

Differentiated Instruction – Level II

“I know about and have created some differentiated activities in my own practice, but I want to know more about assessing students and going deeper into what differentiation is and how to accomplish it.”

Reading (30 minutes): “Deciding to Teach Them All.” *Educational Leadership*, October 2003.

- Read the article and highlight any important parts that stand out for you.
- After everyone is finished, take turns identifying and commenting on ONLY ONE best highlighted section/idea.
 - What made you choose it?
 - Did any of the reframed questions make you think more deeply about your own practice?
 - How might the highlighted part impact your teaching practice?
- As each person finishes sharing, others in the group make one quick comment regarding their thoughts on the selection

Activity #1 (30 minutes):

- Look over the handouts titled “Needs of Struggling Learners” and “Needs of Advanced Learners.” Then, read the description of the “Literary Hall of Fame” English assignment for grades 10-12. Briefly discuss some of the probing questions posed about the assignment. Is it a good example of a product that will meet the needs of a diverse group of learners? What could make it even more effective?
- As a group, brainstorm some strategies for meeting the needs of both struggling and advanced learners, making notes on your handout. You may want to assign one or two needs to each person in order to cover many needs in the short time allowed, then share out.

Activity #2 (10 minutes):

- Planning -- Think about the readiness of your students and a current or future unit/lesson you are working on. How might you use the brainstormed list from your group to adapt/modify activities in your class? What resources might you need? Who can help you? (see the resources list for further reading and materials and the packet on “Instructional and Management Strategies for Differentiated, Mixed-Ability Classrooms” for more ideas)