Overview

In this session, explore ways in which you can proactively plan lessons that align a variety of research-based methods and techniques to diverse student needs.

Session Length

9 minutes, 15 seconds

Preparation for Session

To prepare for the session, please have a copy of "T-TESS Dimension 2.4: Differentiation" on hand and a copy of one of your existing lesson plans to evaluate using this rubric.

Session Objective

Learn how to use the "T-TESS Dimension 2.4: Differentiation" rubric to evaluate an existing lesson, and make plans to modify the lesson to improve differentiation by aligning methods and techniques to diverse student needs.

Session Guide

1. Watch "Foundational Learning Session 6: Differentiation."

2. Pause the session at the designated times to review your lesson plan and score your lesson using the "T-TESS Dimension 2.4: Differentiation" rubric. For each of the four continuums of descriptors, describe specific evidence from the lesson that justifies the Performance Level you assigned your lesson in the table provided on the following page. An example of a completed table is shown below.

Example Lesson Assessment

	Performance Level Assigned *(Descriptor)*	Justification from Lesson
1	Developing *(Adapts lessons to address some needs of students.)*	Students can choose to summarize their lab results using words, pictures, or a graph, but content delivery and activities planned are the same for all students.
2	Improvement Needed *(Rarely monitors the quality of student participation and performance.)*	Though I list objectives for the lab in the student handout, there are no specific plans to provide focused feedback or assess how students are responding to varied strategies during the lesson.
3	Improvement Needed *(Rarely provides differentiated instructional methods and content.)*	The lesson plan doesn't really provide differentiated instructional methods or content. It's the same plan for all students.
4	Improvement Needed *(Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.)*	I plan to use a variety of student groupings, but I do not have any designated checks for understanding or plans to adjust the lesson if needed.
Overall Performance Level = Improvement Needed		

Your Lesson Assessment

	Performance Level Assigned *(Descriptor)*	Justification from Lesson
1		
2		
3		
4		
Overall Performance Level =		

3. Stop the session at 9:15.

4. Individual Reflection: How might you might modify this lesson to shift it one performance level to the left?

5. Group Discussion:

– Share your takeaways from this learning session.

– What questions do you have after watching this learning session?

– How might you use this session as a personal tool for professional growth?

Next Step

Consider ways in which you can approach end-of-year reflection and harness your strengths to maximize learning for all. See "Foundational Learning Session 7: End-of-Year Reflection."

RESOURCES *for* LEARNING

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