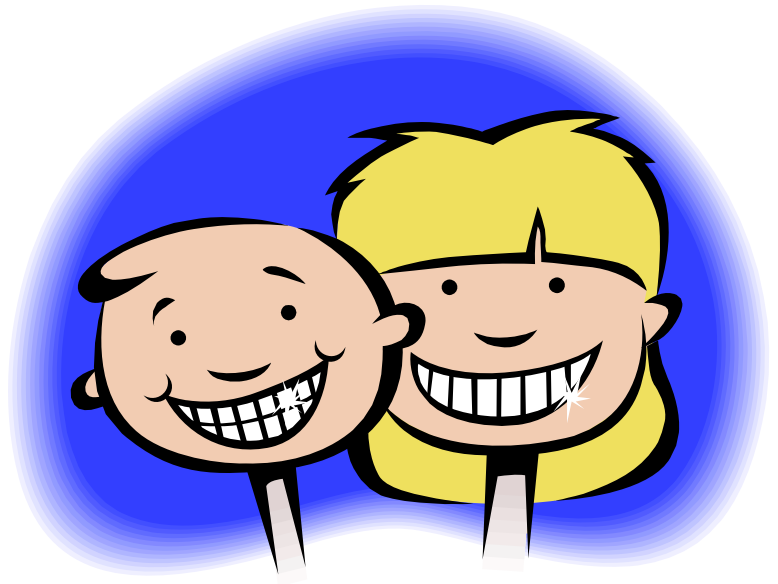


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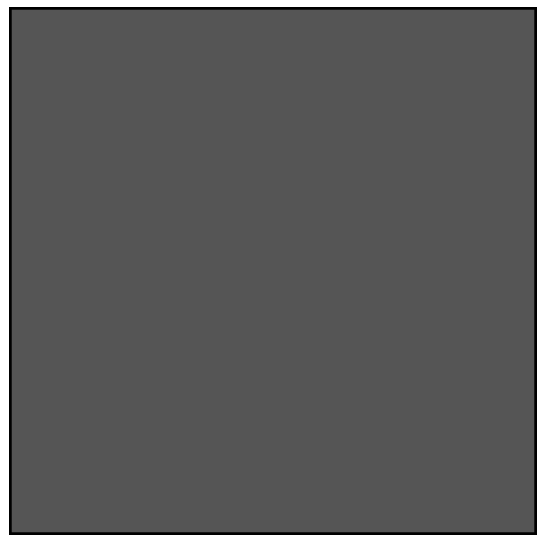
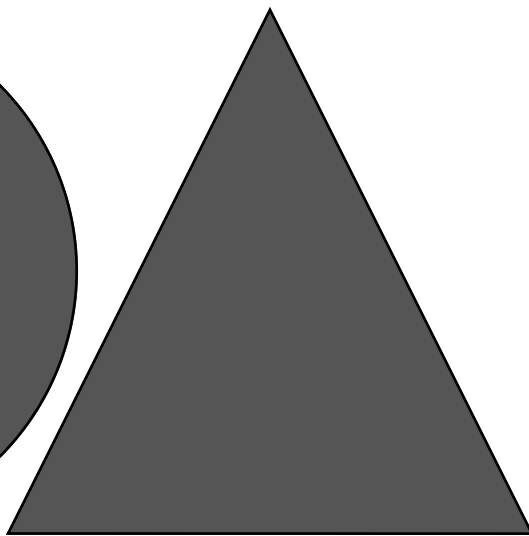
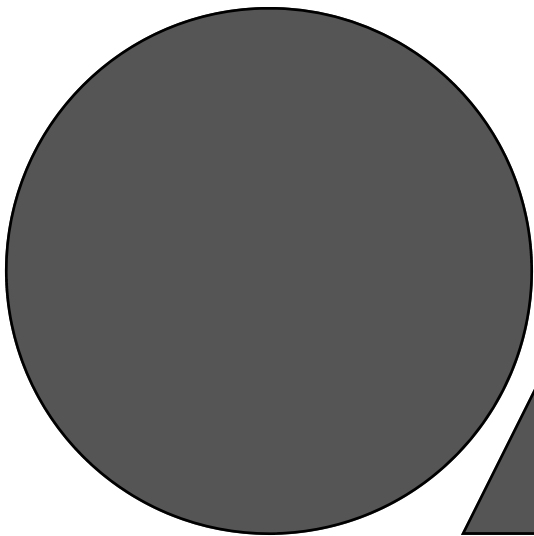
Contract

Directions:

- Pick one circle job, one triangle job, and one square job. Cut out your choices.
- Paste the jobs you plan to do on the blank shape that matches the one you cut out.
- It's okay for PLC members to choose different options; in fact, it's encouraged!



My choices:



Essential Questions for this contract: Why should we plan to meet the needs of diverse learners? How do we begin to plan for and create a differentiated classroom that responds to the needs of all learners.

Everyone will use Inspiration this semester. Choose one CIRCLE option below as your performance task. Each group member may choose a different option!

Everyone will use read the *Nonlinguistic Representations* chapter from the Marzano book (pages 72-83), and the group will discuss the book at one of its meetings (for approx 30 minutes). Choose one TRIANGLE option below as your performance task. Each group member may choose a different option!

Everyone will read the *How Do Teachers Make It All Work* chapter from the Tomlinson book (pages 95-107), and the group will discuss the book at one of its meetings (for approx 30 minutes). Choose one SQUARE option below as your performance task. Each group member may

Whole group:

Use Inspiration to create a group explanation of new thinking you've recently acquired about Differentiated Instruction that can be shared with each of your administrators.

By Yourself:

Try one strategy from the chapter. Draw a picture to use when you explain to your group what happened.

By Yourself:

Before reading, complete a KWL chart on this topic. After reading, revisit and revise your KWL chart*. Use your completed KWL chart when discussing the book with your group.

(*Attachment: pp 73-75)

By Yourself:

Use Inspiration to outline a personal plan for implementing Differentiated Instruction in your classroom. Publish it as both an outline and a diagram and share it with your SLF group members.

By Yourself:

Try one strategy from the chapter. Write a haiku or a diamond poem to read when you explain to your group what happened.

By Yourself:

While reading, complete the discussion web chart** and use it to begin your discussion on this reading with your group.

(**Attachment: pp 197-199)

With one other partner:

Use Inspiration to create a Boardgame-like handout that can be used to "quiz" your other group members' knowledge of what Differentiated Instruction is and isn't.

By Yourself:

Try one strategy from the chapter. Write a paragraph in Kindra, Carol, or Corbett's voice that summarizes your lesson and read it aloud to your group.

By Yourself:

After reading, find one idea from the chapter that you believe to be "potentially a bad idea." Write a brief, one-paragraph argument that completely supports the bad idea that you don't believe in, then share it with your group to begin discussion; then share your real feelings.