
How Administrators Can Support Differentiation

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What is a differentiated classroom?

- “A differentiated classroom is a place where the teacher proactively plans and carries out various approaches to
 - Content
 - Process
 - product
- In response to student differences in
 - Readiness
 - Interest
 - Learning needs.”
- Carol Ann Tomlinson



What is differentiated instruction?

- Proactive
- Qualitative rather than quantitative
- Student Centered
- A Blend of whole class, group, and individual instruction
- A way of life
- Dynamic



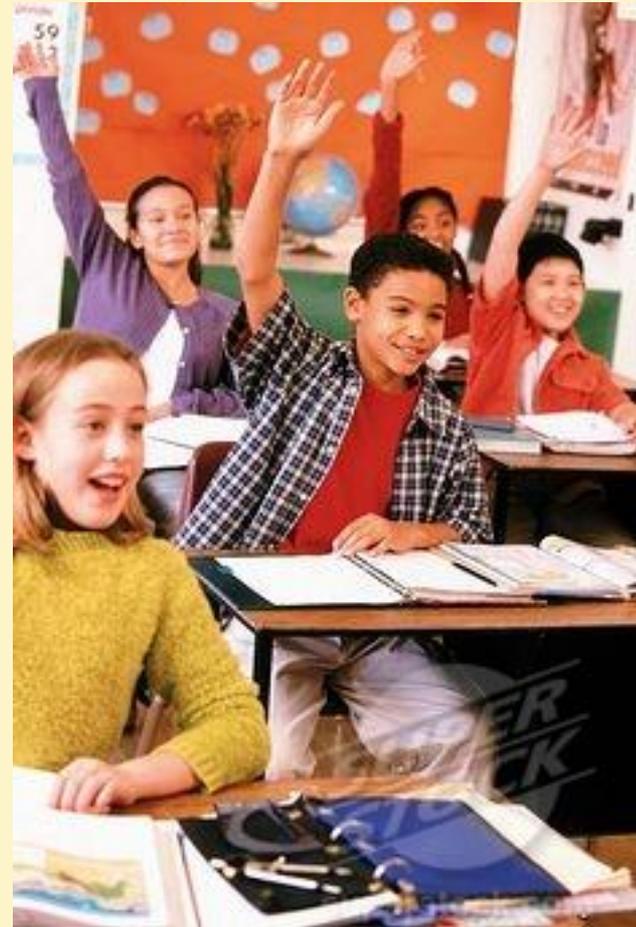
Principles of differentiated classroom

- **Clearly focused curricular objectives**
- **Adjustment for student differences**
- **Appropriate experiences, maximum growth, individual success**
- **Pre-assessment**
- **Responsive to pre-assessments**
- **Engaging, challenging, respectful work**
- **Flexibility**
- **Variety of strategies in instruction and management**
- **Assessment and instruction being used to make decisions.**



Some things we already know

- One size does not fit all-
in fact, one size does not
fit most.
- Each student learns
differently
- Each student has
different preferences,
likes, and needs



Top ten objections to differentiation



Top ten reasons to differentiate



Top ten reasons to differentiate



- (Carol Ann, Tomlinson, Marcia Imbeau, School Administrator, May 2012, Vol 69, Issue 5



Some conversation starters to address after overcoming the “yes buts”

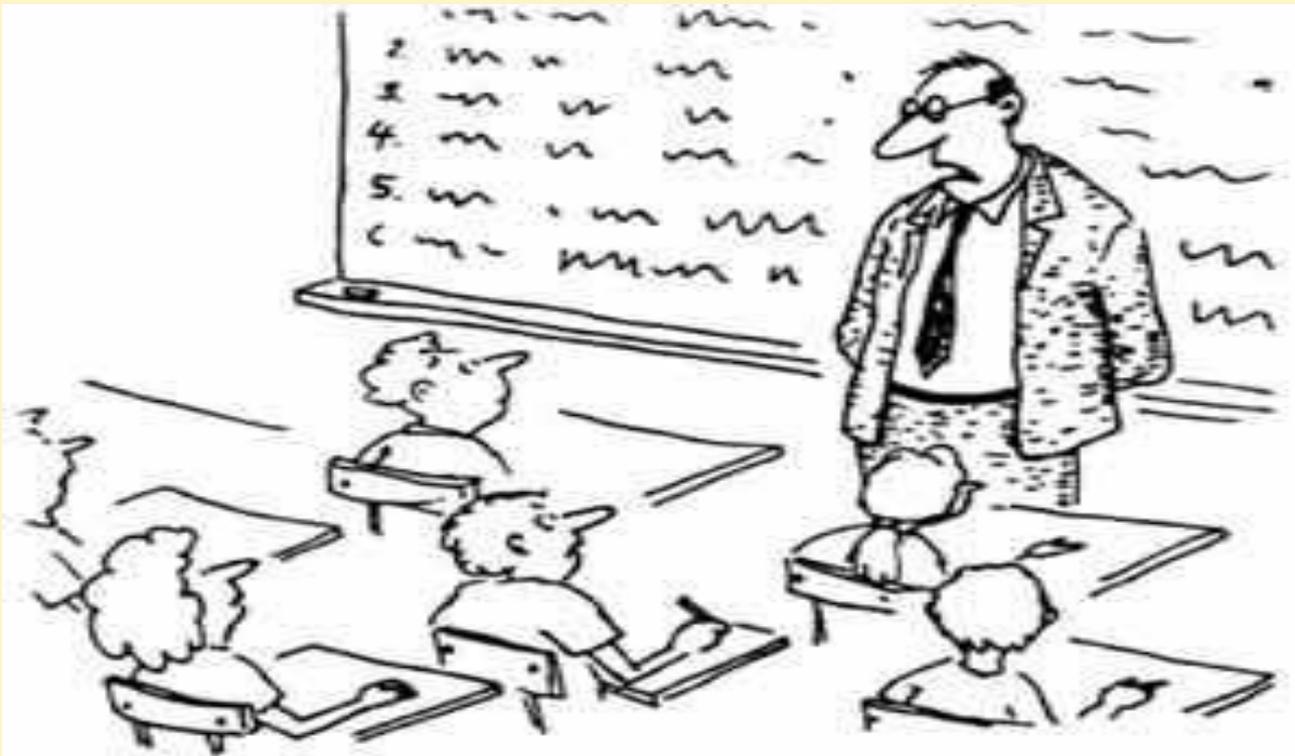
- Grading and rubrics
- Standardized Tests
- Resources
- Scheduling
- Professional Development



What are some things that I can see in a differentiated classroom?



What can I observe in a differentiated classroom?

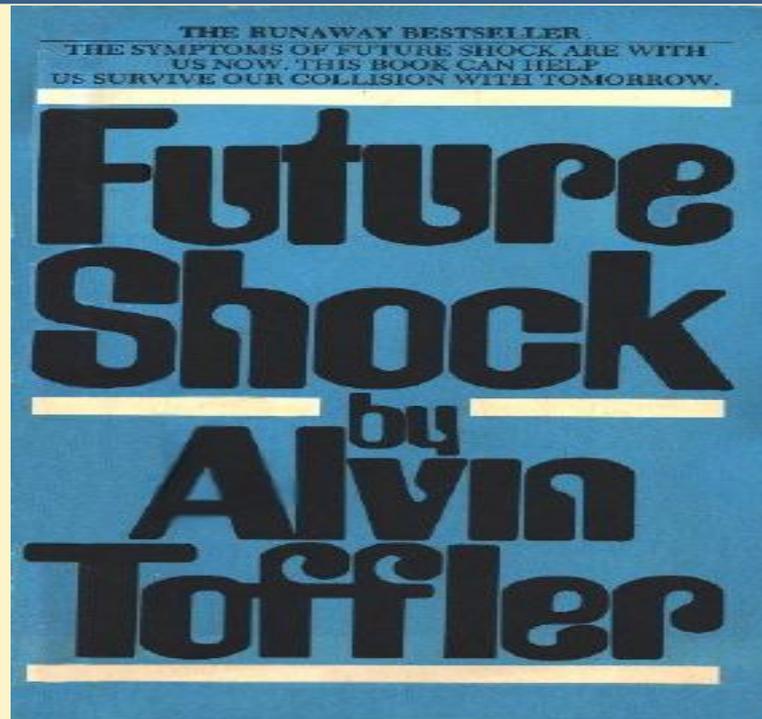


“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”



Professional development sessions





The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”
Alvin Toffler, American Futurist

