

CES Northwest
November Seminar
Tyee High School
Nov. 29, 2005
4-6 p.m

In attendance: Lisa Torres, Joe Trowbridge, Leslie Sims, Lynda , Melody Benson, Debby Strayer, Heather Cannon, Paul Hamann, Catherine Brown, Sandy Calahan, Pat Johnson, Jessie Towbin, Dana Nasby, Rita Boyd, David Hecht, Patricia Moorhead, Judi Orr, Jan Reeder

Introductions were made and several participants shared their work with essential questions since the October meeting.

- In a Foods and Nutrition class, students were more excited when the project was introduced with the EQ: “Does culture define food choices or do food choices define culture?”
- In an English class that was reading *The Great Gatsby*, students explored the questions “How are fictional stories truth?” and “How does truth serve our needs?”
- One teacher felt that she needed to revisit EQs more during the unit to get students re-grounded. She will continue the practice of going back to the EQs regularly.
- A school has written EQs for all Consumer Science courses, but teachers felt the need to rephrase or rethink them after last month’s seminar presentation. They wondered if “this is really what we are doing in class.” They also wondered if kids knew about the EQs...were they made transparent as teachers presented their lessons?
- One school brought staff members to today’s seminar because of the sharing that occurred at their school after the last seminar.

Jan gave a “plug” for the Spring Symposium 2006, which will have the theme “Success for Each Student.” It will be held at Tyee High School on Feb. 11 from 8:30 a.m. to 4 p.m. Jan needs presenters. **Please solicit excellent colleagues to present and get proposals in to Jan as soon as possible.** A brochure will be forthcoming in December. General information flyers were handed out. Cost is \$70/adults and \$30/students. **Presenters’ registration fees are waived.**

Judi conducted the workshop portion of the meeting by going over the benchmark handout for Common Principle #3: “The school’s goals should apply to all students.” Table groups read over the handout on what differentiation IS and what it ISN’T and discussed those elements that seemed to have meaning for them. The three components for differentiation were highlighted—goals, assessment and knowledge about content, process, and product.

For the remaining time, individuals self-selected their level of knowledge/understanding about Differentiated Instruction and grouped with like-minded participants into one of

three levels. Each group had a reading and a set of activities to match their level. Much deep thinking and discussing occurred.

Pat Johnson shared a lesson on *To Kill a Mockingbird* that her team had developed. It illustrated differentiation by process.

The next steps will be to share the information gleaned today with at least one colleague at school, to try differentiation in at least one classroom lesson and share the results with the group at January's seminar, and to bring questions/concerns about differentiation to the next meeting.

NEXT SEMINAR: Tuesday, Jan. 31, Tyee HS, 4-6 p.m. **TOPIC:** Personalization in the Classroom.