

## **Role-Alike: Differentiation Activity**

**FRAMING QUESTION:** What does high quality instruction look like in your district/school?

### **Introduction - (10 mins)**

Thinking about differentiated instruction ([Tomlinson handouts](#))

### **Activity - (15 mins reading time, 25-30 mins discussion in role-alike groups)**

3 groups per team- District Admin, Building Admin, Teachers

Each group should review the resources provided to answer the question unique to your role.

#### **GROUP 1: District Administrators -**

Supporting principals, setting vision, differentiating professional development

**Question:** *What are the systems that support and promote high quality instruction?*

Article: <https://www.edsurge.com/n/2015-02-14-a-guide-to-crafting-the-perfect-next-gen-pd-model>

Article: (I think we should scan just the Executive Summary of this)

<http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Three-Essentials-to-Improving-Schools.pdf>

Report: <http://www.ecs.org/MetLifeToolkit/instruction/instruction.htm#district>

#### **GROUP 2: Building Administrators -**

Teacher evaluation and providing feedback, resources, guidance for differentiated instruction and professional development

**Question:** *What kinds of tools, resources, and feedback are necessary to support high quality instruction?*

Article: DI and RTI a Natural Fit <http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Differentiated-Instruction-and-RTI@-A-Natural-Fit.aspx>

Article: <http://aasa.org/SchoolAdministratorArticle.aspx?id=14956>

Article: <http://www.edutopia.org/stw-school-turnaround-principal-teacher-development-tips>

## Proficiency-Based Learning: A Systemic Approach

### GROUP 3: Teachers -

High quality, differentiated instruction

***Question: How can teachers support each other to promote high quality differentiated instructional practice in all classrooms?***

ASCD Chapter (Tomlinson) How to Differentiate in Mixed-Ability Classrooms:

<http://www.ascd.org/publications/books/101043/chapters/The-How-To's-of-Planning-Lessons-Differentiated-by-Learning-Profile.aspx>

Article:

[http://www.nassp.org/Content.aspx?topic=Recognizing\\_Rigorous\\_and\\_Engaging\\_Teaching\\_and\\_Learning](http://www.nassp.org/Content.aspx?topic=Recognizing_Rigorous_and_Engaging_Teaching_and_Learning)

Article: <http://annenberginstitute.org/?q=commentary/2011/06/supporting-collective-practice-teachers>

**Team Discussion** (40 mins) : In your district teams, each group should report out on insights gained in your role. Create your vision for HQ instruction in your district.

***What does high quality instruction look like in your district/school? What are teachers doing/saying? What are students doing/saying? How will you get there?***

***Concentric Circles graphic organizer- Middle (what are students doing/saying), next layer (what are teachers doing/saying), outside (what are administrators? community members? doing saying)***