

Rethinking Differentiation

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Brief Description:

- The huge instructional challenge that differentiation addresses
- Conventional approach – differentiate by content, process, and product
- Recent critiques of this approach;
- Instead of looking for differentiation, what about asking two questions of a lesson:
 - What are students supposed to be learning?
 - Are they all mastering it?

- Then focus on three phases of teaching, with an eye to the principal's role orchestrating teacher teamwork:
 - Planning units and lessons to maximize access and learning (UDL principles)
 - Teaching effectively, with frequent checks for understanding
 - Following up afterward with students who aren't yet successful

- In all three phases, working to make students increasingly self-reliant
- And finding ways to do all this within the normal work day! Working smart!