

Dare to Differentiate

Facilitation Plan



RESOURCES




- [Dare to Differentiate](#) (Google Slides)
- [Dare to Differentiate: Thought Catcher](#) (Google Doc)
- [Dare to Differentiate: Group Reference Guide](#) (Google Doc)

Session Prep

Session Goals	<p>After you lead this session, participants will be able to:</p> <ul style="list-style-type: none">• define differentiation,• explain how differentiation benefits students, and• understand how to apply differentiation techniques in the classroom.
How to Prepare	<ol style="list-style-type: none">1. Preview the session activities that follow. Preview the resources listed above. Take note of any additions or changes you would like to make.2. Make a copy of the Dare to Differentiate Google slides. Edit for your needs.3. Make a copy of the Dare to Differentiate: Thought Catcher and the Dare to Differentiate: Group Reference Guide and edit for your needs. These will be shared with participants.4. Establish your school's best practices/norms for differentiation before beginning this session.

Session Framework

<p>Whole Group</p>	<p>Slides 1-3: Introduce the concept of differentiation, share the session agenda and goals, and invite participants to open the Dare to Differentiate Thought Catcher and make a copy. Then, facilitate a group discussion on the quotation on slide 3 (ask participants to discuss the difference between equality and equity and/or give examples of the terms; use the speaker’s notes). Participants can write their notes in the thought catcher, discuss them as a group, or both.</p> <p>Slide 4: Introduce the resources to participants and ask them to choose one or more to review. You have options for how to facilitate this: participants may have a copy of the slide deck up on their laptop to click on the links, or you could show the video to the whole group and then hand out printed copies of the other two resources as participants choose which one to use. Again, participants should use their thought catcher to capture their notes.</p> <p>Slide 5: Invite participants to turn and talk with a partner using the questions below as a guide.</p> <p> FACILITATOR TALK</p> <ul style="list-style-type: none"> • <i>Did you notice anything special about the resources in the last activity?</i> • <i>Did it strike you as odd that each resource offered the same information, from the same expert, but with a different format or reading level?</i> <p>Slide 6:</p> <p> FACILITATOR TALK</p> <p><i>You were essentially offered three ways to explore the same information. You got differentiated! Whichever resource you chose, you achieved your learning goal (understanding differentiation). You just chose the best way for you to learn the information.</i></p> <p>Facilitate a group discussion using the questions on the slide. Participants can turn and talk with a partner, or share ideas with the whole group.</p> <p>Slide 7:</p> <p>Review these ideas with participants to prepare them for small group practice.</p>
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<p>Small Group Practice</p>	<p> ACTIVE LEARNING PRO-TIP</p> <p>Slide 8:</p> <p>Group participants by category. Each group will review the resources and make a list of favorite differentiation strategies for their group’s specific category. Let participants know that they should feel free to search for and explore their own resources, as well. They can add their notes to their thought catchers.</p> <p>Slide 9:</p> <p> DIFFERENTIATE</p> <p>Allow participants to choose how they will share their information.</p> <ol style="list-style-type: none"> 1. Share out verbally 2. Make small posters with images and some text 3. Add to a group document to make a reference guide 4. Jigsaw (each member represents their first group as the “expert” in a new group)
<p>Individual Practice</p>	<p> ACTIVE LEARNING PRO-TIP</p> <p>Slide 10:</p> <p>Invite participants to choose a lesson and make a plan for differentiating one piece or part of the lesson for students. When choosing what and how to differentiate, ask participants to consider what is going to give students the most benefit. For example, should they scaffold a resource, or create more project options? Both? Can one or more parts of the lesson be flexibly paced? Ideally, participants should work on this during your session, so that you can walk the room and provide feedback. The resources linked in the slide offer differentiation inspiration for participants.</p>
<p>Whole Group</p>	<p>Slide 11:</p> <p>Invite participants to choose one of the following sentence starters. They should use it first as the start of a five minute freewrite, and then share their ideas with the whole group.</p> <ul style="list-style-type: none"> ● I used to think...but now I know... ● One question I still have is... ● I plan to use what I learned by...

Takeaways

Invite participants to differentiate at least one activity in their next lesson with students. **Remind them that any of the activities they participated in in this session can be used in the classroom!**

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