LEADING DIFFERENTIATED INSTRUCTION



GOALS

Key elements of differentiated instruction

Setting goals and quality differentiated instruction

Coaching and offering feedback to support differentiated instruction



JOT NOTES

LIST GROUP LABEL



JOT NOTES - LIST

- Brainstorm **academic needs** of students in your school or classes.
- Change color of post-it-notes



JOT NOTES - LIST

- Brainstorm **interests** of the students in your school or classes.
- Change color of post-it-notes



JOT NOTES - LIST

• Brainstorm strengths of students in your school or classes.



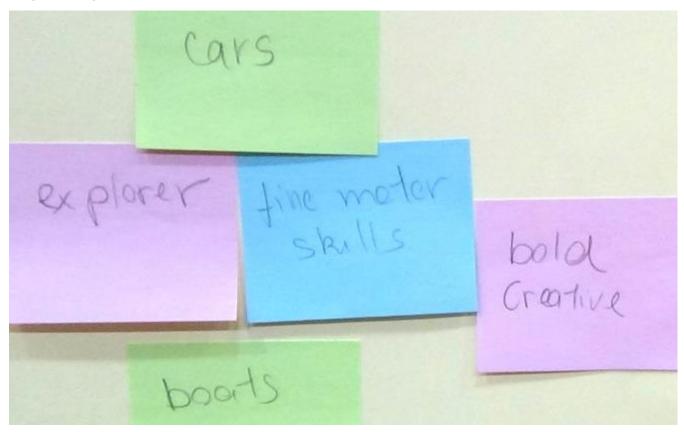
ORGANIZE NOTES

GROUP LABEL



MATCH INTEREST, STRENGTHS AND/OR NEEDS TO TASK

 Observe pupil work and learning to determine a specific skill for each student that needs development or extension.



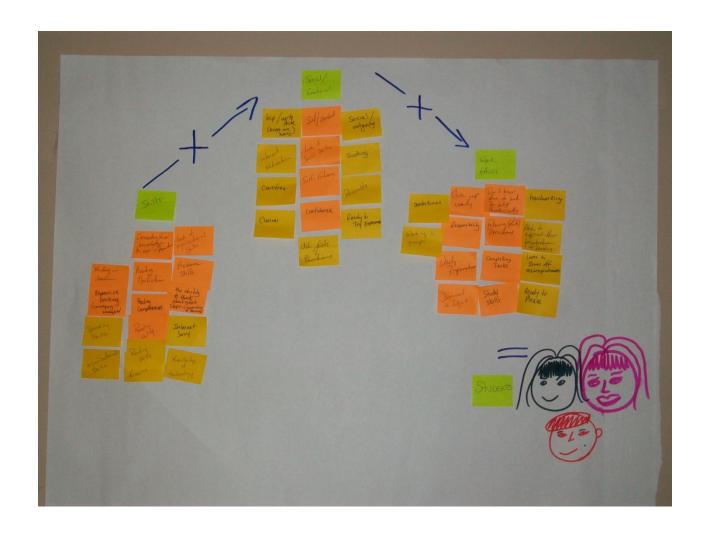


TIE TO TOUGH TASKS

Blue = Need	Pink = Strength	Green = Interest	Black = Activity
	Monday	Tuesday	Wednesday
Gus	Focus Family members Matching	Sensory Adventure Puzzle	Computer Adventure Math game
José	Sensory Adventure Puzzle	Focus Family members Matching	Computer Adventure Math game
Laura	Mark making Drawing of your family	Mark making Tracing and coloring	Focus Family members Matching
Rachel	Sorting Cut and stick Separate buttons into sets	Painting Concentration Self portrait	Focus Family members Matching



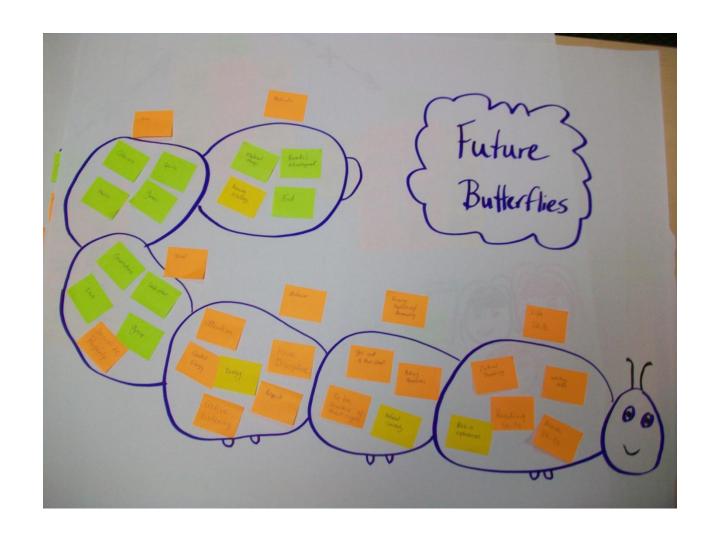


















ALL-ED FRAMEWORK



Goals

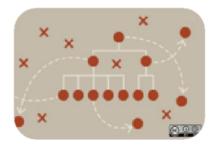
Clear, Accessible, Relevant, Rigorous

What is the overall purpose of this activity/lesson?
Are goals attainable by everyone and/or attainable parts identified?
Is it interesting/ useful/ valuable?
Is it challenging enough for everyone?



Starting Position

Are the starting positions the same for all students? What questions do students have about this topic? What is their prior knowledge? Will they all understand the vocabulary? Any misunderstandings I need to address? Do students feel confident about the topic?



Action Pattern

How do I ensure that all students are participating (and that there's no social loafing?)
How can I make sure that students feel comfortable participating? (that they feel like they can participate)
How can I promote productive group collaborations where students help each other learn?



Quality Criteria

How can I make sure that students achieve the objectives of the activity/lesson?
What is the rubric for lesson/activity?
What are the must-haves? How do I stretch students? What are some quality criteria (yes and ...criteria; things that make students go above and beyond?)



GROUP LEARNING Sometimes Often Rarely Every Never Day₅ 3 1. Select different group learning routines for varying learning goals 2. Use group members to ensure that no one leaves class confused 3. Established routines to follow for group learning 4. Make sure all students are prepared for group learning 5. Ask students to evaluate what they learned from group discussions



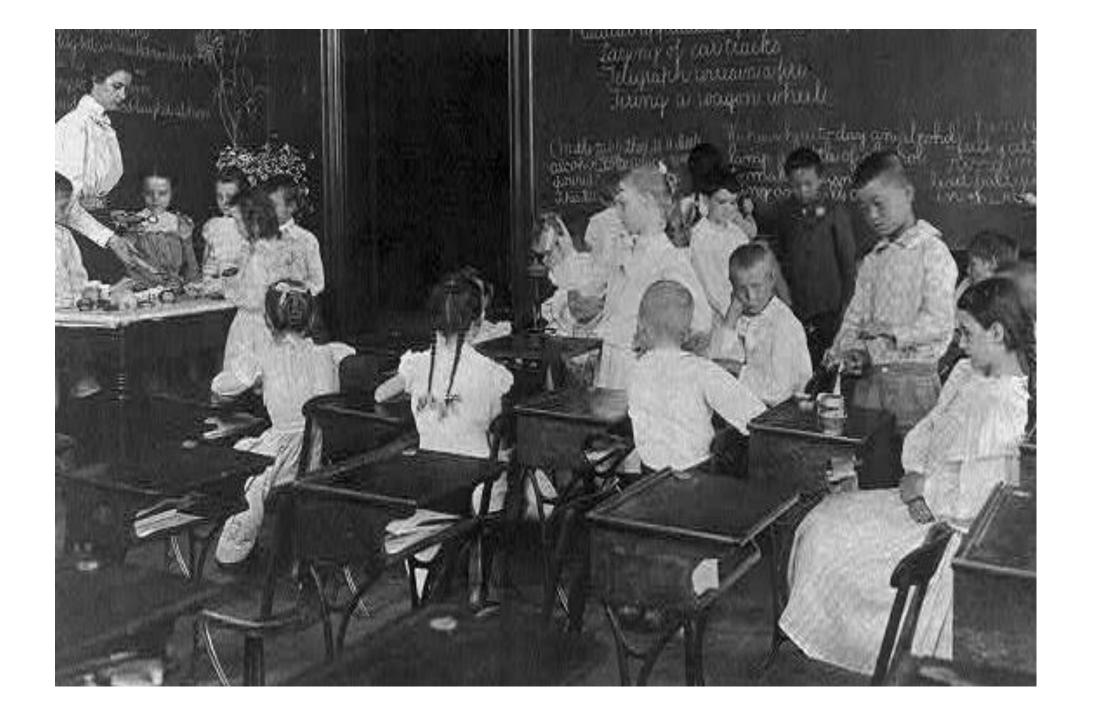
SELF-ASSESSMENT Sometimes Often Every Never Rarely Day 6. Students figure out big understandings from lesson/unit 7. Set goals about information they need to know 8. Self-assess which concepts they don't know well 9. Administer formative assessments to determine student understandings 10. Encourage students to check if strategies are working 11. Ask students to see if making progress toward goals 12. Ask students to reflect on way they study or learn



AUTONOMY Sometime Often Every Rarely Never Day S I ask all students to help me decide which activities are best for them. I give all students choices that are matched to their needs and strengths AND also matched to learning standards. I ask all students to help me plan what they are going to learn (for example, by developing criteria for a rubric).

I ask students for feedback on classroom routines.





Identify	Your Reflections
Three most important principles to remember.	
Two things that I will do in my practice as a result of my learning today.	
One puzzle or question that I will continue to ponder.	