DIFFERENTIATION 15



VALUING

and

PLANNING

for

DIVERSITY

HETEROGENEOUS SFTTINGS

Lessons designed around PATTERNS OF STUDENT NEED

Necessary for success with standards for a broad range of learners

USE OF
WHOLE-GROUP,
SMALL-GROUP &
INDIVIDUAL TASKS
BASED ON
CONTENT
AND
STUDENT
NIEEDS

PURPOSEFUL USE OF FLEXIBLE GROUPING

A STUDENT-FOCUSED WAY OF THINKING ABOUT TEACHING AND LEARNING

TEACHING P

AT THE CORE OF QUALITY TEACHING

ASCD LEARN. TEACH. LEAD.

ADDRESS LEARNING & AFFECTIVE NEEDS

----- that <u>all</u> students have -----

→ → Learn more about the book at www.ascd.org/differentiatedclassroom.

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DIFFERENTIATION IS NOT

TRACKING OR GROUPING STUDENTS INTO CLASSES BY "ABILITY"

INCOMPATIBLE with STANDARDS

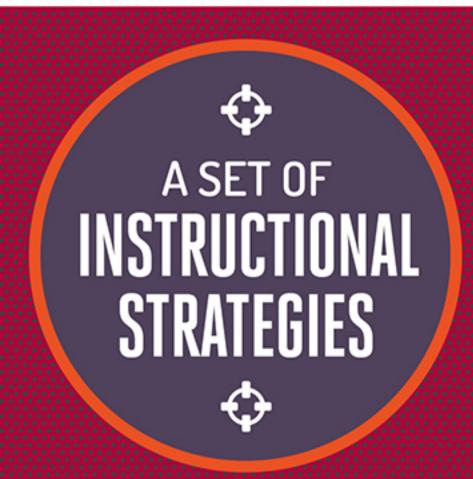
BUEBRDS, BUZZAKÞS & WOMBATS

(ability grouping within a classroom)

Mostly for students identified as *GIFTED*

DUMBING DOWN teaching for some students

teaching for some students



Something extraction of the second se

on top of good teaching

MOSTLY FOR STUDENTS
WITH IDENTIFIED
LEARNING
CHALLENGES

INDIVIDUALIZED

IEPS FOR ALL



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