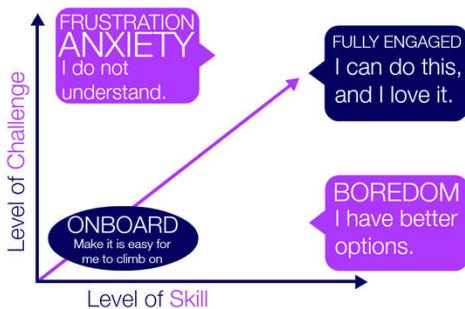


What's the *payoff*?

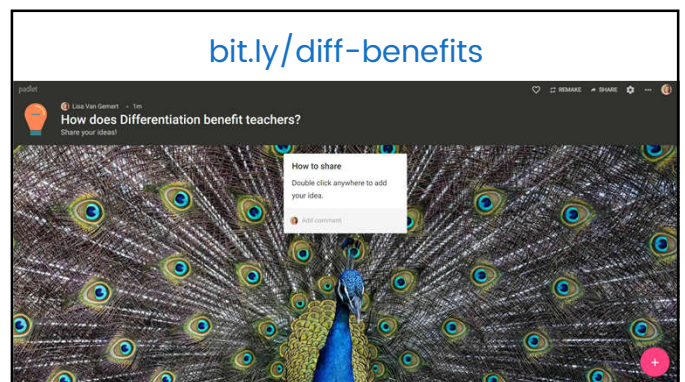


The benefits can't be for *students only* because you don't have *data* yet.

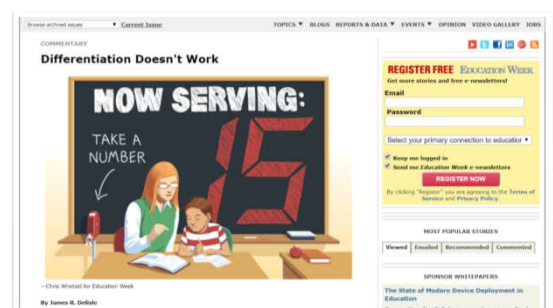
HAPPINESS GRAPH

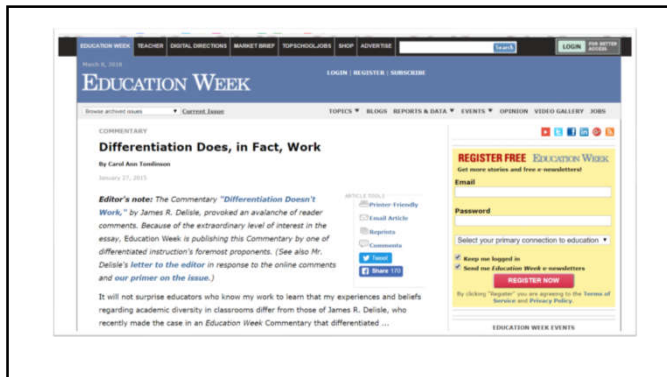


bit.ly/diff-benefits

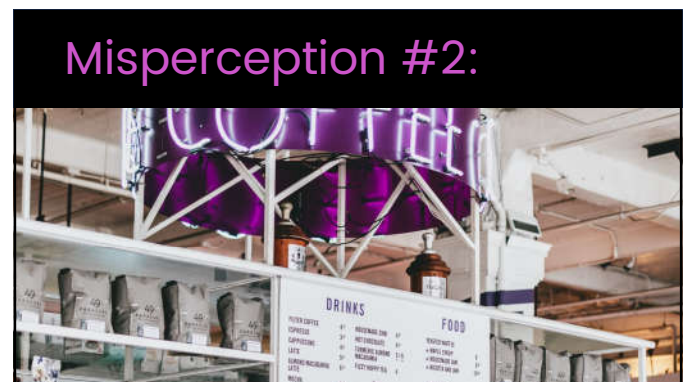


Acknowledge Opposite
Opinions





Counter the Misperceptions



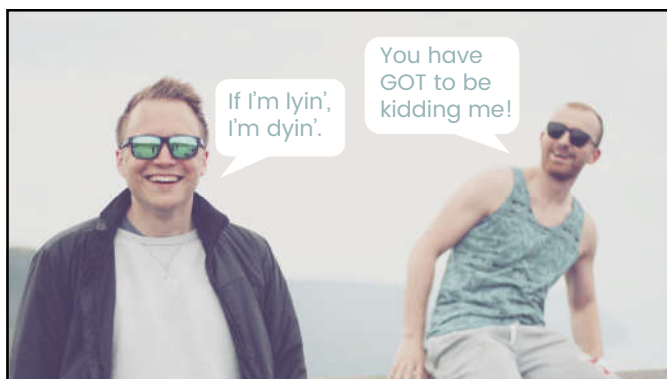
Give Lots of Examples

Differentiate Reading	
Level	Level Highlights
INTENSIVE	<ul style="list-style-type: none"> Language and Familiar voc Repetition o Natural lang Content Predictable Single main Based on fa
STRATEGIC	<ul style="list-style-type: none"> Language and Targeted hi
BENCHMARK	<ul style="list-style-type: none"> May I Play? The Dove and the Ant Seasons Family Business
ADVANCED	<ul style="list-style-type: none"> Far Away Friends


Teach Tiering

Tiered Instruction is so much more simple than most teachers think.	Differentiate the...	Possibilities (in top to bottom order of most-to-least complex)
	Size of group	1. Independent work (note: for GT students, work in pairs or groups may actually increase rigor, complexity, and/or challenge)
	Resources (quantity)	2. Pairs or triads
	Resources (complexity)	3. Small groups (view the Crouching without Fear slide deck and get the handout at http://bit.ly/LVC_grouping for more info)
	Process	4. Teacher directed
	Teacher Support	1. Multiple, self-discovered
Complexity of Thinking		2. Multiple, teacher-supplied
		3. Limited or single, self-discovered
Choice		4. Limited or single, teacher-supplied
		1. Multi-media or requiring citation, self-discovered
		2. Multi-media or requiring citation, teacher-supplied
		3. Text only, above grade level
		4. Text only, at grade level
		1. Assignment takes place over an extended period of time AND has many steps AND has rapid pace
		2. Assignment takes place over an extended period of time AND/OR has many steps AND/OR has rapid pace
		3. Assignment takes place over a typical period of time, does not have many steps, and is completed at a typical pace
		1. No questions after initial introduction
		2. Restricted number of questions
		3. Unlimited questions
		1. Use of Psychomotor or Affective sections of Bloom's in addition to:
		2. Creation, Evaluation or Analysis levels of Bloom's (new)
		3. Application, Comprehension or Knowledge levels of Bloom's (new)
		(print revised Bloom's diagram at http://bit.ly/rev_bloom . Find resources for other domains at http://bit.ly/bloom-psychomotor & http://bit.ly/bloom-affective)
		1. Menu of opportunity is given (see books by Laurie Westphal for menu ideas)

Make Sure They Can Make a Lesson Plan



Teach the Vital Role of Pretesting


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Differentiation: It Starts with Pre-Assessment


Emily Pendergrass






If teachers want to create flexible groups that address students' needs, they need to pre-assess.

A year or so ago, I had the pleasure of working alongside a colleague who by all accounts was a fantastic teacher, Lily Rhodes. As a teacher-researcher from a local university, I was curious to see how this teacher differentiated instruction for her 7th grade science students. To satisfy this curiosity, I observed her teaching and interacting with her students. In addition, we had in-depth discussions about her approach.

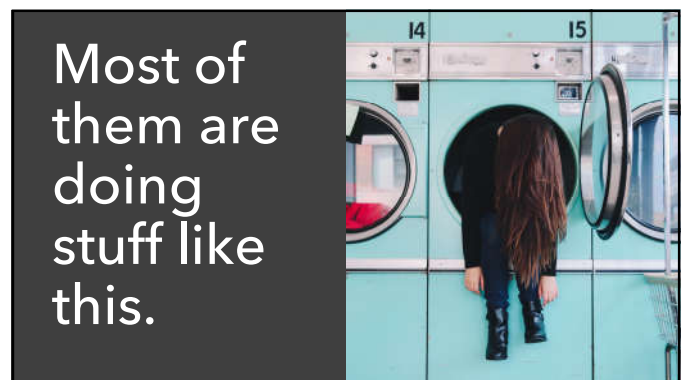
Lily has taught 7th graders outside a large, southeastern metropolitan area since 1997. Over the years, she has taught science, language arts, and reading on two-, three-, and four-member teaching teams. At the time of my semester-long observations, Lily was teaching science and language arts on a six-member teaching team.



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