**LINC 3.3 Activity 2**

**Identifying Differentiated Instruction**

**Overview**

The ability to recognize and support differentiated instruction is an important skill for school leaders. This activity will ask you to read a brief article that has three classroom vignettes. After you have completed your reading, you will be asked a series of questions about the extent to which the scenarios reflect differentiated instruction.

**Read**

Read the three stories from the Tomlinson articles—the classrooms of Mr. Appleton (page 2), Mrs. Baker (page 2), and Mr. Cassell (page 4).

**Reflect**

* Is this a differentiated classroom? Why or why not?
* Is there a focus on excellence AND equity? Why or why not? How?

**Revisit**

Read Cassell’s story again. As you do, use the list below to identify the sound instructional practices the teacher uses to differentiate instruction.

1. Getting started
	1. Independent and group work
	2. Clear identification of key concepts
	3. Clear identification of key facts and skills
	4. Clear identification of essential questions
	5. Direct links to standards
	6. Thinks about individual students
2. Differentiating
	1. Meaningful engagement
	2. Choice of role based on interest
	3. Wide variety of media
	4. Different levels of complexity based on student readiness
	5. Variance in graphic organizers
	6. Homogenous and heterogeneous groups