Reflection Questions - Chapters 1-7 of Tomlinson Text

Do not write these out; rather, please think about these questions as you read.

Chapter 1: What Differentiation Is and Isn't
1. Because students have always differed within any classroom, there has always been a need to develop routines and procedures for attending to those differences. With your current knowledge of what we call differentiation, how is it similar to and different from other approaches to dealing with student differences that you're aware of? How is differentiated instruction different from ability grouping?
2. This chapter talks about "micro" differentiation versus "macro" differentiation. At what points in your teaching does "micro" differentiation seem to be adequate to address the student differences in your classroom? When is it not enough?

Chapter 2: The Rationale for Differentiated Instruction
1. We cannot reach those students whose minds we don't engage. Who are the students in your classroom or school that remain frequently disengaged? What efforts in your classroom or school are consistently made to engage these learners?

Chapter 3: The Role of the Teacher in a Differentiated Classroom
1. When "covering information" becomes the driving goal in a classroom, what happens to learners' needs? Why?
2. The chapter suggests three extended metaphors for an effectively differentiated classroom. Generate and share one of your own.

Chapter 4: The Learning Environment in a Differentiated Instruction Classroom
1. How would you help students move from defining "fair" as treating everyone alike to defining it as making sure everyone gets what he or she needs to grow and succeed? What challenges might you face along the way? How would you address them?
2. What potential benefits do you see for individual students in flexible grouping? For the teacher? For the class as a whole?

Chapter 5: A Look Inside Some Differentiated Classrooms
1. In what ways would your co-teaching classroom be similar to the classrooms described? In what ways would it be different?
2. Based on your ideas and experiences, what would be a logical and feasible next step for you to take in crafting your classroom to be more effective in addressing the needs of academically diverse learners?

Chapter 6: Strategies for Managing a Differentiated Classroom
1. As you review the 17 guidelines for managing a differentiated classroom suggested in the chapter, what can you add to each one in the way of concrete suggestions based on your experience? What other guidelines would you add to the list?

Chapter 7: Preparing Students and Parents for a Differentiated Classroom
1. What are the key questions you believe students would ask you about differentiation? What specific responses and steps might you take to help them join you in establishing and maintaining an effectively differentiated classroom? What about questions from parents and helping them understand your goals?