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?*


Report: [http://www.ecs.org/MetLifeToolkit/instruction/instruction.htm#district](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?*


GROUP 3: Teachers -
High quality, differentiated instruction

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


**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)*