


# Chapter 3-

## A Differentiated and Responsive Classroom

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**"My brain is  
getting smarter  
and smarter each  
day."**

# Preview and Pre-assess

- \* You should find out what students already know about the content before instructional planning begins. **That's why this is called front-end differentiation.** Most differentiation comes after instruction and ends up being a catch-up time. With a good pre-assessment you can be prepared to meet the needs of all your students from day one.
- \* What are some ways you can preview and pre-assess?



# Curriculum Compacting

After the pre-assessment you'll know what skills your students have mastered and what they still need to learn. So it makes sense to adjust your unit and take out lessons that aren't needed by your students

*How is this similar to what we do during data meetings/grade level meetings after test results?*

# Flexible Grouping

- \* Small grouping should be taking place in all subject areas, not just reading. Every classroom has a large range of students. Working with small groups gives students the opportunity to be challenged at an appropriate level.
- \* *What are the drawbacks, if any, of flexible grouping? If so, what solutions could you put into place to minimize them?*

# Management

- \* Small groups can be managed if the teacher sets clear expectations. Anchor activities (independent work) are ongoing activities the students work on independently and are key to managing students while the teacher works with small groups.
- \* *Procedures and with-it-ness is everything.* 😊 😊 😊

# Acceleration and Enrichment

- \* Both of these are equally important. Enrichment is going deeper and acceleration is going forward. Having enrichment and accelerated activities gives every student the chance to learn every day.
- \* *How are you digging deeper into your lesson?*
- \* *Are you directing kids to the higher order thinking skills?*
- \* <https://www.youtube.com/watch?v=pVjL6xWzWiQ>

# Formative Assessment

- \* Checking for understanding (CFUs).
- \* **This is essential in a differentiated, responsive classroom. Formative assessments should be used routinely across all content areas. It can also be a reflective tool for the teacher, Do the students get it? What do I need to teach next? How will I group my students for reteaching, enrichment and acceleration?**
- \* *What are some means of formative assessment you use?*



# Summative Assessment

- \* **Assessing understanding and mastery of the content at the end of the unit. The assessment must match the learning that has taken place. Grades should be based on how well the student demonstrates mastery of the content that was presented to them.**
- \* **What is the difference between a formative assessment tool and a summative assessment tool?**
- \* **Why is this distinction important?**
- \* Formative vs. Summative

# Final Thoughts

- \* How can you differentiate instruction in your classroom to fit the unique needs of your students?
  - \* Check for understanding
  - \* Scaffolded instruction
  - \* Incorporation of Bloom's in lessons (for knowledge that builds upon itself)
  - \* Real-life connections (making learning meaningful)
  - \* Challenging, but not frustrating or “overkill”

Questions/Comments?

Thanks for your  
time! 😊