

Differentiated Instruction – Level III

“ I use DI a lot and have good skills for assessing most of my students most of the time. I would like to refine my skills even more and look at the flow of DI in a continuum throughout longer units.”

Reading (30 minutes): “Mapping a Route Toward Differentiated Instruction.”

Educational Leadership, Sept. 1999.

- 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?
 - How might it impact your teaching practice?
 - What did it make you think more about?
- As each person finishes sharing, others in the group make one quick comment regarding their thoughts on the selection.

Activity #1 (20 minutes):

- Look over the handouts on “The Flow of Instruction in a Differentiated Classroom,” “Examples of the Levels of Learning,” “Developing a Tiered Activity,” and “Critical Questions About Tiered Lessons.” Discuss what skills, knowledge, or resources you would need to create an effective “tiered” lesson(s).

Activity #2 (30 minutes):

- You may choose to work alone or in pairs to begin planning a “tiered” lesson. Use Adams’s 7-step format on the “Critical Questions...” handout to help you think about how to proceed. Think especially about the scaffolding that may need to occur for students who might struggle with the work.