PhD SCIENCE®

Differentiation for a Student-Driven Classroom

GREAT MINDS

PROFESSIONAL LEARNING

SESSION OVERVIEW

In this session, participants build on their understanding of differentiation, explore resources to support differentiation decisions, and apply what they learn by intentionally planning for differentiation in upcoming lessons.

SESSION OBJECTIVES

Participants will:
- understand what differentiation is and why we need it,
- identify how *PhD Science®* supports differentiation,
- explore resources that can help support differentiation, and
- intentionally plan for differentiation.

TIME	AGENDA	DESCRIPTION
10 minutes	**Launch** Session Introduction	• Review the session objectives, materials, and other housekeeping items.
20 minutes	**Learn I** What is differentiation, and why do we need it?	• Build a shared understanding of what differentiation is and why we need it. • Reflect on differentiation in participants' own student-driven classroom. • Make connections between differentiation and student-driven instruction.
50 minutes	**Learn II** How does *PhD Science* support differentiation?	• Explore *PhD Science* curricular resources that support differentiation in a student-driven classroom. • Explore additional differentiation strategies.
10 minutes	**Break**	
55 minutes	**Learn III** What can we differentiate, and how can we differentiate it?	• Understand what and how to differentiate. • Plan what and how to differentiate in an upcoming lesson.
25 minutes	**Learn IV** How can we apply what we've learned to *PhD Science*?	• Intentionally plan for differentiation in a student-driven classroom.
10 minutes	**Land** Session Close	• Ask any remaining questions. • Reflect on and summarize what was learned.