

Addressing the Mixed-Ability Classroom in Confinement Settings

Pre-Training Activities

Pre-assessment for Addressing the Mixed Ability Classroom in Confinement Settings

Rate your proficiency in each of the categories listed. Use the following scale:

- 1- Not familiar with and not using in my classroom
- 2- Familiar with but not using in my classroom
- 3- Familiar and using sometimes in my classroom
- 4- Understand and using in classroom often
- 5- Totally get it and could be teaching this class

- _____ Differentiated instruction
- _____ Distinguishing between KNOW, UNDERSTAND and DO (KUD)
- _____ Determining big ideas for my content areas
- _____ Identifying individual student data for classroom instruction
- _____ Using a class profile for differentiation
- _____ Working with relevant data to build class and student profiles
- _____ Planning a variety of flexible classroom groupings
- _____ Incorporating student choice in the classroom
- _____ Planning and asking questions that are effective
- _____ Using curriculum standards for the subject(s) I am teaching

Reading

Select at least one article from the list below and read it prior to the training.

Tomlinson, Carol Ann. September 1999. "Mapping a Route Toward Differentiated Instruction." *Educational Leadership*, Vol. 57, No. 1.

http://www.ascd.org/ASCD/pdf/journals/ed_lead/el199909_tomlinson.pdf

Rebora, Anthony. 2008. "Making a Difference." Interview with Carol Ann Tomlinson.

<http://www.edweek.org/tsb/articles/2008/09/10/01tomlinson.h02.html>

Kumpost, Jennifer N. September, 2009. "Understanding the 'Understands' in KUDs"

http://www.diffcentral.com/examples/kud_article.pdf

Turning Standards into KUD. 2012. *Differentiated Instruction: The Curriculum Connection*, Module 5, Reading: Turning Standards into KUDs

http://connect4plt.eportalnow.net/uploads/1/0/4/5/10458746/di-curriculum_m5_reading_standards_into_kuds.pdf