



Organizing Your Differentiation

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In the beginning

“How do I guide my high achieving students toward becoming more intrinsically motivated?”

Why are they not motivated??

Is success about learning - or proving that you are smart?

If I have to work at this, I am not smart and I am a failure!

I am not good at this, so why try?

If I try, I might fail and that makes me not good enough.

Malcolm Gladwell, author and New York Times writer, suggested that as a society we value natural, effortless accomplishment over achievement through effort.

What is Mindset?

Fixed Mindset Characteristics

1. Your intelligence is something very basic about you that you can't change very much.
2. You can learn new things, but you can't really change how intelligent you are.
3. You are a certain kind of person, and there is not much that can be done to really change that.
4. You can do things differently, but the important parts of who you are can't really be changed.

Growth Mindset Characteristics

1. No matter how much intelligence you have, you can always change it quite a bit.
2. You can always substantially change how intelligent you are.
3. No matter what kind of person you are, you can always change substantially.
4. You can always change basic things about the kind of person you are.

Fixed Mindset vs. Growth Mindset

“The fixed mindset limits achievement. It fills people’s minds with interfering thoughts, it makes effort disagreeable, and it leads to inferior learning strategies.” – Carol Dweck

“People with the growth mindset believe that even geniuses have to work hard for their achievements . . . they admire effort, for no matter what your ability is, effort is what ignites that ability and turns it into accomplishment.” - Carol Dweck

F.A.I.L.

Howard Gardner stated that individuals have "a special talent for identifying their own strengths and weakness."

Studies show that people are terrible at estimating their abilities and performance. Those with the fixed mindset accounted for almost all of the inaccuracy. People with the growth mindset were amazingly accurate! - Carol Dweck

In a poll of 143 creativity researchers, there was wide agreement about the number one ingredient in creative achievement . . . perseverance and resilience produced by the growth mindset. -Carol Dweck

What does F.A.I.L. actually mean?

You only actually fail if you never try again!

How do growth mindset and differentiation work together?

If you believe you can develop yourself, then you're open to accurate information about your current abilities, even if it's unflattering. If you're oriented toward learning, you need accurate information about your current abilities in order to learn effectively. - Carol Dweck

"There is ample evidence that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels, and learning profiles. . . expert teachers are attentive to students' varied learning needs; to differentiate instruction, then, is to become a more competent, creative, and professional educator." - Carol Ann Tomlinson

Growth Mindset and High Intrinsic Motivation



“The Situational Leader” by Paul Hershey; “The One Minute Manager” by Kenneth Blanchard

Hershey-Blanchard Situational Leadership Theory and Model

SITUATIONAL LEADERSHIP STYLES

S1: Telling



DIRECTING

Tells

- WHAT TO DO
- HOW TO DO IT
- WHERE TO DO IT
- WHEN TO DO IT

S2: Selling



COACHING

- seeks ideas
- listens to suggestions
- gives advise
- Enhances skills

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SITUATIONAL LEADERSHIP STYLES

S3: Participating



SUPPORTING

- motivates
- encourages
- recognizes efforts
- gives praise

S4



DELEGATING

➤ **TRUSTS**

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Power of Feedback

John Hattie - Visible Learning:

Teacher Attributes - Teacher Estimates of Student Achievement = 1.62

Teaching (Instructional Strategies) - Strategies emphasizing feedback = 1.29

Student Effort: 0.77

Evaluation and Reflection: 0.75

Feedback: 0.70

<http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

Clip up/Clip down Chart:

Clip up twice = positive email home

Clip up three times = positive email home and to the principal

Clip down once = verbal warning

Clip down twice = miss one recess

Clip down three times = contact parent/Educator's Handbook

Differentiation Using Intrinsic Motivation/Verbal Feedback and Growth Mindset Practices

- ★ Gave a survey with questions regarding feedback and motivation
- ★ Small groups based on work ethic and academic levels
- ★ Used many types of data and observations to form the groups
 1. DIBELS
 2. Words Their Way
 3. Quick Phonics Screener
 4. Writing Pre-Assessment
- ★ Each group had a checklist with different characteristics
- ★ Encouraged growth mindset - fluid groups!
- ★ Administration conducted observations - tracked engagement during whole group and small group instruction
- ★ Positive emails home and to the administration

Survey

Classroom Environment and Motivation Survey

	Always	Often	Sometimes	Rarely	Never
1. My teacher praises my work.	5	4	3	2	1
2. My teacher encourages me to learn from my mistakes.	5	4	3	2	1
3. My teacher encourages me to work hard.	5	4	3	2	1
4. I feel safe to make mistakes in my class.	5	4	3	2	1
5. My teacher praises my behavior.	5	4	3	2	1
6. I know what behaviors are expected in my class.	5	4	3	2	1
7. My teacher cares about me.	5	4	3	2	1
8. My teacher uses kind words when she speaks to me.	5	4	3	2	1

Questions:

1. What motivates you to work hard in class? Circle all that apply to you.

- a. I like to get attention from my teacher and spend time with her/him.
- b. I like to have extra indoor/outdoor recess time.
- c. I like when I get a sticker.
- d. I like when the teacher compliments me in front of the entire class.
- e. I like when I get a small piece of candy.
- f. I like when my teacher sends a positive email home to my parents.
- g. I like when my teacher writes me a happy note and leaves it on my desk.
- h. I like when my teacher tells me I am working hard and praises my effort.
- i. I like when I learn new things.
- j. Other: _____

- 2. Why do the things you circled motivate you to work hard in class?
- 3. What do you like about your school class?
- 4. What do you dislike about your school class?

Survey Data

Survey Results

26 students responded to the survey, most of them anonymously.

Question/ Results	Always	Often	Sometimes	Rarely	Never
1. My teacher praises my work.	46%	15%	34%	4%	0%
2. My teacher encourages me to learn from my mistakes.	62%	31%	4%	4%	0%

3. My teacher encourages me to work hard.	77%	15%	8%	0%	0%
4. I feel safe to make mistakes in my class.	62%	27%	12%	0%	0%
5. My teacher praises my behavior.	62%	23%	8%	8%	0%
6. I know what behaviors are expected in my class.	85%	8%	8%	0%	0%
7. My teacher cares about me.	77%	8%	8%	0%	0%
8. My teacher uses kind words when she speaks to me.	92%	4%	0%	0%	0%

Classroom Environment Questions

Survey Data (Continued)

What motivates you to work hard in class?	Attention from the teacher/ Time with him or her	Extra indoor/ outdoor recess time	Stickers	Teacher compliments in front of class.	Candy	Positive emails home	Happy notes from teacher	Praises hard work and effort	Like to learn new things	Other
Percentage	31%	54%	15%	46%	50%	81%	62%	65%	73%	27%

Motivation Questions

Group Formation - Characteristics

Group 1 - Typically lowest readers, low motivation, low rate of work completion, need constant direction

Group 2 - Similar to Group 1, except academics are higher

Group 3 - Grade-level readers, excellent work ethic, high motivation but still need some direction

Group 4 - Above grade-level readers, high motivation, high work completion rate, self-driven, need little to no direction

Checklists - Characteristics of Each Group

<https://docs.google.com/document/d/12oqChBP2ULSSMbshGxIxeVO+7aDT1kOF7b2OcSXcVtk/edit?usp=sharing>

Group 1 - Each assignment was listed under a specific day and had an assigned due date; I had to sign off each assignment after they completed it. Work was differentiated and broken down into small chunks.

Group 2 - Similar to Group 1, except I signed off their assignments at the end of small groups.

*Groups 1 & 2 had to check their work with each other and had different reflection questions

Group 3 - Assignments were grouped by day and had a due date; A member of Group 4 signed off their checklist; reflection questions were the same as Group 4; Assignments were differentiated.

Group 4 - Assignments were listed; students chose due dates and how they would complete each assignment; Independent Research option if work is completed.

Fluidity of Groups

- *I used the Growth Mindset Coach by Annie Brock and Heather Hundley to teach my students about Growth Mindset.
- *Conferenced with each student
- *Maintained Data sheets on each student - students were aware of their progress
- *Set attainable goals with students
- *Persuasive paragraph explaining why they should move up a group!
- *I maintained control of who moved up or down a group

Observation/Engagement Data

Observation/Engagement Data

Observation date and type	10/23/17	10/24/17	10/30/17	11/1/17	11/20/17	11/27/17	11/28/17
Whole Group				81% vs. 91%	77% vs. 83%	93% vs. 92%	97% vs. 100%
Small Group/ Independent	98% vs. 87%	94% vs. 100%	79% vs. 69%				

*Target Student vs. Non-Target Student

Completion Rate Data

Completion Rates

	Group 1	Group 2	Group 3	Group 4
Week 1	29%	0%	67%	50%
Week 2	29%	17%	67%	67%
Week 3	57%	17%	83%	83%
Week 4	57%	17%	67%	100%
Week 5	50%	29%	83%	100%

Students' Reflections

"I am working on using my time more wisely."

"I am prioritizing my work better."

"I can do this!"

"I put my mind to it."

"I am checking my grades by myself."

"I need more time to complete my assignments."

"I struggled with the Close Reading pages this week."

"I worked hard on my spelling words this week."

"I was distracted by my friends a lot this week."

Summary

Reflective Practitioner always asks: How can I improve or make this better? Is this really the best way to accomplish a task? What can I learn from this? How are my practices affecting my students?

Growth Mindset Teacher = Growth Mindset Student