

Differentiated Instruction: Leading and Managing a Differentiated Classroom

In *Differentiated Instruction: Leading and Managing a Differentiated Classroom*, you will examine issues and strategies for leading a differentiated classroom and managing the many details necessary for the class to run smoothly. You will explore how the teacher's vision sets the stage for students' confidence and effectiveness in a responsive classroom. You will also discover the direct link between teachers' mindsets and their actions in the classroom, which influence how students come to see themselves as learners. In addition, you will learn to create buy-in from students, parents, and other stakeholders, which leads to effective partnerships.

You will also review several challenges that many teachers encounter when trying to implement differentiation, as well as concrete ideas for addressing those. Practical suggestions for managing the details of a classroom will include getting students into groups, giving multiple directions, calling on students, managing noise, getting help, transitions, and managing time.

By the end of this course, through video examples, in-depth readings and reflections, and practical applications, you'll be ready to lead and manage a differentiated classroom. More specifically, as a result of this course, you will be able to

- Analyze your vision for the classroom and determine how closely your current practice aligns to that vision.
- Create a plan to involve students in planning the operation of the classroom.
- Identify what routines might be helpful to assist students and teachers in managing the details in the classroom.
- Consider various ways to assign students to groups and provide guidance to students about how the group is expected to operate.

- Review specific routines you might use to call on students, manage noise, get help, handle transitions, and manage time in a differentiated classroom.
- Examine steps you could take to gain support from parents and others in a differentiated classroom.

Essential Questions and Key Objectives

The following table includes the essential questions that each module of this course is based on, as well as the key objectives—what you will know, understand, and be able to do after completing each of the course modules.

Module 1: Leading a Differentiated Classroom	
Essential Questions	<ul style="list-style-type: none"> • In what ways does a teacher's vision of the classroom affect how the classroom is organized? • How does a teacher's growth mindset guide the teaching practices and decisions made in a differentiated classroom?
Know	<ul style="list-style-type: none"> • The beliefs and principles that are the underpinnings of a differentiated classroom. • The difference between fixed and growth mindsets. • What it means to lead versus manage a differentiated classroom.
Understand	<ul style="list-style-type: none"> • Teachers establish the learning environment in a differentiated classroom based on their beliefs about human potential. • A growth mindset serves as a foundation for leading students to a positive vision of how a differentiated classroom should operate. • Teachers lead their students to create a community of learners who support one another's success in learning while also working to manage the details of the classroom.
Do	<ul style="list-style-type: none"> • Reflect on your own beliefs about addressing the diverse learning needs of your students. • Analyze the vision you have for your classroom and determine how closely your current practice aligns to that vision. • Determine actions you would take to lead students to partner with you in creating a classroom that works for all.

Module 2: Student Buy-In and Classroom Agreements	
Essential Question	<ul style="list-style-type: none"> In what ways does student buy-in influence how a responsive classroom operates?
Know	<ul style="list-style-type: none"> Rules and agreements that foster community in a differentiated classroom. Ideas for creating student buy-in.
Understand	<ul style="list-style-type: none"> The operation of a differentiated classroom should align with a vision teachers have for their classrooms. Student buy-in is important to the success of a differentiated classroom. Involving students in the operation of the differentiated classroom is necessary to build community.
Do	<ul style="list-style-type: none"> Determine actions you would take to promote students' partnering with you to plan the operation of the classroom. Explain why student buy-in is important in a differentiated classroom.
Module 3: Managing the Details of a Differentiated Classroom— An Introduction to Routines	
Essential Question	<ul style="list-style-type: none"> How are routines used to effectively support students in a differentiated classroom?
Know	<ul style="list-style-type: none"> Routines that assists teachers in maintaining a flexible, orderly classroom.
Understand	<ul style="list-style-type: none"> The operation of a differentiated classroom should align with a vision teachers have for their classrooms. Establishing routines in a differentiated classroom can promote student ownership of their learning, help develop a community in the classroom, and allow the class to run more smoothly.
Do	<ul style="list-style-type: none"> Determine the routines you would need to implement in your classroom and the steps you would take to implement them. Analyze other teachers at work to detect what routines might assist the students and teachers and to determine existing routines that appear to be working well.

Module 4: Assigning Students to Groups and Giving Directions on Tasks	
Essential Question	<ul style="list-style-type: none"> • What are the details that need to be managed for the classroom to run smoothly?
Know	<ul style="list-style-type: none"> • Challenges involved in managing a differentiated classroom. • Strategies for giving directions on multiple tasks. • Different grouping configurations and how they might be appropriate for use in a differentiated classroom.
Understand	<ul style="list-style-type: none"> • The operation of a differentiated classroom should align with a vision teachers have for their classrooms. • Effective teachers are proficient in assigning and managing student groups for a variety of purposes in a differentiated classroom.
Do	<ul style="list-style-type: none"> • Reflect on ideas you have for addressing management concerns. • Generate suggestions for how you might assign students to groups and provide guidance to students on how you expect the group to operate.
Module 5: Routines for Calling on Students, Managing Noise, Getting Help, Transitions, and Managing Time	
Essential Question	<ul style="list-style-type: none"> • How are details managed in a differentiated classroom for the class to run smoothly?
Know	<ul style="list-style-type: none"> • Strategies that assist with managing the details in the differentiated classroom. • Anchoring activities.
Understand	<ul style="list-style-type: none"> • The operation of a differentiated classroom should align with a vision teachers have for their classrooms. • Effective teachers use a variety of strategies to manage the details of the differentiated classroom in order to foster students' independence while also supporting their learning.
Do	<ul style="list-style-type: none"> • Evaluate various strategies that teachers can use to manage details of a differentiated classroom. • Generate routines for how you might call on students, manage noise, get help, handle transitions, and manage time in a differentiated classroom.

Module 6: Creating Buy-In for Differentiation from Parents and Others	
Essential Question	<ul style="list-style-type: none">• How can teachers create buy-in for differentiation from parents and others?
Know	<ul style="list-style-type: none">• Strategies for creating buy-in from parents and others.• Issues others might raise concerning differentiation and how to address them.
Understand	<ul style="list-style-type: none">• Creating buy-in from parents and others establishes positive partnerships that are essential to a differentiated classroom.
Do	<ul style="list-style-type: none">• Develop specific actions you might take to create buy-in from parents or others.• Create responses to individuals who may be reluctant to support differentiation.

Course Syllabus

Module 1	Leading a Differentiated Classroom Module Welcome <ul style="list-style-type: none">• Video: From Controlling to Inspiring...• Reading: Preface from <i>Leading and Managing a Differentiated Classroom</i>• Video: Classroom Management 101• Video: Leading a Differentiated Classroom• Reading: Mindset for Leading a Differentiated Classroom• Video: Engaging Students in Learning• Video: Adjusting Instruction to Help Students Grow• Reading: <i>Educational Leadership</i>—The Perils and Promises of Praise• Knowledge Check• Application: Leading a Differentiated Classroom• Post-Module Reflection
Module 2	Student Buy-In and Classroom Agreements Module Welcome <ul style="list-style-type: none">• Video: Partnering with Students• Reading: A Framework for Coming Together• Reading: Classroom Procedures and Routines• Video: Agreements in a Differentiated Classroom• Reading: <i>Educational Leadership</i>—The Goals of Differentiation• Reading: <i>Educational Leadership</i>—When Children Make Rules• Knowledge Check• Application: Student Buy-In and Classroom Agreements• Post-Module Reflection

Module 3	Managing the Details of a Differentiated Classroom—An Introduction to Routines Module Welcome <ul style="list-style-type: none">• Video: The Role of Routines in a Differentiated Classroom• Reading: Classroom Routines and Support Systems• Video: Meshing Routines• Reading: <i>Educational Leadership</i>—The Teacher as Warm Demander• Knowledge Check• Application: Adapting a Routine• Post-Module Reflection
Module 4	Assigning Students to Groups and Giving Directions on Tasks Module Welcome <ul style="list-style-type: none">• Reading: Assigning Students to Groups and Giving Directions on Tasks• Video: Warm-Up Routines and Learning Stations• Reading: Addressing Classroom Management Concerns• Video: Planning for Effective Group Work• Knowledge Check• Application: Addressing Classroom Management Concerns• Post-Module Reflection

Module 5	Routines for Managing the Details of the Classroom Module Welcome <ul style="list-style-type: none">• Reading: Calling on Students and Managing Noise• Video: Managing Noise• Reading: Getting Help and Transitioning Between Tasks• Video: Moving Efficiently• Reading: Managing Time in the Differentiated Classroom• Video: Strategies for Managing Time• Knowledge Check• Application: Managing the Classroom• Post-Module Reflection
Module 6	Creating Buy-In for Differentiation from Parents and Others Module Welcome <ul style="list-style-type: none">• Reading: Creating Buy-In from Parents and Others• Video: Partnering with Parents• Reading: Developing a Support System• Knowledge Check• Application: Creating Buy-In from Parents and Others• Post-Module Reflection

Resources

Texts

- Bondy, E., & Ross, D. D. (2008). The teacher as warm demander. *Educational Leadership*, 66(1), 54–58.
- DeVries, R., & Zan, B. (2003). When children make rules. *Educational Leadership*, 61(1), 64–67.
- Dweck, C. S. (2007). The perils and promises of praise. *Educational Leadership*, 65(2), 34–39.
- Strickland, C. (2009). *Professional development for differentiating instruction: An ASCD action tool*. Alexandria, VA: ASCD.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.
- Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom*. Alexandria, VA: ASCD.
- Tomlinson, C. A. (2008). The goals of differentiation. *Educational Leadership*, 66(3), 26–30.
- Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.

Video

- ASCD. (2001). *A visit to a differentiated classroom* [DVD]. Alexandria, VA: Author.
- ASCD. (2001). *At work in the differentiated classroom: Managing the classroom*. [DVD]. Alexandria, VA: Author.
- ASCD. (2005). *The common sense of differentiation: Classroom routines* [DVD]. Alexandria, VA: Author.
- ASCD. (2005). *The common sense of differentiation: Techniques for adjusting instruction* [DVD]. Alexandria, VA: Author.
- ASCD. (2006). *High schools at work: Engaging students in learning* [DVD]. Alexandria, VA: Author.
- Tomlinson, C. A. (Speaker). (2011). Interview by David Hargis [DVD]. Unpublished interview.
- Tomlinson, C. A. (Speaker). (2011). Interview by Nataliya Schetchikova [DVD]. Unpublished interview.