

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.



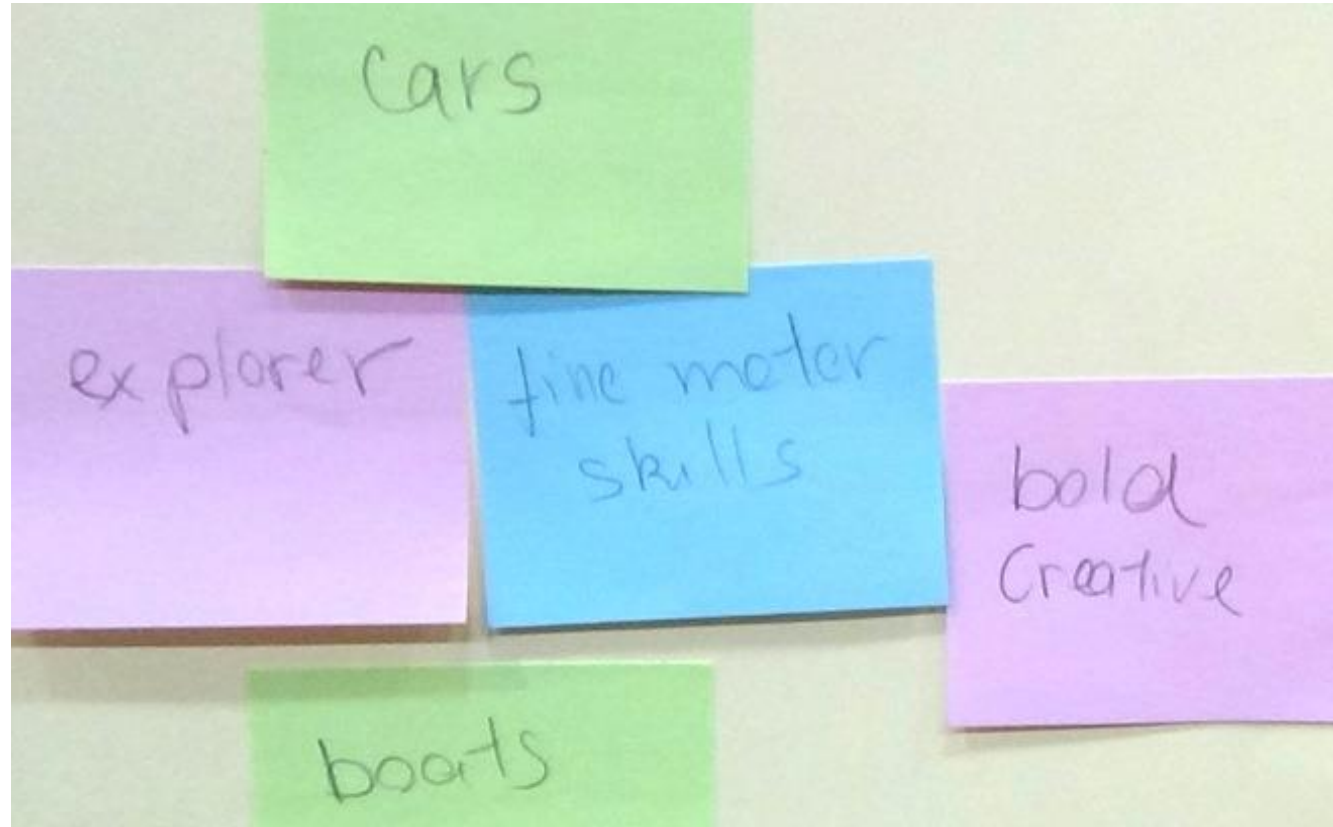
ORGANIZE NOTES

GROUP
LABEL



MATCH INTEREST, STRENGTHS AND/OR NEEDS TO TASK

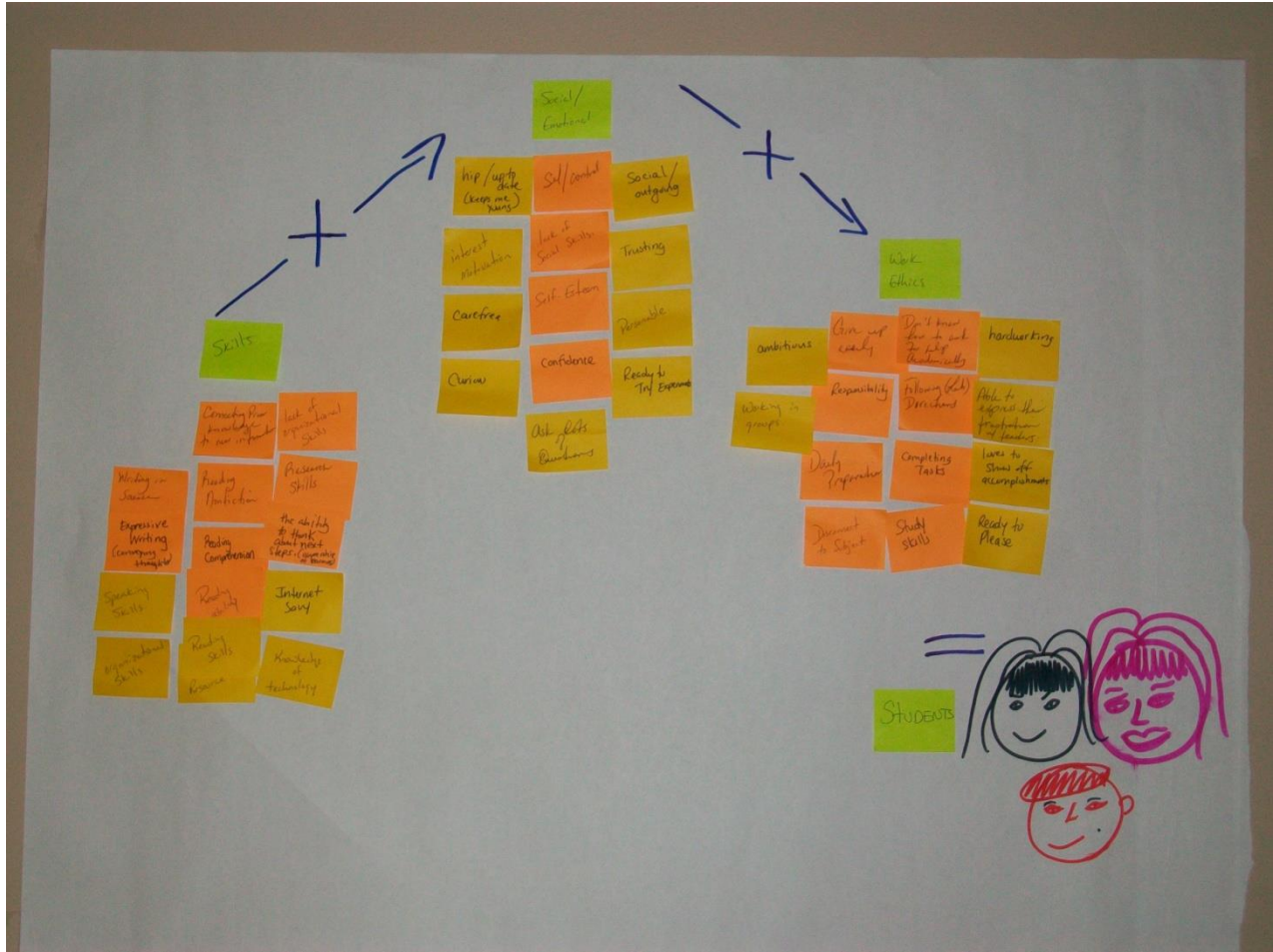
- Observe pupil work and learning to determine a specific skill for each student that needs development or extension.



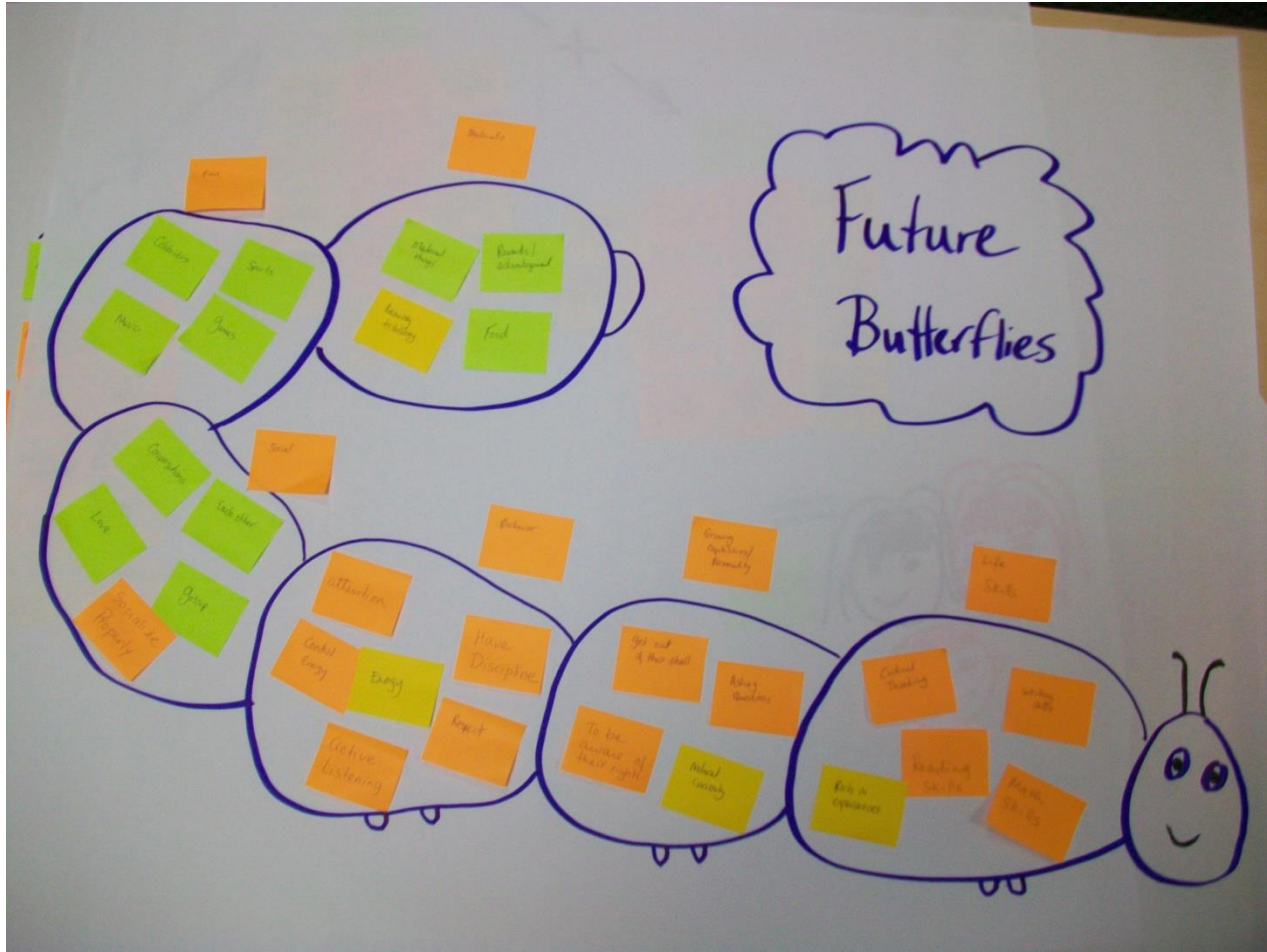
TIE TO TOUGH TASKS

	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

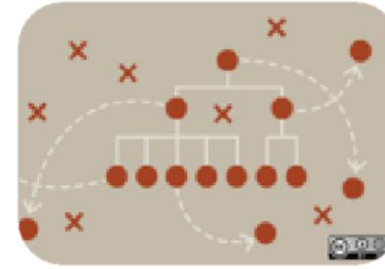
*Clear, Accessible,
Relevant, Rigorous*

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?

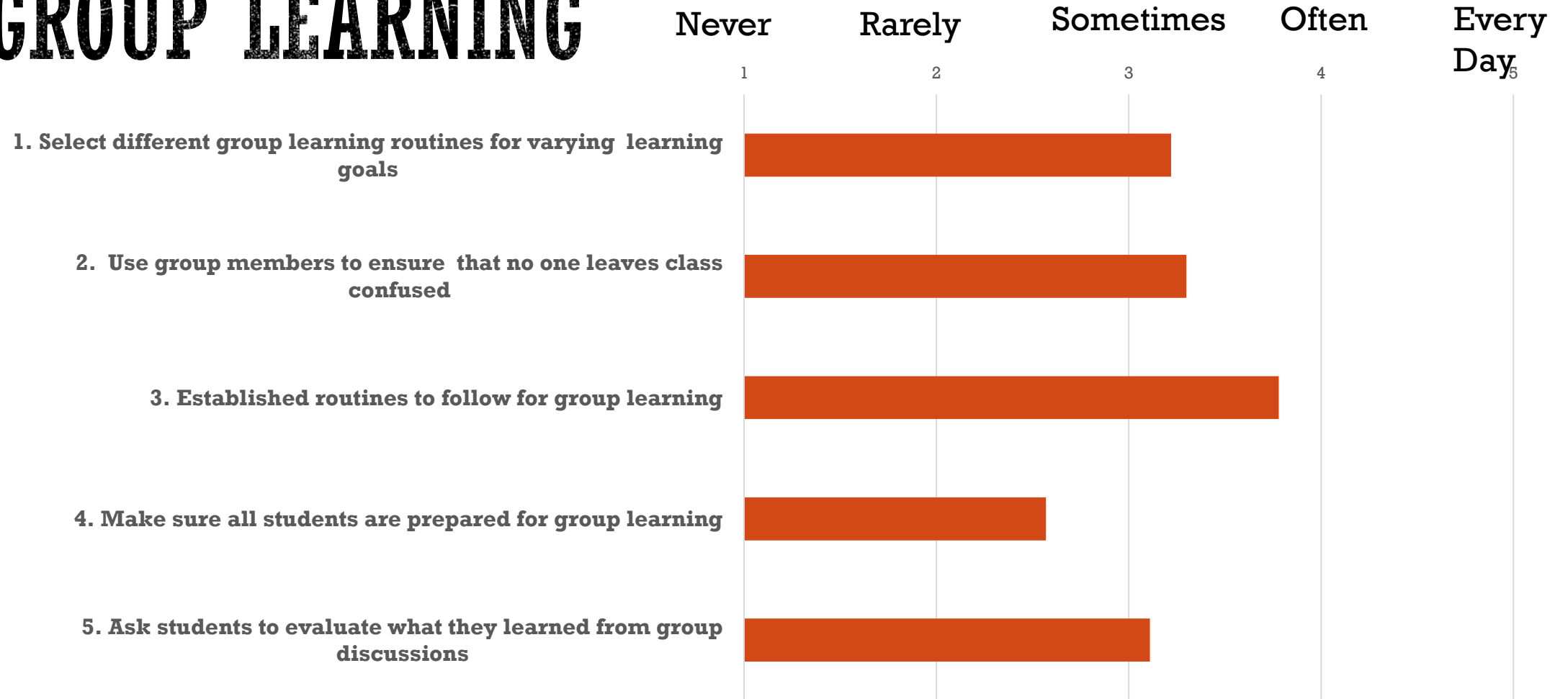


Quality Criteria

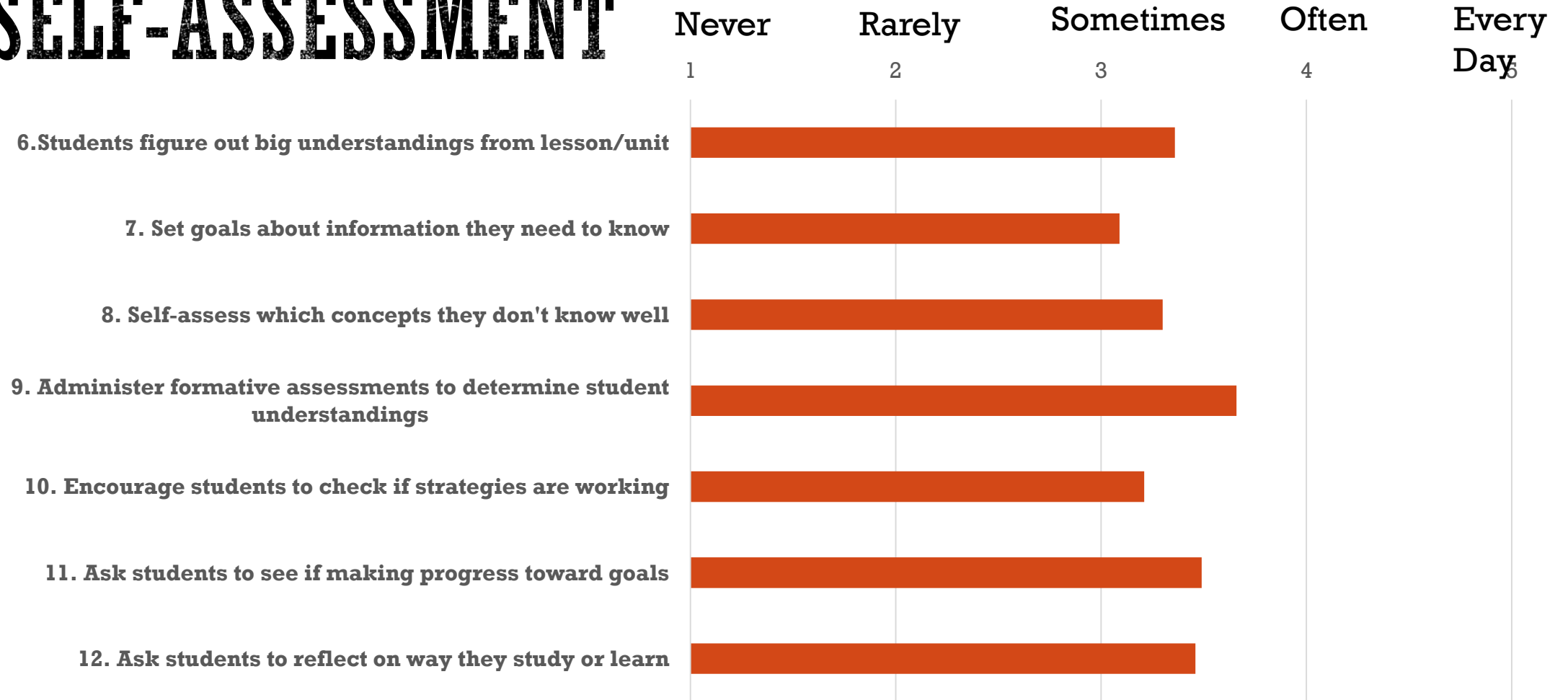
How can I make sure that students achieve the objectives of the activity/lesson?
What is the rubric for lesson/activity?
What are the must-haves? How do I stretch students? What are some quality criteria (yes and ...criteria; things that make students go above and beyond?)



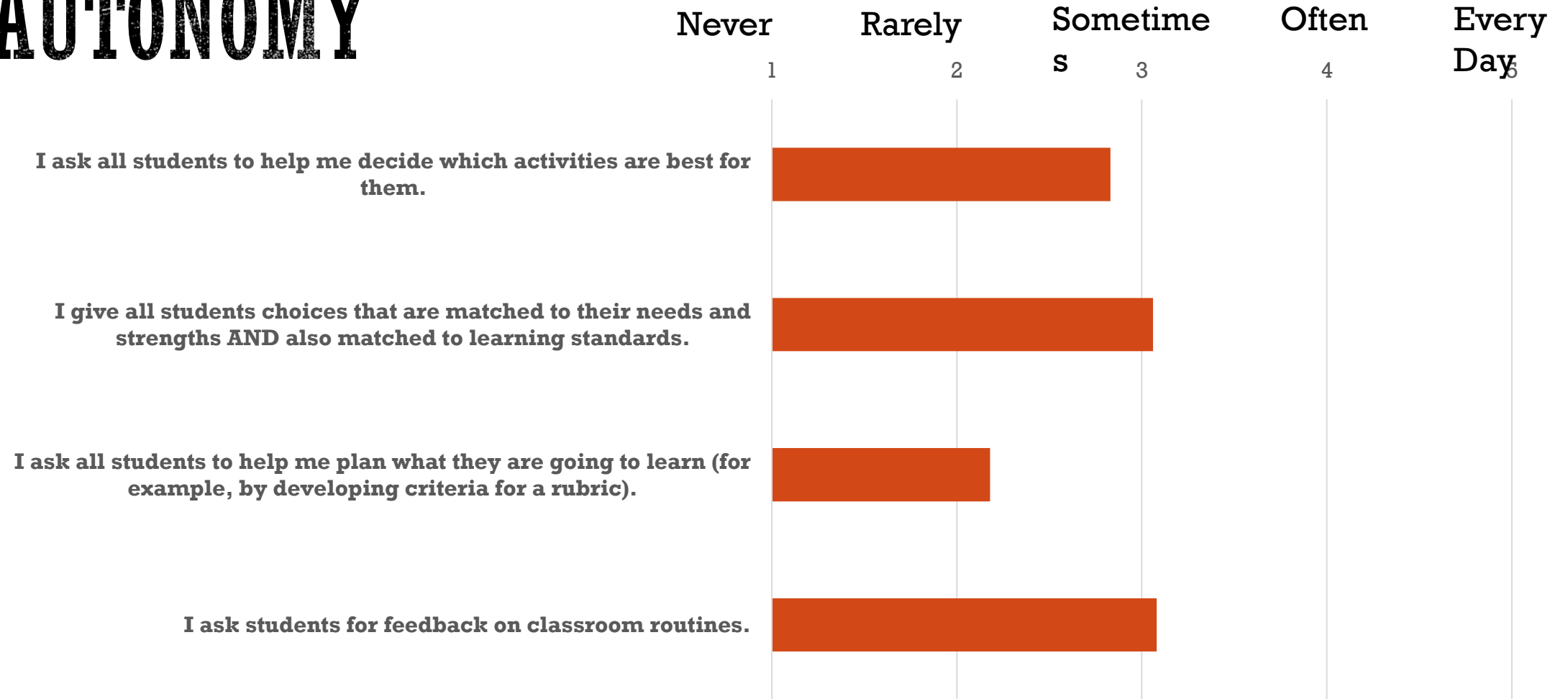
GROUP LEARNING



SELF-ASSESSMENT



AUTONOMY





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.	

