**Differentiation 101**

**January 24, 2012 | 1:00pm – 3:00pm**

**Jacksonville Commons Middle School**

<http://onslowaig.weebly.com/web-tools-symbaloo-links.html> (for technology links)

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| WHAT | WHO | TIME | NOTES |
| Welcome & Introductions |  | 1:00-1:10 | How Many Ways are You Smart (handout)  \*Surprises around your table?  \*Possible impact on your kids |
| Why Differentiate |  | 1:10-1:20 | Activity: <http://www.aimsedu.org/puzzle/LinkingBridges/LinkingBridges.pdf> |
| What differentiation is not |  | 1:20-1:25 | 1. Know your ABCs 2. If you know them do them backwards 3. If you know them backwards, make a poster 4. If you made a poster, research where the ABCs came from 5. If you know where they came from, teach someone else |
| Purpose for Today |  | 1:25-1:30 | 1. Provide an overview of differentiation strategies 2. Examine what strategies are already in place 3. Focus on 2-3 common strategies 4. Recognize that differentiation is a philosophy not a series of strategies |
| Differentiation as a Philosophy  \*[Curriculum Compacting as an Example- PowerPoint](Differentiation%20AIG%20PD/curriculum%20compacting%20presentation.pptx) |  | 1:30-2:00 | Curriculum Compacting Presentation  Learning Environment; Tasks Chosen; Content Taught; How Content is Delivered  Differentiate by Content; Process; or Product  Purpose of Compacting- to provide time for kids to go in-depth or do enrichment studies |
| I’ve Compacted, Now What? |  | 2:00-2:30 | Usual Suspects:  [Tiering Assignments](Differentiation%20AIG%20PD/Session%203%20Differentiation%20(anchoring%20and%20tiering).pptx) (Anchoring Activities) (PowerPoint is made if we need it)  Contracts  [Choice Menus](Differentiation%20AIG%20PD/choice%20menus%20for%20session%202%20leading%20into%20session%203.pdf)  Modified Assignments  Modified Assessments |
| Jigsaw Using PD 360 |  | 2:30-3:30 | See Links below  7 groups |
| Questions |  |  |  |
| Next Steps |  |  |  |

Group Task (7 groups: each with a laptop and a link)

Session 1:

Don’t use this one: Segment One (Introduction to Differentiation): <http://www.pd360.com/index.cfm?ContentId=157> (8 minutes)

Segment Two (Elements for Planning): <http://www.pd360.com/index.cfm?ContentId=158> (13 minutes)

Segment Three (Climate): <http://www.pd360.com/index.cfm?ContentId=159> (10 minutes)

Segment Four (Knowing the Learner): <http://www.pd360.com/index.cfm?ContentId=161> (9 minutes)

Segment Five (Assessment): <http://www.pd360.com/index.cfm?ContentId=163> (14 minutes)

Segment Six (Adjustable Assignments): <http://www.pd360.com/index.cfm?ContentId=164> (8 minutes)

Segment Seven (Instructional Strategies): <http://www.pd360.com/index.cfm?ContentId=165> (9 minutes)

Segment Eight (Curriculum Approaches): <http://www.pd360.com/index.cfm?ContentId=166> (10 minutes)

Differentiation is a philosophy not a series of things we do. It is asking how can I modify what I am teaching, how I am teaching it, or how will my kids show me they know it and then taking action.