



WOTP Mentoring and Communities of Practice
Differentiation Project

Outline

		Skype Date and Time	To Do for Next Meeting:
1	Meet & Greet Have ready: <ul style="list-style-type: none"> ✓ Some personal information about yourself both in and out of the classroom. ✓ Information about the makeup of your class (codes, disabilities, needs, personalities or any other interest/strengths surveys you've completed) ✓ Your expectations and/or thoughts about this project. 	December 16, 2014 4:00 – 5:00	<p><u>For January:</u></p> <p><u>Read</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Big, Start Small: Chapters 2 <input type="checkbox"/> Differentiated Assessment Strategies: pages 32 - 38 <p><u>Reflect</u></p> <ul style="list-style-type: none"> ➤ Do any changes need to be made to your classroom to better accommodate your learners?
2	The Classroom Have ready: <ul style="list-style-type: none"> ✓ Photos of your classroom ✓ Readings completed ✓ Reflections completed 	January	<p><u>For February:</u></p> <p><u>Read</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Big Start Small: Chapter 1 <input type="checkbox"/> Differentiated Assessment Strategies: Chapter 2 <input type="checkbox"/> Bonus Chapter: Differentiated Instruction and Neurological Construct Improvement. <input type="checkbox"/> Different Brains, Different Learners: Chapters 1 and 2. <p><u>Reflect</u></p> <ul style="list-style-type: none"> ➤ What “different brains” are in your class?
2a	Mentoring Day 2 Be ready to present (about 5 minutes each) about your exploration of your classroom, its environment and of the “brains” that are in them!	January 29	
3	Different Brains, Different Learners Have ready: <ul style="list-style-type: none"> ✓ Readings ✓ Reflection about the different brains that are in your classroom. ✓ How will you use this knowledge to differentiate your upcoming projects and/or assignments? 	February	<p><u>For April:</u></p> <p><u>Read</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Big, Start Small: Chapter 3 <input type="checkbox"/> Differentiated Assessment Strategies: Chapter 4 and 6 <input type="checkbox"/> Skim through: 25 Quick Formative Assessments for a Differentiated Classroom. <p><u>Reflect</u></p> <ul style="list-style-type: none"> ➤ In what way would you record your students learning profile in conjunction with

			evaluation of formative assessment activities? ➤ Choose one formative assessment activity and use your template to record your evaluation of the students.
3a	Mentoring Day 3 Be ready to present (about 5 minutes per person or as a group) about the connections you made between your students learning profile and a formative assessment activity	March	
4	Engaging the Learner Have ready: <ul style="list-style-type: none"> ✓ Readings ✓ Evaluation template – which includes a space with your students learning profiles. ✓ The good, the bad and the ugly of your formative assessment experience. 	April	<u>For Early May:</u> <u>Read</u> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated Assessment Strategies: pages 131-176 <input type="checkbox"/> Think Big, Start Small: Chapter 6 <u>Reflect</u> Your personal assessment practices, has anything changed over the course of these readings?
5	Assessing the Learner Have ready: <ul style="list-style-type: none"> ✓ Readings ✓ Reflection ✓ An idea of an assessment practice that you are going to try before the last mentoring day. 	Early May	
5a	Mentoring Day 4 Be ready to present (about 10 minutes per person or as a group) about the overall experience of using differentiation in your classroom.	Mid May	