

Differentiation Staff PLC Activity

PLC Guide: This PLC guide focuses on creating a common understanding of differentiation as a model approach of how to support learners. It utilizes three different approaches to give access points for all learners. This PLC is a 60 to 90 minute PLC.

Topic for Discussion: Creating Common Understanding for the Differentiation and Action Steps for Differentiation

Step 1:	<ul style="list-style-type: none">• Obtain copies of the Differentiation handouts and slides. These resources can be found here.• Ensure everyone has a copy of the resources above (either digital or print versions).
Step 2:	<ol style="list-style-type: none">1. Have teachers sit in like groups (grade one teachers together; the ELA department together). Encourage your specialty area and your support teachers to spread between the tables.2. Ask teachers to develop a definition of differentiation. Do not have tables share. Ask them to self-assess their definitions first.3. After tables create a common definition, ask teachers if their definition focuses on strategies or an approach to provide all learners with access points.4. Share the first slide from the Differentiation resources. Have tables refine their definition and share out these working definitions.
Step 3:	<ol style="list-style-type: none">1. Walk participants through the definition slide and the explanation slide.2. Share the bridging model.3. Have participants answer the questions from the walk through bridging slide.4. Assign random tables: high learner, average learner, and struggling learner.5. Have each table discuss how the bridging APPROACH helps their assigned type of learner.6. Have tables share how this approach supports all types of learners.
Step 4:	<ol style="list-style-type: none">1. Walk participants through the definition of metacognitive thinking and discuss how tasks are an example of this APPROACH. (Focus on tasks as a differentiated approach)2. Share the task model video.3. Have participants discuss the criteria for a task from the task slide.4. Assign random tables: high learner, average learner, and struggling learner.5. Have each table discuss how the bridging APPROACH helps their assigned type of learner.6. Have tables share how this approach supports all types of learners.7. Have tables discuss how to apply the math model to other subjects. Have each table share out how tasks can be applied to all content areas.

Step 5:	<ol style="list-style-type: none">1. Share the modeling approach video for differentiation. (You may want to take the student feedback checklist to discuss a model as a criteria for success).2. Walk participants3. Have participants answer the questions from the walk through model slide.4. Assign random tables: high learner, average learner, and struggling learner.5. Have each table discuss how the bridging APPROACH helps their assigned type of learner.6. Have tables share how this approach supports all types of learners.7. Have tables discuss how using the model approach is appropriate for some lessons, but not for others.
Step 6:	Have each table create a scenario lesson in which they utilize one of the three differentiation approaches. Have participants discuss how this approach meets the needs of varied learners. Have groups share out their lesson scenarios.
Step 7:	Option: Break this PLC into three PLC and deepen the activities around each approach provided in this combined PLC.