

Anticipation Guide: Differentiation

Read each statement and check whether you "Agree" or "Disagree" on the left hand side of the statement.

| Agree | Disagree | | Agree | Disagree |
|-------|----------|---|-------|----------|
| | | Differentiation is a set of instructional strategies. | | |
| | | Pre-assessments provide critical information about students' readiness for a curricular unit. | | |
| | | Differentiation requires continual reflection of student results and adjustment of instruction. | | |
| | | Differentiation is just about instruction. | | |
| | | Knowing your students is an important component of differentiation. | | |

T-Chart: Describe What It Is and What It Is Not Differentiation

| What Differentiation Is | What Differentiation Is NOT |
|--|---|
| <ul style="list-style-type: none"> • • • • • • • • | <ul style="list-style-type: none"> • One size fits all • Focus on teaching over learning • Relies on summative assessments to provide feedback regarding progress • Only used to identify students who are struggling • • |

Super Sleuth

1. Walk around the room and find someone who can respond to one of the statements below. After responding verbally to your question, the person should initial within the square.
2. A person can only answer and initial one square on your card. Feel free to discuss the answer too.
3. The goal is to activate prior knowledge and meet new people.

| | | |
|--|---|--|
| What do you already know about differentiation? | How would you define differentiation? | What questions do you have about differentiation? |
| How do you pre-assess your students currently? | How do you develop student learning profiles currently? | How do you build a positive, learning culture in your classroom now? |
| Why do you think priming or activating prior knowledge are so important to do in every lesson? | How do your students acquire MOST of the information that is to be learned in your classroom? | What would you like to learn about differentiation? |