

The Differentiated Classroom Session #2

1. Goals?

2. Sharing of trying things out last time?

2. Chapter 4: Learning Environments That Support Differentiation

A. Part of the chapter to discuss/question?

B. If you could observe yourself in action in the classroom, what image of teaching and learning would you see? How might the current approaches you and your students take facilitate differentiation or make it more of a challenge to implement?

C. The author proposes that believing in the capacity of students means having high expectations for all and providing lots of "ladders" to help everyone climb to new levels of success. In what ways do you agree or disagree with this assertion? How do your beliefs about this topic influence your practice?

3. Chapter 5: Good Curriculum as a Basis for Differentiation

A. Parts of the chapter to discuss/question?

B. Engagement is characterized as a magnet that attracts learners' meandering attention—as something that captures their imagination and snares their curiosity. What are some other ways you might describe engagement? As you develop plans for teaching and learning, how do you ensure student engagement?

C. How do Taba's levels of learning (see p. 64) relate to engagement and understanding? Why is it important to teach carefully and explicitly at all of the levels? Think of a unit you currently teach and reflect on how you go about helping students integrate all of the levels of learning.

D. Keeping this same unit in mind, review Figure 5.2 and consider how that unit might fit into the figure's structure. What are the unit's content, process, and product dimensions?