

A LEARNING MENU USED AS AN ANCHOR ACTIVITY FOR YOU TO COMPLETE DURING THIS WORKSHOP



During this workshop, please use this Tic Tac Toe board as an Anchor Activity. If you are waiting for groups or activities to end, please work on an Anchor Activity of your choice. There may be times during this workshop when I specifically ask you to work on these learning activities. Try to complete 3 learning activities, forming a Tic Tac Toe, either vertically, horizontally, or diagonally. What three will you choose? #____, #____, #____

<p>1. Complete the Differentiation Graphic Organizer to show what you know about differentiated instruction. Write as much as you can. You may use symbols or pictures to communicate your thoughts.</p>	<p>2. Read the article <i>Differentiation at the Secondary Level</i> by Rick Wormeli. Think about how you would use this article with your staff. Prepare discussion questions for this article when sharing the article with your staff.</p>	<p>3. Discuss with your FLEXIBLE LEARNING GROUPS partner the following question: <i>What are the THREE most important things for administrators to understand about leading for differentiation?</i> Together, complete the “Recording Our Discussion Form.”</p>
<p>4. Hold a Planning Conversation with your RESPECTFUL TASKS partner. The goal of your planning conversation should be: <i>How will I coach the teachers in my building to proactively plan units to better meet the needs of all students in their classrooms?</i></p>	<p>5. Create a sample of ONE of the following to share with teachers. Use the subject area and topic of your choice.</p> <p>Tiered assignment—3 tiers Learning Menu RAFT TriMind Profiler Show and Tell</p>	<p>6. Design a Think Dot activity to use during a staff meeting to help teachers have a meaningful discussion about differentiation.</p>
<p>7. With your CHOICES partner, talk about a successfully differentiated lesson that you have seen. What made it work? What would you encourage the teacher to try next?</p> <p>OR</p> <p>Talk about a “differentiated” lesson that you observed that, in your opinion, was not really differentiated. What changes would need to be made for the lesson to be truly differentiated?</p> <p>Together, complete the “Recording Our Discussion Form.”</p>	<p>8. Design a product that would help teachers refine their understanding of differentiated instruction. Choose ONE of the following products:</p> <p>Analytical Task: Create a flowchart that shows a teacher how to design high-quality differentiated lessons. Include where things might go wrong and what to do if they do.</p> <p>Practical Task: Write a brief vignette or draw and annotate a picture of a student you know whose needs are better met when working in a differentiated classroom.</p> <p>Creative Task: Devise an expanded metaphor, a parable, or a short skit that shows why differentiation is important in ALL classrooms.</p>	<p>9. With your SHARED RESPONSIBILITY FOR LEARNING partner, talk about the following: What is your own next step for growth regarding differentiation? How will you go about taking the next step? Be specific.</p> <p>OR</p> <p>What is your school’s greatest need when it comes to learning about differentiation? How can you help? Be specific.</p> <p>Together, complete the “Recording Our Discussion Form.”</p>



Differentiation Graphic Organizer

Definition	Associated Vocabulary
Examples: What It Looks Like	Nonexamples: What is Does Not Look Like

Differentiation

RECORDING OUR DISCUSSION FORM

3. Discuss with your **FLEXIBLE LEARNING GROUPS partner** the following question: *What are the THREE most important things for administrators to understand about leading for differentiation?*

7. With your **CHOICES partner**, talk about a successfully differentiated lesson that you have seen. What made it work? What would you encourage the teacher to try next? OR Talk about a “differentiated” lesson that you observed that, in your opinion, was not really differentiated. What changes would need to be made for the lesson to be truly differentiated?

9. With your **SHARED RESPONSIBILITY FOR LEARNING partner**, talk about the following: What is your own next step for growth regarding differentiation? How will you go about taking the next step? Be specific. OR What is your school’s greatest need when it comes to learning about differentiation? How can you help? Be specific.