

## Traditional Versus Differentiated Teacher Conversations

Most Like Me	Teacher's Philosophical Statements in a Traditional Classroom	Teacher's Philosophical Statements in a Differentiated Classroom	Most Like Me
	"Covering the content is my first priority, and I call the shots instructionally."	"Since learning is the focus of my classroom, teaching is contingent on student needs and fidelity to a guaranteed and viable curriculum."	
	"Learning goals are the same for all students."	"Learning goals may be adjusted based on the needs of the students, but fidelity to the grade-level standards is maintained for all students."	
	"We will emphasize mastery of content and skills."	"We will master content and skills through the lens of 21st century critical-thinking and problem-solving skills with a focus on real-world application."	
	"The textbook will be the foundation for our information."	"The world is our classroom, and students use multiple resources for learning. However, we follow content standards to ensure critical knowledge at grade level and beyond."	
	"I find whole-classroom instruction to be most beneficial and manageable for me."	"I make the content focus clear to my students and use multiple instructional formats to get at the learning through whole-class instruction and small groups, one-on-one instruction, and so on, based on student needs."	
	"Students are grouped homogeneously. It's more manageable to teach that way."	"Since learning is the constant, the structure of my room changes both heterogeneously and homogeneously, as needed."	
	"I teach at a constant pace in order to cover the needed curriculum by year's end."	"The pace of teaching is contingent on student need. Sometimes we need to move faster or slower but will catch the calendar up as we go."	
	"My students can expect the same type of instruction daily."	"Because of the multiple ways my students hear and process information, I vary my approach to include direct, explicit instruction; role playing; individual learning contracts; lecture; computer quests; and so on."	
	"I expect all students to complete all assigned work."	"I expect all students to complete the assigned work. However, I will compact, accelerate, eliminate, or adjust work based on preassessment, observation, and student feedback."	
	"All students are expected to complete the same assigned work."	"I design a variety of tasks for students to complete based on how my students learn. Some tasks may be teacher directed while others may include student choice."	

**REPRODUCIBLE**

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	"When students are having difficulty, I use whole-classroom instruction to reteach. "	"When students encounter difficulty and I need to reteach a lesson, I first determine whether the whole class needs to be retaught or if a small-group pull-out will suffice. I hold students accountable for the intended learning goals, but I try additional methods to get to the learning in new ways."	
	"I provide opportunities for students to be academically enriched by giving more content with deeper thinking required."	"I tier lessons to provide opportunities for all students on every stage of the learning continuum from struggling to advanced. I ensure that all students have the opportunity to complete tasks at all DOK levels and all stages of Bloom's taxonomy."	
	"My philosophy is 'I teach, you learn.'"	"My philosophy is that I will do whatever it takes for my students to learn."	