

Dare to Differentiate

SINGLE SESSION - Facilitation Guide



ACTIVE LEARNING
FOCUS

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

After you lead this session, participants will be able to:

- define differentiation,
- explain how differentiation benefits students, and
- understand how to apply differentiation techniques in the classroom.

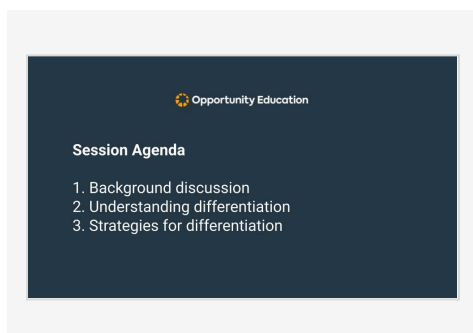
HOW TO PREPARE

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

WHOLE GROUP

Slides 2-3



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 by asking 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.

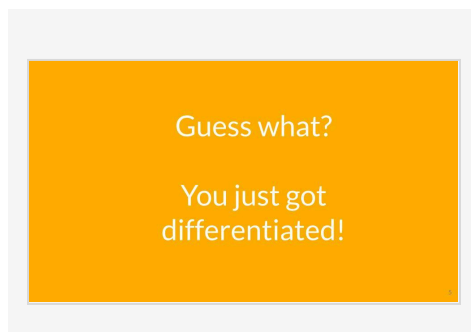
Slide 4

 A slide with two columns. The left column has the Opportunity Education logo and text: "Choose **one or more** of the resources to explore in order to understand differentiation." Below this are three links: "Interview: [Faculty Conversation: Carol Tomlinson on Differentiation](#)", "Article: ['What is Differentiated Instruction?'](#)", and "Video: [Carol Tomlinson on Differentiation](#)". The right column is titled "Individual Practice" and contains the instruction "Take notes on and be ready to share:" followed by a checklist:

- what differentiation is and is not,
- situations that might require differentiation,
- how differentiation benefits students *and* how to differentiate so that students receive the most benefit.

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.

Slide 5

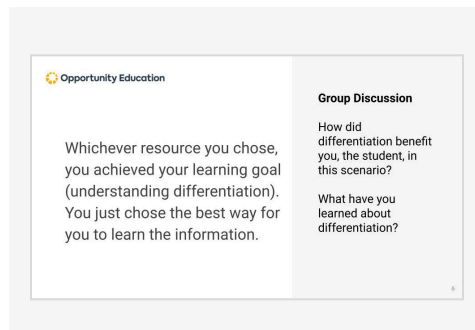


Invite participants to turn and talk with a partner using the questions below as a guide.

SAY:

- *Did you notice anything special about the resources in the last activity?*
- *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?*

Slide 6



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Whichever resource you chose, you achieved your learning goal (understanding differentiation). You just chose the best way for you to learn the information.

Group Discussion

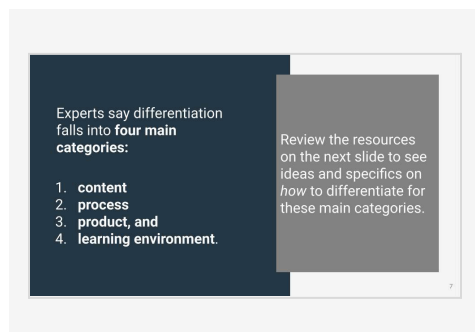
How did differentiation benefit you, the student, in this scenario?

What have you learned about differentiation?

***SAY:** You were essentially offered three ways to explore the same information. You got differentiated! Whichever resource you chose, you achieved your learning goal of understanding differentiation. You just chose the best way for you to learn the information.*

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.

Slide 7



Experts say differentiation falls into **four main categories**:

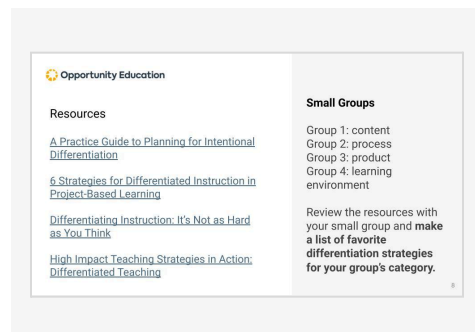
1. **content**
2. **process**
3. **product, and**
4. **learning environment.**

Review the resources on the next slide to see ideas and specifics on *how* to differentiate for these main categories.

Review these ideas with participants to prepare them for small group practice.

SMALL GROUP PRACTICE

Slide 8



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Resources

- [A Practice Guide to Planning for Intentional Differentiation](#)
- [6 Strategies for Differentiated Instruction in Project-Based Learning](#)
- [Differentiating Instruction: It's Not as Hard as You Think](#)
- [High Impact Teaching Strategies in Action: Differentiated Teaching](#)

Small Groups

Group 1: content
Group 2: process
Group 3: product
Group 4: learning environment

Review the resources with your small group and **make a list of favorite differentiation strategies for your group's category.**



ACTIVE LEARNING

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.

Slide 9

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Time to vote!

How do you want to share your list of favorite strategies?

Option 1: Share out verbally
Option 2: Make small posters with images and some text
Option 3: Add to a group document to make a reference guide
Option 4: Jigsaw (each member represents their first group as the "expert" in a new group)



DIFFERENTIATE

Allow participants to choose how they will share their information. Suggested options:

- Share out verbally
- Make small posters with images and some text
- Add to a [group document](#) to make a reference guide
- Jigsaw (each member represents their first group as the "expert" in a new group)

INDIVIDUAL PRACTICE

Slide 10

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Differentiation Inspiration

[Student Choice Tic-Tac-Toe](#)
[Student Choice Menu](#)

Individual Practice

1. Choose a lesson (ideally one you will facilitate in the near future).
2. Determine the learning goals for the lesson.
3. Choose a piece of the lesson to differentiate. Consider what is going to give students the most benefit.

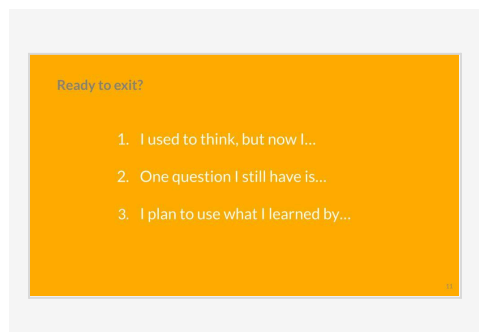


ACTIVE LEARNING

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.

WHOLE GROUP

Slide 11



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.

- 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!**

Get more resources like this at www.opportunityeducation.org/resources