



Meaningful Reflection

The uniqueness and specificity of differentiated instruction varies by teacher as much as by student. A thoughtful teacher considers many questions when planning instruction in a differentiated classroom, not the least of which is how to be effective without burning out from stress and overwork.

Adapting instruction to the diverse needs of students in your class requires strategies that are determined by the answers to the following questions, as much as flexibility in the curriculum and the capacity of the teacher.

Reflect on the following questions and provide a short paragraph in response to each. Once you have completed your responses, write a summary paragraph about the connections that bring these elements together in a plan for differentiating instruction.

1. What steps do I / should I take to assess the range of student skills, interests, and learning needs in my class?
2. What conversations can I have with parents about the learning needs of their children, and how these can be supported at home as well as at school?
3. What measures will I use to group students by learning needs, and when forming learning groups for projects and assignments?
4. How can I plan for the advancement of each student to a new level, while covering all of the content necessary for my class to achieve well on required tests?
5. What will subject mastery look like for students, groups of students, and the class?
6. How can I incorporate differentiated instruction into my teaching within the available time I will have each day without causing my work, or my personal wellbeing, to suffer?

Write a summary paragraph describing the connections between your responses and how they can inform your planning for instruction.