

Figure 2.4 Differentiation Concerns and Considerations

Differentiation Concern	Considerations
I don't have time to plan something different for each student.	You do not need to plan for each individual student. Plan learning opportunities that correspond with the learning progressions of the standard(s) you are assessing. Then, use formative assessment results to flexibly group (and regroup) students with regard to where they are in the learning progression.
How do I manage a classroom of students all at different places?	Shift the way you look at management. The teacher can effectively manage students by giving them a clear road map for learning; then the students can be partners in managing their progress. The teacher then mixes whole group, small group, and 1:1 instruction to address the needs of students. When the learning intentions and success criteria are clear, students can take ownership of their learning and will be productive even during the times the teacher is working with other students.
What do I do with the students who "finish"?	Stop asking this question. We are never finished learning. Instead, ask yourself, what comes next? Plan for this at the beginning of the unit to be prepared for students who will need more.
What do I do with the students who aren't progressing?	The good news is, you are using evidence to alert you to the fact that students aren't learning and you have the opportunity to try something else. Focus on what you can do ( <i>offer students different text and eliminate superfluous requirements</i> ) rather than focus on what the student is not doing ( <i>paying attention</i> ).
The end of the quarter is Friday; everyone has to be done by then.	Nope. Learning does not know dates. Systems know dates. You can continue a unit of study even after a quarter date ends; it's ok. The key is how you report learning, and ensure all stakeholders understand this piece.