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## Leading & Managing a Differentiated Classroom

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### Talk (or Think) about these Ideas

Have you ever accepted or enacted any of them?  
Do you see evidence of them around you?  
What benefits come to teachers when those beliefs guide our work?  
What benefits come to students whose teachers work from those beliefs or ideas?  
What problems do the beliefs cause teachers? Students?  
Why do we hold on to the beliefs?

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### To Think About.....

- Uncertainty about managing a differentiated classroom is one of the most common barriers to differentiation.
- Teachers often equate management with control and see themselves as control agents.
- Management style signals students about how we view them and the process of learning.

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### A Different Approach.....

What if we understood classroom management to mean creating an environment that supports the success of a very broad range of learners?

And what if our students were our partners in making that happen?



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### To Think About.....

- When we try to control students, it not only creates tension, but also keeps students from learning to control their own success as learners.
- Teachers often equate management with control and see themselves as control agents. Successful management = stillness, quiet, predictability.
- It is a common misconception that a differentiated classroom is disorderly, noisy, or even chaotic.

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## Leadership Management

This webcast is organized around these two ideas:  
What it means to lead a differentiated classroom  
How to manage a differentiated classroom

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## Leadership

- Begins with a vision for something good
- Has the capacity to share the vision & enlist others in it
- Builds a team for achieving the vision
- Renews commitment to the vision
- Celebrates successes
- ABOUT PEOPLE




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## To Lead in a Differentiated Classroom

- Understand its philosophy.
- Develop ways to help students understand/create the philosophy too.
- Guide them in discussing what a classroom would be like if it worked for everyone.
- Help them develop processes and procedures for making the classroom work.
- Work with them consistently to assess how the class is working for them and others—and to ensure success.



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## Management

- Plans schedules
- Handles details
- Prepares materials
- Arranges furniture
- Orchestrates movement
- Practices routines
- Troubleshoots
- ABOUT MECHANICS



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## Managing the Details

Is about the MECHANICS of the classroom and involves.....

- Planning schedules
- Handling details
- Preparing materials
- Arranging furniture
- Orchestrating movement
- Practicing routines
- Troubleshooting




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## Teaching and Learning are Better when we:

**Lead First**                      **Then Manage**



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## What are some Hot Spots for You?

- Take a moment to jot down the classroom management issues that are “sticky” for you.



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## Organizing the Classroom

Questions you might consider.....

- What do students do when they first enter the classroom?
- Where do students put their work when they are finished? Or work they need to do over several days?
- What are the rules about student movement?
- How are classroom materials handled?
- How do I keep track of students' progress?





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The key to these organizational patterns is that the children have access to their own work and know how to file and/or find what they need to accomplish a task.




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## Handling Materials

- Assign jobs to different students (materials manager, table leader, etc.)
- As a teacher ask yourself, "Is this something I have to do myself, or can the students learn to do it?"
- Remember that you have to teach kids how to become responsible for their own things & the classroom as a whole.




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## Keeping Track

- Develop a system of how you will determine who has worked on particular tasks and also to make note of specific needs you observe while meeting with students or moving about the classroom.
- Younger students might move a clothespin or name card to a particular slot on a chart when work is completed.
- Older students might keep a log of work completed and submit to you at regular intervals



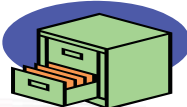
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## Routines for Handling Paperwork

- Color-coded work folders
- Baskets for each curricular area or class period
- Student Portfolios
- Filing Cabinet – with particular drawers designated for student work/folders



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## Giving Directions for Group Work

- If the whole class is doing the same activity then give the directions to the whole group.
- Do not give multiple task directions to the whole class.
- For small group work, record directions so students can listen to them repeatedly.
- Use task cards to give directions to small groups.
- Give directions to a group member the day before.
- **A general rule is that once the teacher has given directions the students can't interrupt while he/she is working with a small group.**

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Expert of the Day  
Keeper of the Book




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## Assigning Groups



- Clothes pins with student's names to assign them to a particular task
- Color code students to certain groups/areas (a transparency with students names in color works well)
- Use pre-assigned groups

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## Pre-Assigned "Standing" Groups

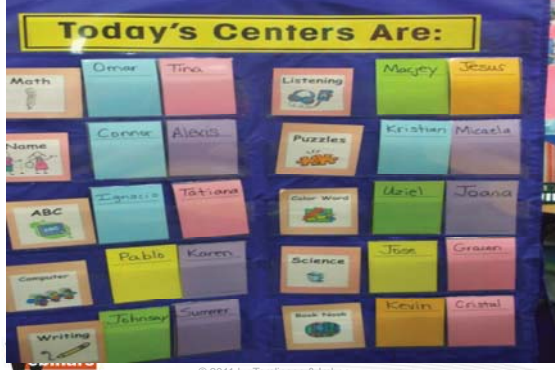
<p><b>Text Teams</b></p> <p>Similar Readiness Reading Pairs</p>	<p><b>Think Tanks</b></p> <p>Mixed Readiness Writing Generator Groups of 4 or 5</p>
<p><b>Synthesis Squads</b></p> <p>Sets of 4 with visual, performance, writing, metaphorical (etc.) preferences</p>	<p><b>Dip Sticks</b></p> <p>Groups of six with varied profiles used by teacher to do "dip stick", cross-section checks of progress, understanding</p>
<p><b>Teacher Talkers</b></p> <p>Groups of 5-7 with similar learning needs with whom the teacher will meet to extend and support growth</p>	<p><b>Peer Partners</b></p> <p>Student selected Groups 3 or 4</p>

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## Today's Centers Are:



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## Kinds of Learning Environments

- Dysfunctional
- Adequate
- Orderly
  - Orderly Restrictive
  - Orderly Enabling

*Only the last kind of environment supports differentiation. It's also the only environment that supports student development as thinkers and autonomous learners.*

*Relevant Research for School Decisions • Academic Challenge for the Children of*

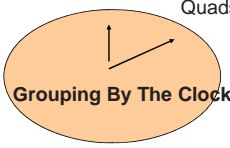
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Educational Research Service, Arlington, VA. p. 11

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## Pre-Assigned "Standing" Groups

<p><b>10 O'Clock Groups</b></p> <p>Interest/Strength-Pairs</p>	<p><b>11 O'Clock Groups</b></p> <p>Mixed Readiness Quads</p>
<p><b>1 O'Clock Groups</b></p> <p>Interest/Strength-Based Quads</p>	<p><b>2 O'Clock Groups</b></p> <p>Student - Selected Triads</p>



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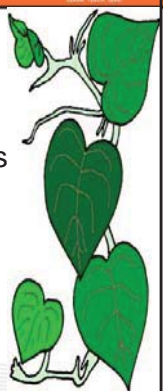
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## A Final Thought

Successful management in a differentiated classroom stems from:

- A shared vision &
- Attention to detail.



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