Activity 7: Strategic Conversations	Handout 5: Strategic Conversations for Differentiation
Skim Differentiation Guide	5 minutes	9	Activity 8: Skim Differentiation Guide	Differentiation Guide
Close Read	10 minutes	10	Activity 9: Close Read	Differentiation Guide: Pages 1–2
Strategic Conversations	5 minutes	10	Activity 10: Strategic Conversations	Handout 5: Strategic Conversations for Differentiation
Skim UDL Guidelines	5 minutes	11	Activity 11: Skim UDL Guidelines	Differentiation Guide: Pages 3–4
Principles of UDL	5 minutes	12–13		Differentiation Guide: Page 5
Review and Highlight Strategic Conversations	15 minutes	14	Activity 12: Review and Highlight Activity 13: Strategic Conversations	Differentiation Guide: Pages 6–12 Handout 5: Strategic Conversations for Differentiation

Close Read	10 minutes	15–16	Activity 14: Close Read	Differentiation Guide: Page 13
Effective Differentiated Instruction	2 minutes	17–18		Anchor Poster 2: Arizona English Language Arts Anchor Standards
				Anchor Poster 5: Dimensions of Formative Assessment
Strategic Conversations			Activity 15: Strategic Conversations	Handout 5: Strategic Conversations for Differentiation
Core Elements	55 minutes	19–21		Anchor Poster 5: Dimensions of Formative Assessment
Core Element Presentations			Activity 16: Core Element Presentations	Differentiation Guide: Pages 15–18
Strategic Conversations	10 minutes	22	Activity 17: Strategic Conversations	Differentiation Guide: Pages 15–18
				Handout 5: Strategic Conversations for Differentiation
Review and Discuss	3 minutes	23	Activity 18: Review and Discuss	Differentiation Guide: Page 19
Think—Write— Pair—Share	5 minutes	24	Activity 19: Think—Write— Pair—Share	Handout 4: My Thoughts about Differentiation
Student Impact	5 minutes	25	Activity 20: Student Impact	
Team Support and Implementation	10 minutes	26	Activity 21: Team Support and Implementation	
Action Planning			Activity 22: Action Planning	Action Planning Wall Heading: Differentiation Strategies
Collaborative Planning	5 minutes	27		Differentiation Guide Pages: 20–26
				Handout 6A: Collaborative Planning to Meet the Needs of All Learners

				Handout 6B: Lesson Plan with Formative Assessment and Differentiated Instruction
				Handout 6C: Compare and Contrast Lesson Plans
				Handout 4D: Lesson Planning Connections
				Handout 4E: Self-Assessment and Peer Feedback
Collaborative Planning to Meet the Needs of All Learners	20 minutes	28	Activity 23: Collaborative Planning to Meet the Needs of All Learners	Handout 6A: Collaborative Planning to Meet the Needs of All Learners
Lesson Planning		29	Activity 24: Lesson Planning	Handout 6B: Lesson Plan with Formative Assessment and Differentiated Instruction
Compare and Contrast Lesson Plans			Activity 25: Compare and Contrast Lesson Plans	Handout 6C: Compare and Contrast Lesson Plans
Lesson Planning Connections	20 minutes	30	Activity 26: Lesson Planning Connections	Module 5 Lesson Connection Posters
				Handout 6D: Lesson Planning Connections
Self-Assessment			Activity 27: Self-Assessment	Module 5 Lesson Connection Posters
				Handout 6E: Self-Assessment and Peer Feedback
Peer Feedback	15 minutes	31	Activity 28: Peer Feedback	Module 5 Lesson Connection Posters
				Handout 6E: Self-Assessment and Peer Feedback
Strategic Conversations			Activity 29: Strategic Conversations	Handout 5: Strategic Conversations for Differentiation

Strategic Conversations	10 minutes	32–33	Activity 30: Strategic Conversations	Handout 5: Strategic Conversations for Differentiation
Action Planning			Activity 31: Action Planning	Action Planning Wall Heading: Collaborative Planning and Implementing
				Handout 7: Module 6 Action Plan
Collaboration Skills	5 minutes	34	Activity 32: Collaboration Skills	Handout 8: Collaboration Skills
Student Impact	15 minutes	35–36	Activity 33: Student Impact	Student Paper Cutouts
Reflect and Discuss			Activity 34: Reflect and Discuss	
Wrap Up	2 minutes	37–38		

Arizona Professional Learning Series: Module 6

Slide 1	
Arizona Department of Education **Arizona Professional Learning Series: Increasing Literacy Achievement for All Students** **Module 6**	*Have this slide showing as participants arrive. Remind participants their Participant Packet with handouts will be used throughout the professional learning for note taking and activities.* **Explain:** Today, we continue our AZPLS journey of schoolwide systems change that will lead to increased literacy achievement for all students. Specifically, we will focus on inclusionary practices of differentiation and Universal Design for Learning (UDL).

Slide 2	
AZPLS **NORMS** Begin and end on time. Silence cell phones. Limit distractions to breaks. Respect all voices. Others?	*Activity 1: Professional Learning Norms. Anchor Poster 4: Professional Learning Norms.* **Explain:** Process norms set ground rules or expectations for how people treat each other at a meeting or professional learning. The AZPLS norms focus on respecting all participants. Look over the norms listed on the poster. Are there additional norms you would like to discuss? Please raise your hand if you agree with the norms we have.

| Slide 3	
Collaborative Teams	*Activity 2: Team Roles. Activity 3: Team Norms. Activity 4: Collaboration Skills. Handout 8: Collaboration Skills.* **Explain:** To assign roles for our work today, we are looking to the four borders of the United States. The person who most recently traveled to (or closest to) Canada is the Facilitator. The person who most recently traveled to (or closest to) Mexico is the Reporter. The person who most recently traveled to (or closest to) the Pacific Ocean is the Recorder. The person who most recently traveled to (or closest to) the Atlantic Ocean is the Timekeeper. The remaining team members are Engaged Participants. Please place your **Team Role Cards** in front of you. Take a moment to review your **Team Norms** and come to consensus on your learning culture for today. If any norms need to be discussed or added, please do so. This sets the tone for your collective commitment as a team. Your individual commitment today will support your team. Review **Handout 8: Collaboration Skills**. Don't write anything down. Just read through it and reflect on how you can effectively collaborate with your team. You will come back to this handout and self-assess at the end of our professional learning today.
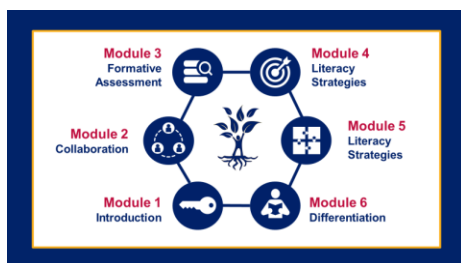
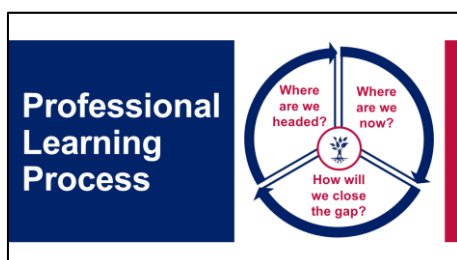| Slide 4	*Anchor Poster 1: Arizona Professional Learning Series Module Overview. Handout 1: Arizona Professional Learning Series Module Overview. Anchor Poster 2: Arizona English Language Arts Anchor Standards. Handout 2: Arizona English Language Arts Anchor Standards. Anchor Poster 6: Institute of Education Science (IES) Reading K–3 and 4–8 Recommendations.*
	Explain: **Handout 1: Arizona Professional Learning Series Module Overview** is the brief outline of the modules and indicates how they build on each other. The first three modules laid the foundation that supports the teaching and learning strategies of Modules 4 and 5. Module 4 connected **Handout 2: Arizona English Language Arts Anchor Standards** and the Institute of Education Sciences (IES) Recommendations 1 and 2 for specific strategies that support explicit vocabulary and direct and explicit comprehension skills throughout the grade levels and content areas. Module 5 connected **Handout 2: Arizona English Language Arts Anchor Standards** and IES Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. Today, we are exploring strategies with the Universal Design for Learning and differentiated instruction connected to **Handout 2: Arizona English Language Arts Anchor Standards** and IES Recommendation 4: Increase student motivation and engagement in literacy learning.
Slide 5	*Activity 5: IES Recommendation 4. Handout 3: IES Recommendation 4.*
	Explain: To meet the Arizona English Language Arts Anchor Standards, students must read and understand complex text. They are expected to make meaningful connections within and across texts. In Best Practices for Motivating Students to Read, John Guthrie discusses if students are to successfully meet the standards, they must be motivated. They need the confidence to keep trying in the face of difficulty; they need the reading interests to make their effort worthwhile; they need the social belief that they can give and receive help from peers effectively; and they will have to read more widely and deeply than ever. Read the top section of **Handout 3: IES Recommendation 4** and discuss the definitions of reading motivation and reading engagement and how reading motivation produces reading engagement, which promotes achievement. After your discussion, review the Checklist and discuss how you
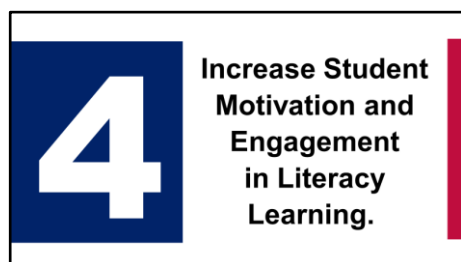
are currently meeting each goal or how you might begin implementing them. Then, answer the discussion questions.

After team discussions: Throughout the module, think about how all students will feel when you begin collaboratively implementing or improving the checklist goals.
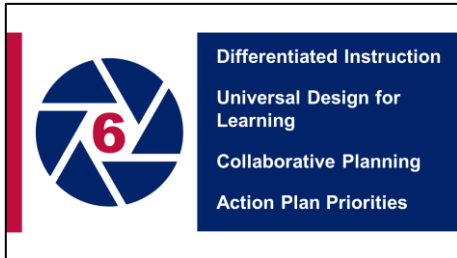
Slide 6	*Anchor Poster 2: Arizona English Language Arts Anchor Standards. Handout 2: Arizona English Language Arts Anchor Standards. Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations.*
6 Differentiated Instruction Universal Design for Learning Collaborative Planning Action Plan Priorities	**Explain:** Today's focus connects IES Recommendation 4: Increase student motivation and engagement in literacy learning to all Arizona English Language Arts Anchor Standards. We will identify strategies for differentiated instruction and Universal Design for Learning and how the combination of the two provides teachers with both theory and practice to increase student motivation and engagement in literacy learning. We will review current collaborative lesson planning and connect to lesson planning that includes formative assessment, differentiation, self-assessment, and peer feedback. Everyone has input as to what the Action Plan should include. At specific points during today's work, you will clarify action items to continue your learning and support. From that input, the Building Leadership Team will create and share the formal Action Plan with you. Everyone will be responsible for implementation and will be supported by the Building Leadership Team and coach.
Slide 7	*Anchor Poster 3: Three Questions. Anchor Poster 5: Dimensions of Formative Assessment. Anchor Poster 2: Arizona English Language Arts Anchor Standards. Handout 2: Arizona English Language Arts Anchor Standards. Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations.*
Professional Learning Process Where are we headed? Where are we now? How will we close the gap?	**Explain:** Let's review our strategy that centers your professional learning for this module and frames our intention. Where are we headed? Today, we are exploring literacy strategies connected to the Arizona English Language Arts Anchor Standards and IES Recommendation 4: Increase student motivation and engagement in literacy learning. Where are we now? We apply the Dimensions of Formative Assessment Learning Goals, Criteria for Success, and Tasks and Activities; connect with the Arizona English Language Arts Anchor Standards; and implement strategies that support IES

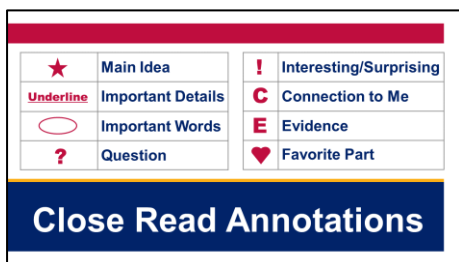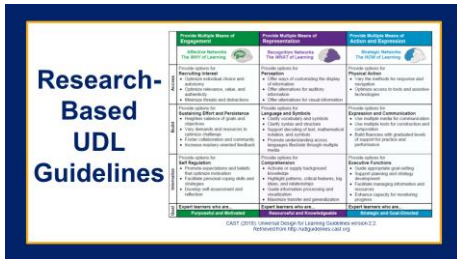|	
	Recommendation 1: Provide explicit vocabulary instruction; IES Recommendation 2: Provide direct and explicit comprehension strategy instruction; and IES Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. How do we close the gap between our current reality and where we are headed? We close the gap between where we are now and where we are headed with all teachers collaboratively planning and implementing inclusionary practices that support the literacy needs of every student.
Slide 8 **What Are Your Thoughts about Differentiation?**	*Activity 6: Think—Write—Pair—Share. Handout 4: My Thoughts about Differentiation. Activity 7: Strategic Conversations. Handout 5: Strategic Conversations for Differentiation.* **Explain:** What are your thoughts about differentiation? Using the top half of **Handout 4: My Thoughts about Differentiation**, jot down what you know and think about differentiation. *When participants are finished:* Turn to a partner and share your thoughts. *When pairs are finished:* We will come back to the bottom half later in the module. With your Collaborative Team members, share one differentiated instruction strategy you currently use with your students. Use the top section of **Handout 5: Strategic Conversations for Differentiation** to record the shared strategies.
Slide 9 **Inclusionary Practices** · **UDL** · **DI**	*Activity 8: Skim Differentiation Guide.* **Explain:** Skimming is a previewing strategy to give you the big picture of a text. We will be working with the **Differentiation Guide** today. Take a moment and skim the table of contents and pages of the guide. *When participants are finished skimming the guide:* We are beginning with an overview to identify Universal Design for Learning or UDL, differentiated instruction, and how the practices and principles of UDL link with differentiated instruction.
Slide 10 ★ Main Idea ! Interesting/Surprising Underline Important Details C Connection to Me Important Words E Evidence ? Question ♥ Favorite Part **Close Read Annotations**	*Activity 9: Close Read. Differentiation Guide, pages 1–2. Activity 10: Strategic Conversations. Handout 5: Strategic Conversations for Differentiation.* **Explain:** In your **Differentiation Guide**, read pages 1–2 to gain a basic understanding of differentiation and Universal Design for Learning. Use the close read annotations. When everyone in your

|	
	team is finished reading, share and discuss your annotations. What was interesting or surprised you? What connections did you make with the text? *After participants finish sharing and discussing:* Share your thoughts on how close read annotations can support students in all classes and discuss the benefits of all classes using this strategy. Using **Handout 5: Strategic Conversations for Differentiation**, record your notes in the middle section, Strategies Used for Differentiated Instruction.
Slide 11 Research-Based UDL Guidelines	*Differentiation Guide, pages 3–4. Activity 11: Skim UDL Guidelines. Differentiation Guide, page 4.* **Explain:** The Center of Applied Special Technology or CAST created the UDL framework. The framework is based on neuroscience research evidence that individual learners differ in the ways in which they are motivated (affective network), how they comprehend information (recognition network), and how they express what they know (strategic network). Look at the graphic on page 3 of the **Differentiation Guide**. To guide educators in creating lessons, curricula, and learning systems that are engaging, maximize flexibility, and optimize learning, the three primary brain networks are translated into three UDL principles of design (*Rose, Meyer, and Gordon 2014):* 1. Provide multiple means of engagement; 2. Provide multiple means of representation; and 3. Provide multiple means of action and expression. The UDL content was revised in 2011 and has remained the same since then. In 2018, they updated the presentation of the UDL Guidelines with the tool on page 4. This tool can be used to design learning experiences that meet the needs of all learners. Skim the columns then I will breakdown the information.
Slide 12 Affective Networks The *WHY* of Learning — Recognition Networks The *WHAT* of Learning — Strategic Networks The *HOW* of Learning	**Explain:** The Guidelines are organized according to the three principles of UDL: engagement, representation, and action and expression. The first column represents affective networks or the "why" of learning with providing multiple means of engagement. The middle column represents recognition networks or the "what" of learning by providing multiple means of representation. The third column represents strategic networks or the "how" of learning by providing multiple means of action and expression. The bullets under each of the Guidelines are corresponding "checkpoints" that provide more detailed suggestions. We'll look at those checkpoints in a moment.
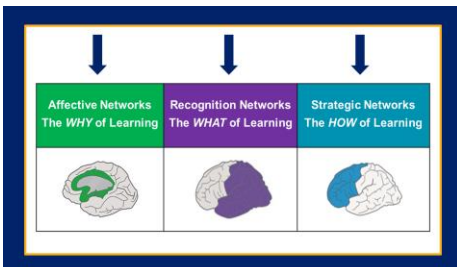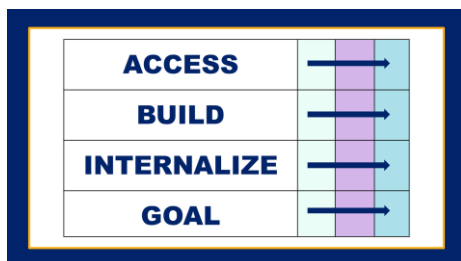
Slide 13 	*Differentiation Guide, page 5.* **Explain:** On page 5 in the **Differentiation Guide**, you see the Guidelines are also organized horizontally. The "access" row includes the Guidelines that suggest ways to increase access to the Learning Goal by recruiting interest and by offering options for perception and physical action. The "build" row includes the guidelines that suggest ways to develop effort and persistence, language and symbols, and expression and communication. The "internalize" row includes the guidelines that suggest ways to empower learners through self-regulation, comprehension, and executive function. Taken together, the Guidelines lead to the **ultimate goal of UDL: to develop "expert learners"** who are, each in their own way, resourceful. knowledgeable, strategic, goal-directed, purposeful, and motivated.
Slide 14 	*Activity 12: Review and Highlight. Differentiation Guide, pages 6–12. Activity 13: Strategic Conversations. Handout 5: Strategic Conversations for Differentiation.* **Explain:** Remember the theory of UDL is based on how teachers anticipate students' needs. When you collaboratively plan your lessons, you will guide the design of learning that provides flexibility with a variety of options for learners to comprehend information, demonstrate their knowledge and skills, and be motivated to learn. Pages 6–12 of the **Differentiation Guide** offer checkpoints with examples for implementing each Guideline. Many of these suggestions are things teachers use daily to meet the needs of all learners. Review the pages, highlight what you have applied, and circle a few bullet points that you are interested in applying in the future to support student success. *After reviewing:* Share one highlighted item and one circled item from each of the Guidelines with your Collaborative Team members. Take note of what you have in common and what you can share to support your team members. Share your thoughts on how **Engagement, Representation, and Action and Expression** can support students in all classes and discuss the benefits of all classes using these strategies. Using **Handout 5: Strategic Conversations for Differentiation**, record your notes in the middle section, Strategies Used for Differentiated Instruction.

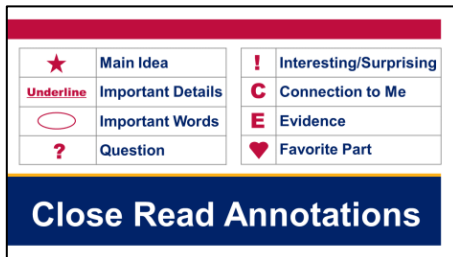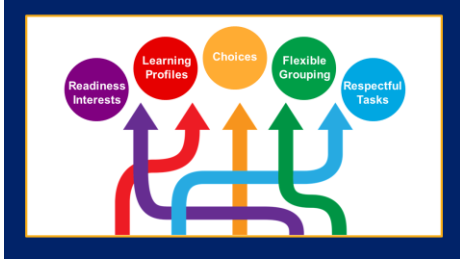| **Slide 15**	**Explain:**
Success for All Students! Differentiated Instruction	Differentiated instruction is rooted in years of educational research. It is both a philosophy and a way of teaching that respects the different learning needs of students and expects all students to experience success as learners. Carol Ann Tomlinson, a leader in differentiated learning, describes differentiation as responsive teaching rather than one size fits all teaching (2005). This means that teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible (Tomlinson, 2003).
Slide 16	*Activity 14: Close Read. Differentiation Guide, page 13.*
★ Main Idea	! Interesting/Surprising Underline Important Details	C Connection to Me Important Words	E Evidence ? Question	♥ Favorite Part **Close Read Annotations**	**Explain:** Let's use our annotations again as you read additional information about differentiated instruction on page 13 of the **Differentiation Guide**. When everyone in your team is finished reading, share and discuss your annotations. What was interesting or surprised you? What connections did you make with the text? *After participants finish discussing:* Reporters, share one annotation your team had in common.
Slide 17	*Anchor Poster 2: Arizona English Language Arts Anchor Standards. Anchor Poster 5: Dimensions of Formative Assessment.*
Effective Differentiated Instruction Environment Curriculum Assessment Instruction Management	**Explain:** Effective differentiated instruction is effective instruction. They share the same qualities we previously discussed. There are four principles plus one that are foundational to differentiated instruction. Carol Ann Tomlinson added the fifth because the four won't be successful without it. The **learning environment** needs to be open and inviting so all students feel safe to fully engage in their learning. The **curriculum** needs to be of high-quality and aligned to state standards. Each lesson has clearly defined Leaning Goals with Criteria for Success that are understood by every student. All tasks and activities support the Learning Goals. Teachers use evidence to drive instruction. Using **formative assessment**, teachers monitor and adjust instruction to meet the needs of all students through tasks and activities, questioning strategies, self-assessment, extending thinking, descriptive feedback, and peer feedback. **Classroom management** is a key factor in creating a collaborative culture of learning to support effective instructional teaching and learning. Clear classroom procedures and routines
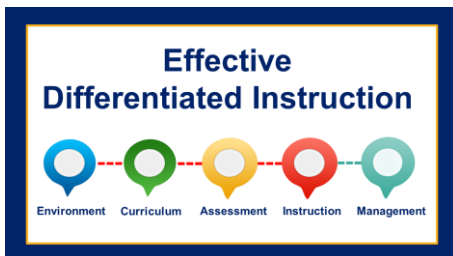
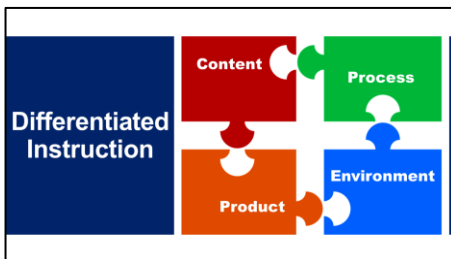|	need to be established, consistent, supportive, and positive.
Slide 18 	*Differentiation Guide page, 14. Activity 15: Strategic Conversations.* **Explain:** The key elements that guide differentiated instruction are content, process, product, and environment. For these to effectively support student learning, we must first consider each student's readiness, interests, and learning profiles. That will guide the choices, flexible grouping, and respectful tasks that will be used with content, process, and product. **Readiness** is not referring to a student's ability. It refers to a student's current proximity to specific learning goals, targets, or outcomes (Tomlinson 2011). It is not a universal readiness. A student may have differing readiness levels for a specific subject area, topic, or skill. The readiness levels change as learning occurs so with that the complexity of work must change (Tomlinson, 2003). When a student's **interests** are tapped, that student is more likely to be engaged and to persist in learning (Csikszentmihalyi, 1990; Maslow, 1962; Sousa, 2001; Wolfe, 2001). This personal learning connection will motivate students to be more involved in the topic. When students are interested, they are more likely to pay attention, stay engaged, and process information more effectively (Hidi and Harackiewicz, 2000). **Learning profile** refers to a wide variety of ways in which learners vary in how they prefer to deal with content, process, and product. Learning profile includes attention to intelligence preferences, learning styles, and cultural and gender differences. Teachers may differentiate for learning profile by offering options for how to demonstrate learning. When different modes of learning are offered and supported, more students successfully complete learning tasks (Campbell and Campbell, 1999; Sternberg et al., 1998). **Student choice** may refer to organization (e.g., choosing group members or participating in establishing classroom rules), procedural (e.g., choosing how to demonstrate learning), or cognitive (e.g., finding multiple solutions to problems, aligning tasks to interests, or debating ideas freely). By empowering students to exercise a degree of autonomous decision making, student choice makes students active participants in their educations (Hanover, 2014). **Flexible grouping** is a central part of respect for all learners, honoring individual differences, collaboration, teaching for success, and collaboration in a differentiated classroom (Tomlinson, 2001). In planning for flexible grouping, teachers must consider the strengths and weaknesses of each grouping

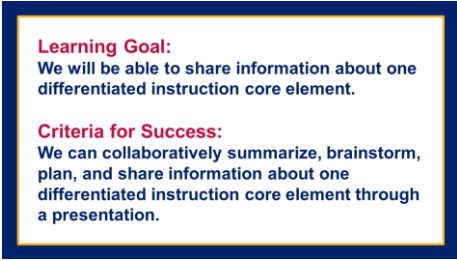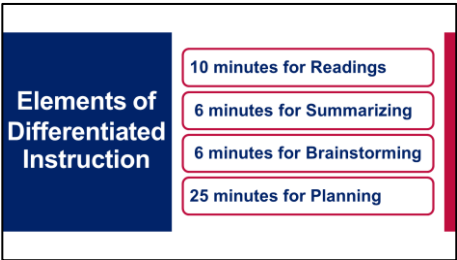|	
	approach—large group, small group, partner, and individual to best meet the learning needs of the students. Groups are to be formed and dissolved as needs change (Radencich and McKay, 1995; Ford, 2005). Requiring tasks to use skills far above or far below students' skill levels impedes learning, so it is essential to create respectful tasks. **Respectful tasks** are based on high expectations and require teaching up. While different tasks will require varied skill levels, it is important to provide each student with tasks that are slightly challenging. This generates learning (Tomlinson, 2008). A reference page for Readiness, Interests, Learning Profiles, Choices, Flexible Grouping, and Respectful Tasks is on page 14 of the **Differentiation Guide**. Each of you choose one of these supporting elements. Discuss how you could implement the topic to support student learning. Record the shared strategies in the middle section of **Handout 5: Strategic Conversations for Differentiation**.
Slide 19 	*Anchor Poster 5: Dimensions of Formative Assessment.* **Explain:** There are four core elements to differentiating instruction: content, process, product, and environment. All are necessary and interconnect to offer effective differentiated instruction. This progresses into the Dimensions of Formative Assessment 3–10 with our formative assessment rubric from *Tasks and Activities to Elicit Evidence of Student Learning* that guide students toward successful learning. **Content** of instruction should address the same concepts with all students, but the degree of complexity should be adjusted to suit diverse learners (National Center on Accessing the General Curriculum). **Process** is how students will learn the content you teach. Inclusionary classrooms are student-centered and collaborative with flexible groupings. This means that the teacher plans to use materials for different learning styles and offer support for different student's needs. Students work together, but the groups need to be fluid and change to fit the needs of all students for the activity. Rather than just listing the activity in your plans, you need to think of how you will offer varying levels of the activity and how you will use evidence to drive instruction to know where your students are in real time. The **product**, or evidence of learning, is what the students create at the end of a lesson, series of lessons, or unit to demonstrate the mastery of the content. The important aspect is to offer choices, so all students can express their level of learning in a manner that fits their strengths.

	Learning environment adjustments can include time, space, materials, and room arrangement (Tomlinson and Imbeau, 2010). Your classroom needs to be inviting in the way it looks and the way it feels. Every student should feel safe, secure, and supported to learn in the way that best works for them. Everyone should share in and support the learning of every student.
Slide 20 **Learning Goal:** We will be able to share information about one differentiated instruction core element. **Criteria for Success:** We can collaboratively summarize, brainstorm, plan, and share information about one differentiated instruction core element through a presentation.	*Differentiation Guide, pages 15–18.* **Explain:** We are going to do a team activity to learn more about the core elements of differentiated instruction. Your reference will be within pages 15–18 of our **Differentiation Guide**. You will use the page of your assigned core element to create a short presentation. Our Learning Goal: We will be able to share information about one differentiated instruction core element. Our Criteria for Success: We can collaboratively summarize, brainstorm, plan, and share one differentiated instruction core element through a presentation.

Slide 21
 	
Elements of Differentiated Instruction
10 minutes for Readings
6 minutes for Summarizing
6 minutes for Brainstorming
25 minutes for Planning
	Activity 16: Core Element Presentation. Differentiation Guide pages 15–18.
	
	Explain:
	Your team will read about one core element and summarize the key points. Next, you will brainstorm ways you might present your information to the whole group. Your plan should involve everyone in your Collaborative Team. Timing for your presentation should be 3–5 minutes. ***Assign one core element to each Collaborative Team.***
	
	Timekeepers, you will keep your team on target by following the schedule:
	   10 minutes for Readings
	    6 minutes for Summarizing
	    6 minutes for Brainstorming
	  25 minutes for Planning
	
	Keep track of the time. When 47 minutes pass, start the presentations.
	
	After the presentations: Celebrate the presentations!

Slide 22 **Strategic Conversations**	*Activity 17: Strategic Conversations. Differentiation Guide, pages 15–18. Handout 5: Strategic Conversations for Differentiation.* **Explain:** Discuss the information you received from the presentations and pages 15–18 of the **Differentiation Guide**. Share your thoughts on how Content, Process, Product, and Learning Environment can support students in all classes and discuss the benefits of all

	classes implementing these strategies. Using **Handout 5: Strategic Conversations for Differentiation**, record your notes in the middle section, Strategies Used for Differentiated Instruction.
Slide 23	*Activity 18: Review and Discuss. Differentiation Guide, page 19.*
	Explain: The diagram on page 19 of the **Differentiation Guide** illustrates how UDL and differentiated instruction link together. Review the linked attributes and discuss how UDL and differentiated instruction will be positive additions to your teaching strategies and your students' learning strategies.
Slide 24	*Activity 19: Think—Write—Pair—Share. Handout 4: My Thoughts about Differentiation.*
	Explain: What are your thoughts about differentiation now? Go back to **Handout 4: My Thoughts about Differentiation**. In the bottom half, jot down what you now know and think about differentiation. *When participants are finished:* How has your thinking changed? Turn to a partner and share your thoughts. *When pairs are finished:* Pairs, share one common change in thinking with your Collaborative Team. Reporters, choose one common change in thinking to share with the group.
Slide 25	*Activity 20: Student Impact.*
	Explain: Think about your current students. How will differentiation impact their learning as individuals and as small and large group members? Reporters, share the biggest impact from your team's discussion.
Slide 26	*Activity 21: Team Support and Implementation. Handout 5: Strategic Conversations for Differentiation. Activity 22: Action Planning. Action Planning Wall.*
	Explain: As a team, discuss the module differentiation strategies presented today. Complete the if/then statement at the bottom of **Handout 5: Strategic Conversations for Differentiation.** Choose one module differentiation strategy to implement across your grade level next week. *When all teams are finished:* Answer the action planning question: What is needed to create, support, and sustain a schoolwide effort to collaboratively use differentiation strategies?

	When all teams are finished: Recorders, using the half sheets of paper and markers, add your team's needs under the **Action Planning Wall Heading: Differentiation Strategies**.

Reporters, share the support your teams need for collectively implementing differentiation strategies. *Point out commonalities among the teams.* |
| **Slide 27**
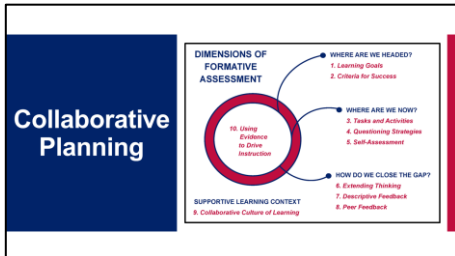
 | *Differentiation Guide, pages 20–26. Handout 6A: Collaborative Planning to Meet the Needs of All Learners. Handout 6B: Lesson Plan with Formative Assessment and Differentiation. Handout 6C: Compare and Contrast Lesson Plans. 6D: Lesson Planning Connections. Handout 6E: Self-Assessment and Peer Feedback.*

Explain:
The AZPLS is structured around Collaborative Teams implementing the Dimensions of Formative Assessment, inclusionary practices, and teaching and learning strategies. The following activities are designed to examine your current collaborative planning and extend your collaborative planning to include differentiation.

Pages 20–26 in the Differentiation Guide are dedicated to organizing collaborative planning. You have the same information in **Handouts 6A–6E** to use for the next few activities. Let me preview the handouts before you begin. |
| **Slide 28**

 | *Activity 23: Collaborative Planning to Meet the Needs of All Learners. Handout 6A: Collaborative Planning to Meet the Needs of All Learners.*

Explain:
The activity for **Handout 6A: Collaborative Planning to Meet the Needs of All Learners** has three steps. Step 1: You complete the checklist individually to identify what you think about when creating your lesson plans.

Step 2: As a Collaborative Team, you discuss what you have in common from the checklist. |
| **Slide 29**

 | *Activity 24: Lesson Planning. Handout 6B: Lesson Plan with Formative Assessment and Differentiated Instruction. Activity 25: Compare and Contrast Lesson Plans. Handout 6C: Compare and Contrast Lesson Plans.*

Explain:
Step 3: You review **Handout 6B: Lesson Plan with Formative Assessment and Differentiated Instruction** to examine lesson planning that integrates the Dimensions of Formative Assessment and differentiation. Use **Handout 6C: Compare and Contrast Lesson Plans** to identify the similarities between your current lesson planning and adding differentiation. |

Slide 30 	*Activity 26: Lesson Planning Connections. Module 5 Lesson Connection Posters. Handout 6D: Lesson Planning Connections. Activity 27: Self-Assessment. Module 5 Lesson Connection Posters. Handout 6E: Self-Assessment and Peer Feedback.* **Explain:** Using your **Lesson Connection Posters** from Module 5 and **Handout 6D: Lesson Planning Connections**, it's time to apply your knowledge to include differentiation in your lesson planning. Discuss how you could differentiate your Module 5 Lessons and meet each student's needs through Content, Process, Product, and Learning Environment. **Handout 4E: Self-Assessment and Peer Feedback** is a revised form of the handout from Module 5. A section for differentiated instruction is included as a reference for today and for all future self-assessment and peer feedback. Complete a Collaborative Team self-assessment now.
Slide 31 	*Activity 28: Peer Feedback. Module 5 Lesson Connection Posters. Handout 6E: Self-Assessment and Peer Feedback. Activity 29: Strategic Conversations. Handout 5: Strategic Conversations for Differentiation.* **Explain:** Partner with another Collaborative Team. Each person trades **Handout 6E: Self-Assessment and Peer Feedback** with a member of their partner team. Go to your partner team's **Learning Connection Poster**. Using your partner's **Handout 6E: Self-Assessment and Peer Feedback**, go to Differentiated Instruction. Record your thoughts under Peer Feedback. Remember this is descriptive feedback pertaining to the features of Differentiated Instruction. Do this even if you agree with the self-assessment. *When teams are finished:* Go to your partner team and trade back your **Handout 6E: Self-Assessment and Peer Feedback**. With your own Collaborative Team, review the peer feedback for your work. Discuss how you can collaborate to include differentiation in your lessons. *After discussions:* Reporters, share one way your teams plan to collaborate for including differentiation in their lessons. *After reporters share:* Collaborative Team members share your thoughts on how collaborative planning will support students in all classes. Using **Handout 5: Strategic Conversations for Differentiation**, record your notes in the middle section, Strategies Used for Differentiated Instruction.

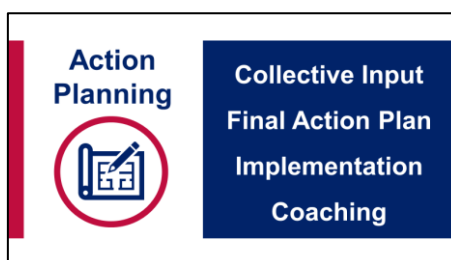| Slide 32	*Activity 30: Strategic Conversations. Handout 5: Strategic Conversations for Differentiation. Activity 31: Action Planning. Action Planning Wall.*
Collaborative Planning **Implementing** **Action Planning**	**Explain:** Using the bottom section of Handout 5: Strategic Conversations for Differentiation, finish the sentence stem for the if/then statement to discuss the student impact of collaboratively using differentiation strategies.
	As a team choose one module collaborative planning strategy to implement across your grade level next week.
	When all teams are finished: Through the AZPLS you have experienced the benefits of working with your Collaborative Team to plan lessons and implement strategies to increase achievement for every student.
	Answer the action planning question: What continued support is needed to meet the needs of all students and sustain a schoolwide effort to collaboratively plan and implement teaching and learning strategies with differentiation?
	When all teams are finished: Recorders, using the half sheets of paper and markers, add your teams' needs under the **Action Planning Wall Heading: Collaborative Planning and Implementing**.
	Reporters, share the support your teams need for sustaining collaborative planning and implementing strategies to increase achievement for all students.
Slide 33	*Handout 7: Module 6 Action Plan.*
Action Planning **Collective Input** **Final Action Plan** **Implementation** **Coaching**	**Explain:** Today, you continued creating a sustainable schoolwide collaborative learning culture with collective use of Universal Design for Learning and differentiated instruction to increase literacy achievement for all students, including students with specific learning disabilities.
	The Building Leadership Team will review your input and synthesize the information to create measurable Action Plan items for Module 6. The final Action Plan will be shared with every team. These are the items that everyone will work toward while implementing your Collaborative Team's specific module strategies. Your AZPLS Coach will provide support for both activities. **Handout 7: Module 6 Action Plan** is the form the Building Leadership Team will use.

Slide 34 	*Activity 32: Collaboration Skills. Handout 8: Collaboration Skills.* **Explain:** Before we wrap up our collaborative work today, take a moment to reflect on your personal collaboration skills. Turn to **Handout 8: Collaboration Skills** and complete the checklist. Discuss how each team member's collaborative skills increased and supported the work of your Collaborative Team.
Slide 35 	**Explain:** Each part of the AZPLS supports the highest level of strategic teaching and learning. Implementing the strategies of each AZPLS module, your Collaborative Teams work together to meet the needs of all learners within the frame of the Arizona English Language Arts Anchor Standards, the Dimensions of Formative Assessment, evidence-based literacy strategies, and differentiation. The essential interrelationships of staff, parents, and students work together to sustain increased achievement for every student.
Slide 36 	*Activity 33: Student Impact. Student Paper Cutouts. Activity 34: Reflect and Discuss.* **Explain:** Your dedication to learning, collaborating, and implementing the AZPLS strategies boosted the learning power of every student. Think about the positive ways the AZPLS impacted your students. There are **Student Paper Cutouts** in the middle of your tables. Take one and cover it with those impacts. *After everyone is finished:* Share your impact statements with your team. Reflect on how the work of each of you collectively impacts the students at your grade level and discuss how the AZPLS strategies are increasing literacy achievement for all students in all classes. *After reflection:* To celebrate, connect all your paper students on the wall of the hallway, entrance way, or some other prominent spot. Share your student impact chain with your students, parents, and District Leadership Team.
Slide 37 	Rooted in systems change, the AZPLS guided you to forge a path where every student develops strong learning skills and experiences continued growth. The unified efforts of leadership, teachers, parents, and students are now rooted in sustained collaboration for supporting literacy achievement for all students in all classes in the present and for the future.

Slide 38	*Optional Professional Learning Survey: Ask participants to complete surveys before they leave.*
Arizona Department of Education Exceptional Student Services	