DIFFERENTIATION 15

AN IDEA AS OLD

VALUING

 \neg and \leftarrow

PLANNING

 \cdot for \cdot

DIVERSITY

in

HETEROGENEOUS Settings Lessons designed around

PATTERNS OF Student Need

Necessary for success with standards for a broad range of learners USE OF
WHOLE-GROUP,
SMALL-GROUP &
INDIVIDUAL TASKS
BASED ON
CONTENT
AND
STUDENT

PURPOSEFUL USE OF FLEXIBLE GROUPING

STUDENT-FOCUSED

TEACHING UP

CORE CORE OF QUALITY TFACHING



ADDRESS LEARNING & AFFECTIVE NEEDS

------ that *all* students have ------

DIFFERENTIATION IS NOT

TRACKING OR GROUPING STUDENTS INTO CLASSES BY "ABILITY"

INCOMPATIBLE with STANDARDS

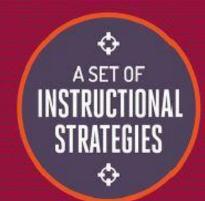
BLUEBIRDS, BUZZARDS & WOMBATS

(ability grouping within a classroom)

Mostly for students identified as GIFTED

DUMBING DOWN

teaching for some students



Something **extra**on top of good teaching

MOSTLY FOR STUDENTS
WITH IDENTIFIED
LEARNING
CHALLENGES

INDIVIDUALIZED





GROUP WORK



→ → Learn more about the book at www.ascd.org/differentiatedclassroom.

Source: Used with permission from Carol Ann Tomlinson, author of The Differentiated Classroom, 2nd Edition.