

P-4: Differentiate your plans to fit your students

Systematize to Make it Manageable

Successfully differentiation requires deliberate and strategic management.

For guidelines on managing cooperative groups, visit the P-6 Tools section..

Use this chart to identify, prioritize and outline action steps for areas that could be management “hot spots” on your path to a differentiated classroom.

1. Check the box for each classroom situation that you feel is already/could be a challenge for you.
2. Prioritize those situations. You might group them (e.g. tier 1, 2, 3) or you might simply rank the top 3-5 areas that you need to focus on first, given the differentiation strategies that you hope to implement.
3. Brainstorm steps you will take to improve or avoid this management hot spot in your path to a differentiated classroom. What resources (colleagues, text-based, etc.) will you access? What specific strategies will you employ? And by when will you do this?

Hot Spots	Problem Area?	Priority Level	What steps will you take to improve or avoid this management hot spot on your path to a differentiated classroom?	Due date
Helping students appreciate differences and similarities	<input type="checkbox"/>			
Giving directions for multiple tasks	<input type="checkbox"/>			
Assigning students to work in groups	<input type="checkbox"/>			
Ensuring effective small group work	<input type="checkbox"/>			

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Ensuring effective independent work	<input type="checkbox"/>			
Helping students when you are already occupied	<input type="checkbox"/>			
Transitioning between activities at set transition times	<input type="checkbox"/>			
Movement about the classroom (not during set transitions) ¹	<input type="checkbox"/>			
Working with a small group while other students work independently	<input type="checkbox"/>			
Keeping track of student work and progress with multiple ongoing tasks	<input type="checkbox"/>			
Holding students themselves accountable to completing tasks	<input type="checkbox"/>			

¹ For example, when students are working in groups, and some want to get a book from the bookshelf.

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Limiting classroom noise	<input type="checkbox"/>			
Getting the attention of the class	<input type="checkbox"/>			
Rearranging furniture	<input type="checkbox"/>			
Distributing materials	<input type="checkbox"/>			
Collecting Materials	<input type="checkbox"/>			
Classroom/station clean up	<input type="checkbox"/>			
Serving students who finish early	<input type="checkbox"/>			

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Explaining/teaching these classroom routines and expectations	<input type="checkbox"/>			
Establishing consequences for students who do not meet these expectations	<input type="checkbox"/>			