**Differentiation?**

Some Misunderstandings vs Reality Re: Differentiation Imbeau/Tomlinson

*Leading and Managing a Differentiated Classroom* (2010)

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| **Misunderstanding** | **Reality** |
| Differentiation is a set of instructional strategies. | Differentiation is a philosophy – a way of thinking about teaching and learning. It is, in fact, a set of principles. |
| It's adequate for a district or school leader to tell, or even show, teachers how to differentiate instruction effectively. | Learning to differentiate instruction well requires rethinking one's classroom practice and results from an ongoing process of trial, reflection, and adjustment in the classroom itself. |
| Differentiation is something a teacher does or doesn't do (as in, "I already do that," or "I tell our teachers that they already differentiate instruction."). | Most teacher who remain in a classroom for longer than a day *do* pay attention to student variation and respond to it in some way – especially with students who can threaten order in the classroom. However, very few teachers proactively plan instruction to consistently address student differences in readiness, interest, and learning profile. |
| Differentiation is just about instruction | Although differentiation is an instructional approach, effective differentiation is inseparable from a positive learning environment, high-quality curriculum, assessment to inform teacher decision making, and flexible classroom management. To the degree that any one of those elements is weak |