Welcome from
Summer Institutes on Academic Diversity
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Participants will be muted throughout the webinar to minimize feedback and background noise.

Questions:
Post your questions in the “Question” box in the upper right hand area of your screen.

Where we Are & Where we Need to Go:
Planning for Success for all Learners with Complex Content
A Brief Guide

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Where we are with Curriculum & Instruction | Where we need to be with Curriculum & Instruction
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1. We accept that a list of standards is our curriculum. | 1. We need to teach dynamic curriculum that reveals the wisdom of the disciplines.
2. Covering the standards (often one at a time) is our mission. | 2. Our mission should be creating engaged learners who increasingly understand and seek to understand the world around them.
3. The coverage often has a right-answer focus, emphasizing knowledge and skills—frequently out of any meaningful context. | 3. Teaching and learning should have a sense-making or understanding focus.
4. The goal of our work is better test scores on a right-answer test. | 4. The goal of our work should be creating thoughtful individuals who care about learning and contributing significantly to the world around them.
5. We often use packaged curriculum and/or pacing guides to be sure we all teach in the same way. | 5. We need to be creating curriculum that reflects the 21st century, responds to the students we teach, and professionalizes teachers.

**A Critical Focus for Successful Teaching and Learning**

**Impact on Quality & Access**

**Formative Assess.**

**Differentiation**

Here are the questions that should drive our work...

(Not, "How should I cover the standards?!")

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Differentiation and Standards: What's the Connection?

Curriculum maps out a flow of logic or plan for what we need to teach about a particular topic or content area at a given time. SOLs and Common Core standards provide a framework for developing that flow of logic or plan. Standards are a curricular framework.

Instruction maps out and executes a line of logic or plan for how we need to teach the curriculum in order to support student success with the content. Differentiation provides a framework for developing that flow of logic or plan. Differentiation is an instructional framework.

Curriculum should be meaningful, high level, complex, and transfer-oriented for virtually all students (exception: some students on IEPs). Differentiation has as its primary goal maximum success for the broadest possible range or learners in the context of rich, rigorous, meaningful curriculum.

So differentiation provides a mechanism for achieving curricular goals for all learners.

DESIGNING CHALLENGE

Assessing to inform teaching and learning

SCAFFOLDING CHALLENGE

MANAGING FOR PREDICTABILITY AND FLEXIBILITY

EXTENDING CHALLENGE

1. Designing Challenge

(goal clarity, engagement, understanding, teaching up)
DESIGNING CHALLENGE

A focus on meaning (why the content matters),
A focus on understanding (how the content makes sense),
A focus on relevance (why a student will care),
Designed for deep (vs. surface) learning,
Requires application and transfer,
Clear KUDs—with understanding in the foreground of student work,
Necessity for critical and/or creative thinking (solving problems, grappling with issues),
Real-world applications,
A product focus,
Opportunity for dialogue, discussion, examination of perspectives, confronting confusion,
Task assignment based on persistent formative assessment,
Requires student reflection (on goals, progress, formative assessment results, responsibility for own growth, etc.).

The Game Plan For Curriculum

1. Plan for Engagement
2. Clear KUDs
3. Focus on Understanding

It’s essential to be clear about what a curriculum is—and isn’t.

(A curriculum includes, but should not be limited to a set of standards in other words, a curriculum should not be seen as a “fixed” or “immutable” entity.)
Important Distinction

Standards are not a curriculum.
A textbook is not a curriculum.
A pacing guide is not a curriculum.
Those things are part of ingredients for creating a curriculum.

This is NOT a meal...

It's ingredients for a meal.
You would not take people you care about into the kitchen, point to the ingredients on the counter, and say, "Here's dinner. Eat it."

To make dinner, you mix the ingredients in an appetizing and healthful way...

...ensuring the right balance of ingredients
In fact, with the same ingredients, you can make a base that you can then use to make many different dishes, depending on the tastes and diet needs of your diners.

In other words…

Standards are mandated ingredients… Important… But not a meal.

Planning, preparing and serving the meal requires teachers who are thoughtful and creative.

Curriculum based on standards also makes room for the students who must learn it!

What do you Think…

About the idea of making dinner vs. serving ingredients?

What do you see as the differences in the two approaches?

Where are you and most of your colleagues now?

Why do you say so?

What are your most important next steps in making dinner vs. dishing out ingredients?

Please talk with a couple of elbow partners about this idea…
QUALITY CURRICULUM: THE SHORT VERSION

Engagement + Understanding (sense & meaning) = Success

To Ensure Engagement

However we conceive it, every lesson plan should be, at its heart, motivational. Young learners are motivated and engaged by a variety of conditions. Among these are:

- novelty
- cultural significance
- personal relevance or passion
- personal connection
- product focus
- choice

...the potential to make a contribution or link with something greater than self...
Planning a Focused Curriculum Means
–At the Very Least—Clarity About What
Students Should ...

- **KNOW**
  - Facts
  - Vocabulary
  - Definitions

- **UNDERSTAND**
  - Principles/ generalizations
  - Big ideas of the discipline

- **BE ABLE TO DO**
  - Processes
  - Skills

Facts, names, dates, places, information

- There are eight continents
- Winston Churchill
- 1066
- The Nile River
- The multiplication tables
- Procedural information (how to...)
BE ABLE TO DO

Skills (basic skills, skills of the discipline, skills of independence, social skills, skills of production)
Verbs or phrases (not the whole activity)

- Analyze
- Solve a problem to find perimeter
- Write a well supported argument
- Evaluate work according to specific criteria
- Contribute to the success of a group or team
- Use graphics to represent data appropriately

UNDERSTAND

Essential truths that give meaning to the topic.
Stated as a full sentence.
Begin with, "I want students to understand THAT..." (not HOW...or WHY...or WHAT)

- Multiplication is an efficient way to do addition.
- Geography is destiny.
- The economy of ancient Rome never read.
- All cultures contain the same elements.
- Entropy and enthalpy are persistently competing forces in the natural world.
- Diversity connects people with ideas, beliefs, & feelings.
- Angles are measures of turning.
- Rhythm organizes time and energy of sound & silence.
- Art is deception.
- All history is past, present, and future.
- Storytelling is a vehicle for sharing one's perspective on reality.
- There are an infinite number of ways to arrive at the same answer in math.

It is the teacher's job to make explicit that which we hoped was implicit.
If we don’t know with good precision where we’re trying to go with our students and how we’ll get them all there,

The odds are, we’ll miss the target!!

Where’s Your Thinking...

About KUDs?
What do you understand about them in terms of both concept and application?
Not understand?
How do you see KUDs relating to SOLs or Common Core???
Where are your colleagues in terms of clarity about and use of KUDs in their work?
Please talk with a couple of colleagues about these questions or write some brief reflections.

Designing Challenge with SOLs or Common Core (making dinner vs. teaching ingredients)
Identify KUDs—Beginning with a Standard

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Grade 7 Standard for Literature

Unpack this Standard: What Might its KUDs Be?

Grade 7 Reading Standards for Literature

Know:
- Elements of fiction (plot, setting, character, theme)
- Analysis, evidence, interaction, supporting a position

Understand:
- Elements in our lives affect us and affect one another. The people we associate with help shape us—and we help shape them. Time of day, weather, where we are, the music we hear all impact our mood, thoughts, and actions.
- The "themes" of our lives that most strongly represent who we are and what we stand for shape our thoughts, lives, and actions.
- Authors use the elements of fiction in purposeful ways to guide readers’ thinking:
  - Stories are representations of life and in that way, act like our lives.
  - Each element in a story shapes every other element in the story.

Do:
- Recognize the elements in a story.
- Analyze how the elements interact—and why.
- Provide evidence from the story to support their explanation.