



**Nau mai, haere mai. Welcome to today's webinar.**  
**Teaching Approaches for Multi-Level Classrooms**

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2. let us know that you are connected by tapping on the *Chat* icon and introducing yourself by typing in the chat area (name, iwi, organisation and main teaching subject).
3. ask any initial questions by typing in the *Q&A area*.

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- The webinar **host** is: Te Aorangi Murphy-Fell
- The host is available to help with any technical issues.
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- Please ask any **questions** in the Q&A area throughout the webinar. These will be answered at the end.





# Teaching Approaches for Multilevel Classrooms

May 2020

This presentation link: <https://tinyurl.com/AkoPanukuWebinar6>



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## Overview

This webinar offers the opportunity to explore **approaches to differentiated teaching** including highlighting some **strategies** teachers could use, to support **multi-level teaching**





## **What is differentiated teaching?**

**This is when instruction or teaching is tailored to meet the individual needs of the students/learners in your classroom.**





# Differentiation involves....

- acquiring content
- processing
- constructing
- making sense of ideas
- developing teaching materials
- assessment measures



providing all students with a range of different avenues for understanding new information in terms of:

- acquiring content
- processing
- constructing
- making sense of ideas
- developing teaching materials
- assessment measures

so that all students within a classroom can learn effectively, regardless of the differences in their ability



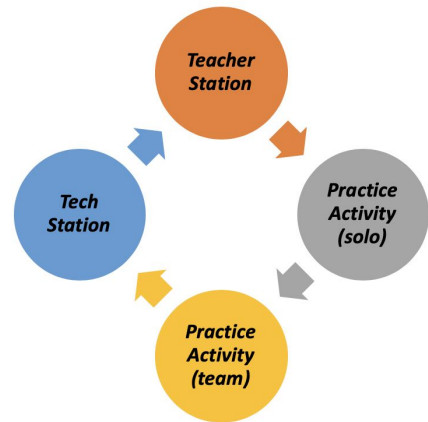
## **Some ideas:**

- **Rotation Stations**
- **Choice Boards**
- **Using Bloom's Taxonomy**
- **Using SOLO Taxonomy**



# Differentiate using rotation stations

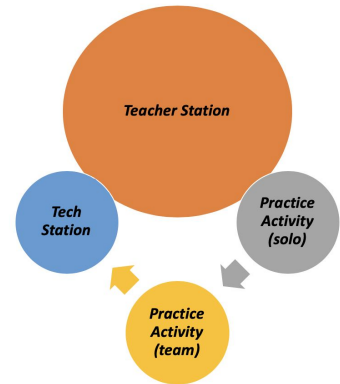
## Rotation Stations



- The Station Rotation model allows students to rotate through stations on a fixed schedule
- This might be **within** a lesson (4 x 15 minute rotations in a one hour lessons)
- or this might be **across** a series of lessons (4 x one hour lessons across the week), or even a week per rotation if students are charged with completing a very rich task per rotation)

# Teacher Station

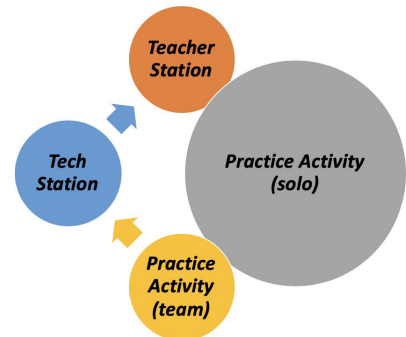
- Direct instruction
- Facilitate discussion
- Formative assessment
- Feedback or Feedforward





# Practice Activity (solo)

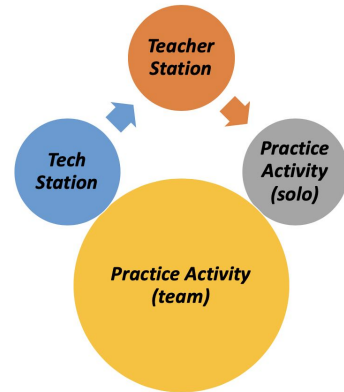
- Assignment
- Assessment
- Worksheet
- Game
- Revision, reworking



- assignment, assessment, worksheet, or game to build on a newly introduced skill or reinforce/consolidate an existing skill or activity.
- create your own - or take advantage of ready-made resources available

## Practice Activity (team)

- Group work with roles
- Hands-on activities, Games
- Collaborative Projects
- Peer review/feedback

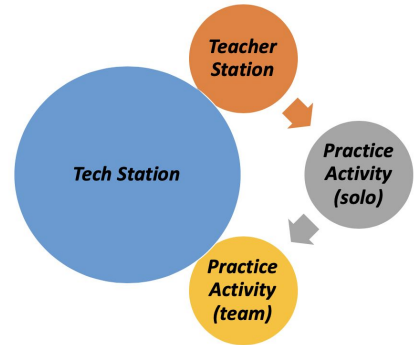


The team/partner practice station is a great place to incorporate a project or performance task requiring students to work together and learn from each other.

Students get to learn a lot through peer interactions and collaborative problem solving

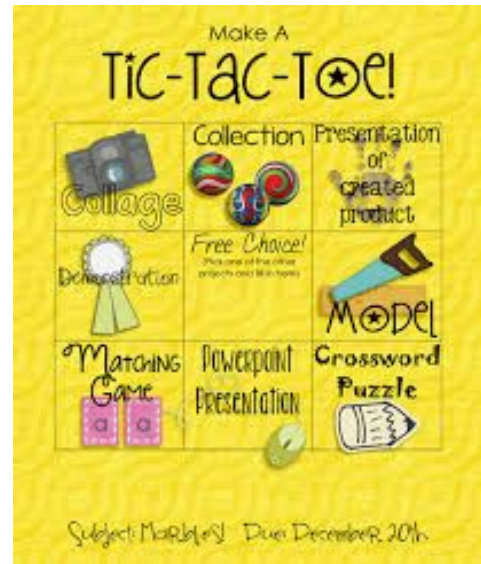
# Tech Station

- Individualized assignments
- Research
- Interactive activities
- Videos with set tasks during watching
- Portfolio maintenance



- Individualized assignments (i.e. remediation or extension)
- Research
- Interactive activities (i.e. discussion boards)
- Videos with set tasks during watching
- Portfolio maintenance (finalise digital presentations, proofing, editing, peer assessment feedback)

# Differentiate using choice boards



- A choice board is a graphic organizer that allows students to choose different ways to learn about a particular concept.
- Choice boards are set up in a grid, generally with 9 squares.
- You can include more or fewer activities
- 9 is easy to set up in a 3 by 3 grid

# Ed Tech CHOICE BOARD

CLICK ON AN APP TO WATCH & LEARN MORE.

<b>VERBAL / SPOKEN</b> <ul style="list-style-type: none"> <li>INTERVIEW</li> <li>STORYTELLING</li> </ul>	<b>LOGICAL</b> <ul style="list-style-type: none"> <li>TIMELINE</li> <li>DIAGRAM</li> </ul>	<b>INTRAPERSONAL</b> <ul style="list-style-type: none"> <li>VIDEO BLOG</li> <li>REFLECTIONS</li> </ul>
<b>INTERPERSONAL</b> <ul style="list-style-type: none"> <li>INTERVIEW</li> <li>PODCAST</li> </ul>	<b>TECHNOLOGY</b> <ul style="list-style-type: none"> <li>PRESENTATION</li> <li>INTERACTIVE STORY</li> </ul>	<b>KINESTHETIC</b> <ul style="list-style-type: none"> <li>INTERPRETIVE DANCE</li> <li>TUTORIAL</li> </ul>
<b>MUSIC / AUDIO</b> <ul style="list-style-type: none"> <li>WRITE A SONG</li> <li>MUSIC VIDEO</li> </ul>	<b>VISUAL / DESIGN</b> <ul style="list-style-type: none"> <li>POSTER</li> <li>COLLAGE</li> </ul>	<b>VERBAL / WRITTEN</b> <ul style="list-style-type: none"> <li>EBOOK</li> <li>JOURNAL</li> </ul>

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SCAN FOR E-POSTER

## ART HISTORY

<b>Verbal/Linguistic (Word Smart)</b> <p>Choose an Artist. Write a presentation on the life of this artist. Option: Present your presentation to the class.</p>	<b>Logical/Mathematical (Math Smart)</b> <p>Research the Op Art Period. Create an Optical Illusion on paper or using Adobe Photoshop. Option: Create a String Art Project</p>	<b>Intrapersonal (Self Smart)</b> <p>Choose your favorite artist or art period. Write a self reflection paper supporting why the artist or art period is your favorite. Option: Compare and Contrast two of your favorite artist or art periods.</p>
<b>Interpersonal (People Smart)</b> <p>With one partner, choose an artist or art period that you both like. Create a collaborative work of art in the style of artist or art period you both choose. Option: Present your collaborative work of art to the class.</p>	<b>Activinspire Presentation (Computer Smart)</b> <p>Create an art history flipchart using Activinspire. Choose an artist, your favorite work of art they created, and write two paragraphs describing the art and artist. Option: Present your Flipchart to the class.</p>	<b>Musical/Rhythmic (Music Smart)</b> <p>Write a song, chant or rap about an artist or art period. Option: Present the song, chat or rap to the class.</p>
<b>Visual/Spatial (Art &amp; Space Smart)</b> <p>Recreate a piece of art in the style of an artist or art period. Option: Present your art to the class and explain how your art represents the artist or art period.</p>	<b>Bodily/Kinesthetic (Body Smart)</b> <p>Research an artist or art period. In partners or small groups, write a play about the artist or art period. Option: Record your play before or after school or present live to the class.</p>	<b>Naturalist (Nature Smart)</b> <p>Choose an artist whose art represents your favorite part of nature. Create a piece of art in the style of this artist. Option: Present your art to the class and describe why you choose this artist.</p>

- Grids could be set up to differentiate tasks using LEARNING STYLES

## Writing Choice Board

### Write a Letter

Pretend to be a character from your story. Write a letter from that character's perspective. Include details from the story.

### Compare and Contrast

Use a double bubble to plan, and then write a paragraph comparing two characters or events from your story. You can also compare this story to another story you have read.

### Characterization

Choose a character from your story. Decide which character traits and attitudes they show. Write a paragraph explaining how the character shows those traits and attitudes. Use evidence from your book!

### Comic Strip

Create a comic strip that retells the story using your own words. Make sure your comic strip includes the main characters, setting, the problem, three events, and a conclusion.

### Interview a Character

Create your own interview questions for a character in your story. Then create the answers to those questions based on what you think your character might say.

### Script

Create a script for a short play of your story. Make sure your script includes the main characters, setting, the problem, three events, and a conclusion. Use your own words to retell the story!

### Review

Write a review of the story. Include whether or not you would recommend the book to someone else and why. What were the best parts? What were the worst parts? What might you change if you were the author?

### Setting Switch Up

Change the time and place that your story occurs in. Write a paragraph explaining what parts of the story would be different as a result of this change.

### You in the Story

Choose a character in the story who is most like you. In a paragraph, explain why you think he or she is most like you. Then, choose the character who is least like you. In a paragraph, explain why you think he or she is the least like you.

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## READING RESPONSE Choice boards








6 CHOICE BOARDS



- Grids could be set up to differentiate tasks using a focus on a particular skill (e.g. writing, reading response, fractions, )

### TIC-TAC-TOE CHOICE BOARD FOR LEARNING VOCABULARY

Choose three in a row, horizontally, vertically, or diagonally.

<b>Synonyms &amp; Antonyms</b> Give a synonym and an antonym of the word. 	<b>Definition &amp; Collocations</b> Write a definition using your own words. List most frequent collocations. 	<b>Freeze frame</b> Use your face, body, gestures or expressive movement to create a still image of the word. 
<b>Connection</b> Explain how this word is connected to something you already know. 	<b>You decide!</b> 	<b>Drawing</b> Sketch the word. 
<b>Memory clue</b> What will help you remember this word? 	<b>Song</b> Write song lyrics about the word and perform the song. 	<b>Flashcard</b> Use index cards to create a flashcard. Write the word on one side and a short rhyme on the other. 

by @abfromz

<b>Assessment</b> <b>FLIPGRID</b> <a href="http://www.flipgrid.com">www.flipgrid.com</a> Create a video discussion grid and share it with colleagues. Respond to a colleague's discussion.	<b>Collaboration</b> <b>YOTEACH</b> <a href="https://yoteachapp.com">https://yoteachapp.com</a> Create a chatroom and invite colleagues. Add a comment to an existing chatroom.	<b>Content creation</b> <b>WORDCLOUDS</b> <a href="http://www.wordclouds.com">www.wordclouds.com</a> Create a wordcloud in a shape of your choice.
<b>Content creation</b> <b>POWTOON</b> <a href="http://www.powtoon.com">www.powtoon.com</a> Import an existing powerpoint presentation and use it as a base to create an animated video.	<b>Free Choice</b> 	<b>Class management</b> <b>FLIPPITY</b> <a href="http://www.flippity.net">www.flippity.net</a> Use the Certificate Quiz Tool and create a quiz to earn a certificate.
<b>Class management</b> <b>WORDWALL</b> <a href="https://wordwall.net">https://wordwall.net</a> Use the spinning wheel tool to create a random name picker.	<b>Assessment</b> <b>BOOKWIDGETS</b> <a href="http://www.bookwidgets.com">www.bookwidgets.com</a> Create an exit ticket with three questions.	<b>Collaboration</b> <b>WAKELET</b> <a href="https://wakelet.com">https://wakelet.com</a> Create a collection of resources on any topic you like and curate it with colleagues.

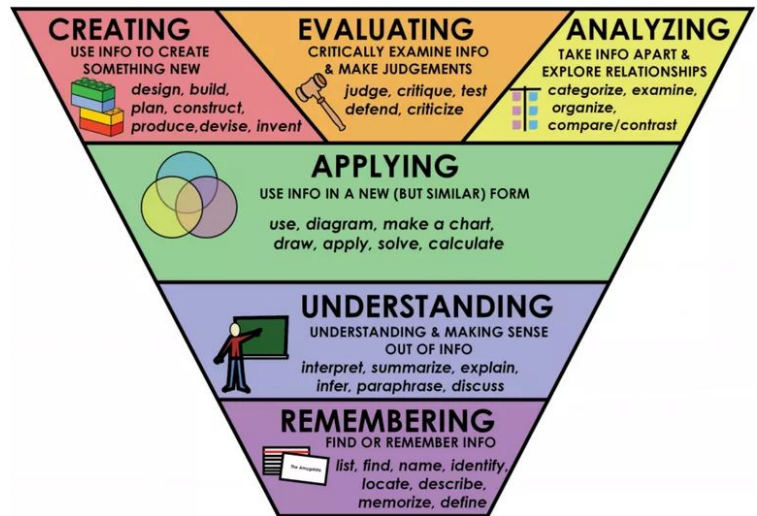
by @abfromz

- Boards can be created for weekly tasks, homework, projects and even assessments. Detailed instructions and requirements can be given for each task.
- They could offer different choices around what learning strategy students utilise e.g. vocabulary board here
- They could offer different choices around product/result is assessed, or what tool is used to create/produce the end result/product e.g. the teacher PD choice board shown here (in this case the PURPOSE of the technological tool training on offer e.g. using Flipgrid for assessment)
- Examples of choice boards:
  - <https://artofed-uploads.nyc3.digitaloceanspaces.com/2012/07/Screen-Shot-2012-07-10-at-9.58.33-PM.png>
  - <https://topteachingtasks.com/home-learning-choice-boards/>
  - <https://blog.tcea.org/wp-content/uploads/2018/06/Deq6DutXcAAMd vQ-1.jpg>
  - For science, reading, or multiple intelligence choice board examples: <https://www.teachhub.com/classroom-management-differentiated-instruction-on-menus>
  - <https://exclusive.multibriefs.com/images/exclusive/0330tictactoe.jpg>
  - [https://1.bp.blogspot.com/-1VS5t5VBnA0/XT7ygJcUtYI/AAAAAAAAALSg/gH-4lvnCdM8il6A3PInfFh8wsqVdFkN\\_QCLcBGAs/s640/Choiceboard%20BPD1.png](https://1.bp.blogspot.com/-1VS5t5VBnA0/XT7ygJcUtYI/AAAAAAAAALSg/gH-4lvnCdM8il6A3PInfFh8wsqVdFkN_QCLcBGAs/s640/Choiceboard%20BPD1.png)

- <https://www.teacherspayteachers.com/>
-



# Differentiate using Bloom's Taxonomy



- Bloom's taxonomy is a useful and time tested model for examining and differentiating the challenge levels of learning tasks and discussion questions in all subjects. It enables the teacher to look at instruction through the lens of challenge. It includes six levels:
  - Remembering/Knowledge
  - Understanding/Comprehension
  - Applying/Application
  - Analysing/Analysis
  - Creating/Synthesis
  - Evaluating/Evaluation



# Knowledge

Recall or remembering types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept.

**Key Words:** Memorise, Define, Identify, Repeat, Recall, State, Write, List, Name



"What is...?"

"How would you describe...?"

"Why did...?"

"How would your show...?"



# Comprehension

Understanding types of questions test the students' ability to summarise and describe in their own words without necessarily relating it to anything.

**Key Words:** Describe, Distinguish, Explain, Interpret, Predict, Recognise, Summarise



"What facts or ideas show...?"

"How would you compare...?"

"How would you classify...?"

"Can you explain what is happening...?"



# Application

Application questions encourage students to apply or transfer learning to their own life or to a context different than one in which it was learned.

**Key Words:** Apply, Compare, Contrast, Demonstrate, Examine, Relate, Solve, Use



"What would result if...?"

"What facts would you select to show...?"

"What approach would you use to...?"

"How would you use...?"



# Analysis

Relating type questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together.

**Key Words:** Analyse, Differentiate, Distinguish, Explain, Infer, Relate, Research, Separate



"What inference can you make...?"

"What is the relationship between...?"

"What evidence can you find...?"

"What things justify...?"



# Synthesis

Creating types of questions encourage students create something new by using a combination of ideas from different sources to form a new whole.

**Key Words:** Arrange, Combine, Create, Design, Develop  
Formulate, Integrate, Organise



"What could be changed to improve...?"

"How would you test...?"

"What way would you design...?"

"What outcome would you predict for...?"



# Evaluation

Evaluation type questions encourage students to develop opinions and make value decisions about issues based on specific criteria.

**Key Words:** Assess, Critique, Determine, Evaluate, Judge, Justify, Measure, Recommend




"How could you select...?"

"How could you prove...?"

"How would you prioritise...?"

"What information would you use to support...?"



<b>Remembering</b>	List the types of diseases which have caused widespread disaster. Describe what they are and how they affect people.
<b>Understanding</b>	In your own words describe what happened in the 1918 Influenza Epidemic or the 2020 Coronavirus Pandemic. Explain what caused it, and the effects it had on NZ communities.
<b>Applying</b>	Create a timeline of the diseases that have had widespread effects and consequences. Where in the world did they occur and how were they treated?
<b>Analysing</b>	Examine the types of diseases that have outbreaked following major natural disasters. What were the impacts of the disaster that caused the disease to break out.
<b>Creating</b>	Investigate the way NZ is prepared to deal with an outbreak of a disease or virus, and the new strains of particular diseases that may be resistant to antibiotics.
<b>Evaluating</b>	Using a venn diagram, compare how society is/was prepared or unprepared to face an epidemic on a grand scale in the 1900s compared to today.



# Bloom's Example








# Differentiate using SOLO Taxonomy



- SOLO (Structure of Observed Learning Outcomes) provides a structured framework for students to use to progress their thinking and learning. It encourages students to think about where they are currently with their learning, and what they need to do in order to progress.

# Differentiate using SOLO Taxonomy

 <b>Pre-Structural</b>	 <b>Uni-Structural</b>	 <b>Multi-Structural</b>	 <b>Relational</b>	 <b>Extended Abstract</b>
I don't really know anything about this.	I know one thing about this.	I know three or more things but I'm not sure when or why to use it.	I can do this and I know when and why I should use this.	I am able to model or teach this to others. I can even use what I know in other contexts.



There are five main stages.

- Pre-structural
- Uni-Structural
- Multi-Structural
- Relational
- Extended Abstract



# Prestructural



- This is the first stage – where students don't really have any knowledge or understanding of the topic being studied. A student who is pre-structural will usually respond with '***I don't understand***'.



# Unistructural



## Unistructural

I have one relevant idea about...



- Moving on from pre-structural, students who are unistructural have a limited knowledge of the topic – they may just know one isolated fact about the topic. So, a typical response might be: ***‘I have some understanding of this topic’***
- ***EXAMPLE: write one fact about the topic on a post-it***

# Multistructural



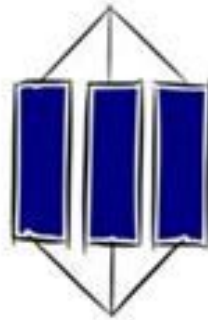
## Multistructural

I have several ideas about...



- Progressing from unistructural to multistructural simply means that the student knows a few facts about this topic – but is unable to link them together. So a typical response might be ***‘I know a few things about this topic’*** or ***‘I have gathered some information about this topic’***.
- ***EXAMPLE: Stick your post it on the board, while you’re there, have a look at everyone else’s***

# Relational



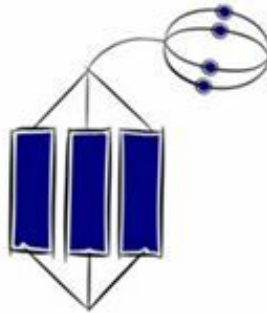
## Relational

I have several ideas about...  
I can link them to the big picture



- With relational, we are starting to move towards higher level thinking – students are able to link together and explain several ideas around a related topic.
- So a typical student 'relational response might be: '***I can see the connections between the information I have gathered***'.
- ***EXAMPLE: In pairs, come up to the board, and pick 3 post its that have something in common. Combine your points into a short paragraph.***

# Extended Abstract



## Extended abstract

I have several ideas about...  
I can link them to the big picture  
I can look at these ideas in a new and different way.



- The final and most complex level is extended abstract. With this, not only are students able to link lots of related ideas together, but they can also link these to other bigger ideas and concepts. So a student response at this level might sound like:
- ***‘By reflecting and evaluating on my learning, I am able to look at the bigger picture and link lots of different ideas together’.***
- ***EXAMPLE: Add at least one sentence to your paragraph that begins with one of the following: ‘I think this is really effective because.....’ or ‘This made me think about....’***



# Solo Example

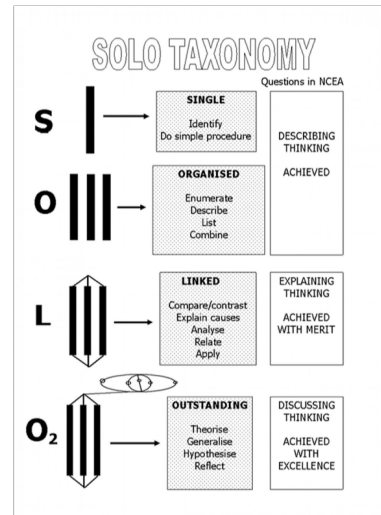
<b>Uni-Structural</b>	Write one fact about the topic on a sticky note
<b>Multi-Structural</b>	Stick your sticky note on the board, while you're there, have a look at everyone else's
<b>Relational</b>	In pairs, come up to the board, and pick 3 sticky notes that have something in common. Combine your points into a short paragraph.
<b>Extended Abstract</b>	Add at least one sentence to your paragraph that begins with one of the following: 'I think this is really effective because.....' or 'This really made me think about...'





# SOLO as a model/tool

- learning tasks
- student thinking
- feedback
- self-check
- assessment



## SOLO is a tool:

- for teachers to design learning tasks
- for improving the depth of student thinking
- for giving students feedback on how to get from one level to the next
- for students to check their own work to get from one level to the next
- for assessing student work and helps us link levels of knowledge to NCEA

Source:

<https://hail.to/cbhs/publication/McYAo2G/article/r10MdEI>



## Summary

- Rotation Stations
- Choice Boards
- Bloom's Taxonomy
- SOLO Taxonomy
- Students are the reason why we do this!





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*Inspiring Learning*