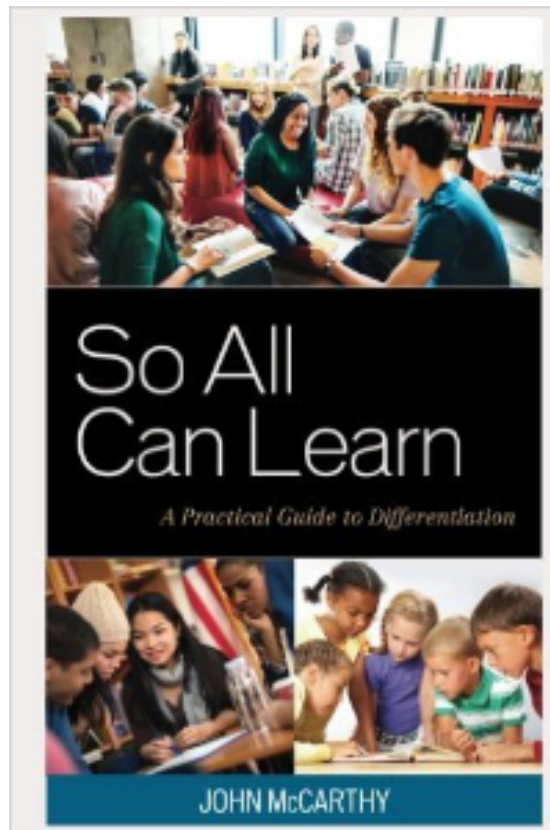# So All Can Learn: A Practical Guide to Differentiation
By John McCarthy

Study Guide by Claire Murray

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Introduction

You're probably wondering, how can I get the most out of *So All Can Learn: A Practical Guide to Differentiation* in the shortest amount of time? Reading the chapters and discussing them with your colleagues as soon as possible afterwards is the most time efficient way to do this. You'll remember the ideas, your thoughts about them, and their details more easily because they'll be fresh in your mind.

Consider having a notebook or notes app handy as you read. That way, when you have an idea you want to remember, or someone says something you don't want to forget, you can easily jot it down or write it in the margins of the book, so you'll have all your notes handy in this valuable reference.

You can use this *Study Guide* by yourself but you will probably get more out of it if you use it as part of a group. A group will cut your preparation time, help you become aware of other perspectives that you might not have thought about and be a resource for intentional interventions. This will save everyone time and support collaborative professional growth.

How to Use This Study Guide

1. An added value of this *Study Guide* is minimizing planning time for the facilitator. The *Study Guide* is meant to be the Facilitator's Script so the only thing the facilitator needs to do ahead of time is to read the chapter.

2. Another strategy is to rotate the role of facilitator. Group members can volunteer or you can draw names from a hat. This encourages everyone to buy in. The *Study* Guide will ensure that each facilitator covers the major points and the group will benefit from different leadership styles and ideas.

3. You can also divide the group into pairs. Each pair takes several questions from the *Study Guide* to present to the group at your next meeting and then they lead that part of the discussion.

Chapter 1: What Is Differentiation Really?

This chapter is fundamental to getting the most out of the rest of the book so consider going through it a little more slowly than the other chapters. There is lots here to think about and discuss.

Differentiation is the key for ensuring that all students learn. The differentiation lens is a frame which teachers can use to deliver targeted instruction to meet the individual needs of their students and prepare all of them to master the curriculum and meet state and national standards.

1. What do you see as the benefits of Kathy Coker's suggestion to "give my students enough time to process the content"?

2. What changes could you make with the classes you have this year so you could implement Kathy's suggestion?

3. Think about your classes this year. If you're doing the following strategies, how have they benefited your students? If you're not, which strategies do you think your students would find most helpful in understanding the material you're teaching?

    --Think-Pair-Share
    --Journaling
    --Partner Talk
    --Save the Last Word

If you're not familiar with any of these strategies, you can look them up in the practical resources section at http://johnmccarthyeds.net/soallcanlearn/

4. Throughout the book John McCarthy repeatedly says, "Differentiation is a lens." What does this mean to you when you are planning differentiated lessons for your students?

5. Page 4 lists the Elements of Differentiation: content, process, products, readiness, interests and learning preferences. Why do you think each one is so relevant to successful differentiation?

6. How does differentiation connect what teachers do (content, process, products) with what their students experience (readiness, interests, learning preferences) when learning?

7. Why should planning begin with readiness, interests, and/or learning preferences?

8. Core Differentiation Language starts on Page 6 with Instructional Planning. The elements are interrelated. How can you use each with your class this year to improve student learning regarding Content, Process and Product? Think of a specific example to share with the group.

9. Now, let's focus on Learner Voice and Access, Page 6. How can you implement Readiness, Interests and Learning Preferences to help your current students do better this year? Can you share a specific example?

10. The Learning Environment includes Culture and Relationships. What can you do right now to implement ideas from both?

11. *Invitations to Reflection,* Page 19. As you discuss these questions, think about your current school community: your classes, parents, administrators, etc. when you share your answers. What new insights have occurred to you that will make you more effective?

12. *Crossroad Planning Invitation,* Page 19. Consider, could this be helpful to you at this time?

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Chapter 2: Differentiation CAN Be Done Well

You already have many of the skills needed to successfully differentiate. Most likely you are already doing intuitive differentiation with your students. This chapter will show how to prepare intentional differentiated activities and lessons ahead of time and how to implement Three-Dimensional Instruction. If several of you are teaching the same grade level, these activities and lessons could be shared which would save time for all of you.

1. Snookjen's quotation is perceptive. What things are you already doing with your students that differentiate?

2. How do you see "The Dorothy Principle" applying to you?

3. How do you now understand differentiation based on "The Dorothy Principle" and Lorna Earle's definition of assessment for meeting your learners' needs?

4. Why is assessment data so important to student learning? How do you use this information to plan for your students' future learning experiences?

5. Why is Intuitive Differentiation important to instruction and learning?

6. What are the drawbacks of Intuitive Differentiation when it's not combined with Intentional Differentiation?

7. You have probably been doing "Intuitive Differentiation" since you started teaching. This would be a good time to share a few of your more successful Intuitive Differentiated activities.

8. After listening to everyone's Intuitive Differentiated activities, which ones are you considering adding to your repertoire?

9. Think about some of your upcoming "Crossroads Lessons" that individual students in past classes have struggled with. Probably some of this year's students will also. You can save time and lessen their frustration by having a few interventions for them already prepared. Can you share with the group an intervention that you used in the past that was especially successful with your students?

10. Let's talk about your advanced learners and put ourselves in their shoes. They get bored when the material is too easy. How would you feel if you had to do work you've already mastered because others in the class need the practice?

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11. It's hard and time consuming to think of effective and interesting differentiated interventions for advanced learners by yourself. If several of you teach the same grade level, you could share these lessons. Can you share with the group now a differentiated intervention you've used in the past that helped your advanced learners stay interested and stretched them at the same time?

12. Intentional Differentiation is when you plan ahead, based on previous student assessments, so that your differentiated activities are ready for when you need them. Why should Intentional Differentiation become an integral part of your lesson planning?

13. Can you share an intentional differentiated activity that you've had success with?

14. Three-Dimensional Instruction is a process whereby students explore learning outcomes from at least three different perspectives. As you think about implementing Three-Dimensional Instruction this year, why do you think it would benefit your students?

15. *Invitations to Reflection,* Pages 35& 36. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

16. *Crossroad Planning Invitation,* Page 36. Consider, could this be helpful to you at this time?

Chapter 3: Assessments Matter: Making Learning Specific and Realistic

This chapter focuses on three BIG ideas:
1. Why assessments are the key for using differentiation effectively and the importance of the FAC (Formative Assessment Cycle).
2. Why it's important to keep the FAC free of assessment fog.
3. The value of fostering student voice: multiple ways for learners to complete assessments.

1. Chapter 3 starts with a quotation from Lorna M. Earl. What do you think?

2. Some have said the teacher who ignores differentiation, which is the "obvious response" for meeting students' needs, is committing professional malpractice. Why would you support or oppose this idea?

3. Think of assessments you've used in your classes. What information did they give you that saved you time and made your instruction more effective?

4. What are "summative assessments"?

5. What are "formative assessments"?

6. How can these assessments help students improve their mastery of a subject and why?

7. What are the four steps in the FAC (Formative Assessment Cycle)?

8a. When you use the FAC, what do you want to accomplish in Step 1?

8b. How would using Exit Cards in Step 1 help your students this year? Can you give a specific example?

9a. What do you want to accomplish with Step 2?

9b. Looking at the two math examples on Page 43, how could the three piles of cards help you to design more effective individual learning experiences for your students who need them?

10. What is the negative impact when Step 3 is under used or ignored?

11. Why is Step 4 important?

12. How will the Formative Adjustment Cycle actually save you time?

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13. If you're one of several teachers who are teaching the same grade level, how could all of you pool your intentional learning activities so that when any of your students need additional instruction, these activities could be quickly shared, which would save everyone time?

14. Why do you think preplanning for students who "don't get it" intuitively or can't "figure it out" on their own saves you time in the end?

15. Why will the benefits of "Tiered Instruction" (assessment, readiness, fluid and flexible groups, learning preferences, student choice) help you cover more of your required curriculum quicker?

16. Why do you think scaffolding is more valuable for students who lack basic skills than just giving them easier work?

17. Why will pre-assessing your students after they have previewed the concepts and skills you plan to teach them be more useful than just giving them a pre-assessment without the preview?

18. What tiered assignment could each of you share with your colleagues that would assist all of you with your advanced students?

19. Give some examples and ideas to support the principle that multiple types of assessments better show what students know even though a multi-choice test is faster to grade.

20. Two different approaches to student voice are described on pages 48-49. After reading both, how could you implement them with this year's students?

21. After reflecting on the ideas presented in *Eliminating Assessment Fog*, Pages 49-52, and Sierra, Matt and Steve, how could you eliminate assessment fog from your assessments?

22. Why is it beneficial to keep requirements that don't assess a student's subject matter knowledge in a separate column from the academic data?

23. For the FAC (Formative Assessment Cycle) to work correctly, why must the data you collect be free from assessment fog?

24. How do you and your students benefit when you foster student voice?

25. *Invitations to Reflection,* Pages 52 & 53. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

26. *Crossroad Planning Invitation,* Page 53. Consider, could this be helpful to you at this time?

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Chapter 4: Informative Assessments for the Whole Learner

When "No Child Left Behind" (NCLB) was succeeded by the "Every Student Succeeds Act" (ESSA), the value of the whole child approach, emphasized by ASCD, came to the forefront. The whole child approach is essential to helping all students succeed in learning global skills (21st Century Skills).

The differentiation lens is the key to making this possible. It shows the relevance to student learning of knowing your students individually and accommodating them as much as possible.

1. Why do you think P21.org (Partnership for 21st Century Learning) thinks these skills are so important: creativity and innovation, critical thinking and problem solving, communication and collaboration?

2. Why do you think the more "snapshots" you have of your students, the more effective you'll be as a teacher?

3. Why will the data you have about the whole student result in a more strategic and personalized learning experience for each of your students?

4. When you read the two perspectives of Juan, Page 56, what strategies do you think will be most effective in helping him be successful in your class?

5. When you read the two perspectives of Angel, Page 56, what strategies do you think will be most effective in helping her be successful in your class?

6. Why is Kyle Schwartz's writing prompt, Page 57, "I wish my teacher knew . . ." so powerful?

7. Why don't you want your students in "airplane mode", Page 58?

8. Which of the Choice-Based Strategies, on Page 58 would you like to try and why?
 Task Cards, Think-Tac-Toe, Learning Menus, Learning Centers or Stations

9. Can you share a Choice-Based Strategy you've created?

10. The four data sources that influence learning are: academic, student interests, community life, and classroom culture. Could each of you take one and explain why it is so important to understanding the whole student?

11. When you are assessing academic skills, why is it essential to do it without assessment fog?

12. Why will your students learn more from your lessons if you connect what you teach to their lives?

13. What do you see as the benefits of getting to know your students individually, being empathetic, and adapting to their needs as much as possible?

14. Why is it important to student learning that your classroom culture be welcoming and your students feel that you understand them?

15. It is hard to reach students that appear not to care. Why is it important to be empathetic with them anyway?

16 Positive and negative classroom cultures have a strong impact on learning. What new ideas has this chapter given you for making your classroom culture more welcoming?

17. Page 66 discusses Ron Ritchhart and the "Cultures of Thinking". Why is your persistence in helping a student learn so impactful on that student's learning?

18. *Invitations to Reflection,* Page 67. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

19. *Crossroad Planning Invitation,* Page 68. Consider, could this be helpful to you at this time?

Chapter 5: The Truth about Differentiated Instruction

This chapter talks about why, in the beginning, teachers are skeptical of doing differentiated instruction. The reasons fall mainly within six categories: Differentiation is too difficult to do; There is not enough time to differentiate; Need to prepare for the high-stakes tests by covering all the material; The curriculum is over-packed; Crowded classrooms make differentiation too difficult and How are learning preferences useful? The chapter concludes by showing why, in spite of all this, differentiation is really the answer.

1. After reading the Nashville teachers' six areas of objections, are there any more objections you want to add? If so, please share them with your group now and keep a list so you can compare what you think at the end of the chapter with what you thought at the beginning.

2. Differentiation is too difficult to do:

   a. Why is it important to remember the Dorothy Principle here and use the differentiation lens to see the possibilities?

   b. Do you agree or disagree with Lorna Earl's description of assessments on Page 72?

   c. Review the "Level Up Differentiation" reflection guide (find near end of the study guide). Use a highlighter to identify the characteristics that most describe your practice.

      1. Which level is mostly highlighted?

      2. Reflect on what did you learn about your practice that was:
         a) Affirmational
         b) surprising or new

      3. What 1-3 actions will you take to either strengthen your presence in a level, or become present in the next level.

3. There is not enough time to differentiate:

    a. Would there be enough time if you started small and planned for one basic crossroad lesson each week?

    b. How would it help you time-wise, if, those of you teaching the same subject and grade level, shared your basic crossroad lessons with each other?

    c. Why would the Frayer Model on Page 75 be effective with your class?

    d. If using the reading comprehension protocols mentioned here took more time than reading aloud, would you get that time back by not having to reteach so much?

    e. Why is "what do learners need" the important filter?

4. The curriculum is over-packed:

Why will answering the three questions on Page 79 make your over-packed curriculum more manageable?

5. Need to prepare for the high-stakes tests by covering all the material:

    a. Why should you differentiate instruction when tests are not differentiated?

    b. How can you differentiate when you prepare for high-stakes tests?

6. Crowded classrooms make differentiation too difficult:

    a. Why is your primary focus student learning and not curriculum coverage?

    b. How can you shrink the number of students you are instructing at one time?

    c. Why is it important to form student groups based on their readiness levels?

    d. Why is it effective to form student groups with a mix of skills but a shared interest?

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7. How are learning preferences useful?

       a. Why can learners benefit from learning experiences that include a variety of learning styles?

       b. Why is it important to speak of the way your students learn as "learning preferences" instead of "learning styles"?

8. *Invitations to Reflection,* Page 88. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

9. *Crossroad Planning Invitation,* Page 89. Consider, could this be helpful to you at this time?

Chapter 6: Learner Voice Matters

This chapter focuses on the learners' voice and why it matters. It also shows ways to grow your students' voices and empower them. Focusing on your students' readiness, interests and learning preferences are powerful tools to reach them. Many teachers fear giving up control so as to allow student choice. But, in the end, your students will achieve more because of the choices you allow.

1. Why do you think "student voice" is so important to student learning?

2. Why does the readiness experience need to be structured so it is matched to the student?

3. Why does the student need to feel the learning experience has value?

4. Why are using a student's learning preferences a powerful draw to get them to do the work?

5. Why is "Student Choice" such a powerful motivator?

6. Why is "Student Voice" so important?

7. Why does "Genius Hour" foster student voice?

8. How does "MakerSpace" foster student voice?

9. Why are "Student-Run EdCamps" so powerful?

10. Why does offering students three choices, as in "Project-Based Learning", work so well?

11. This section talks about teachers giving up control, not all control, but some control. Are there things that would make it difficult for you to do this?

12. Why will your students learn more if they have some control over their learning?

13. "Eliminating Airplane Mode in Education—Part Two" shows the relevance of your students' social media expertise to their learning. What keeps you from using this social media expertise in your lessons?

14. What ideas do your Study Group members have that would help you to implement your students' social media expertise with your classes?

15. Why does it benefit your students if you have a "growth mindset" instead of a "fixed mindset"?

16. Share with your group one way you can empower your advanced learners and one way you can empower those who are struggling in your classes that conveys that you believe all your students can achieve.

17. Why is it important to prioritize the belief in your students' capacity for learning?

18. Why does your being an active learner about things that interest you benefit your students?

19. Why does reflecting on how you teach benefit your students?

20. Why is having parents write a letter to the teacher telling about their child such a powerful tool?

21. Why do all learners learn more when students, rather than teachers, ask the questions?

22. Think of one class you are teaching now. What can you do to involve your students in some of the decision making?

23. Why will pausing and paraphrasing what a student has said, asking a clarifying question, and then a probing question, strengthen student voice in your classes?

24. What one thing can you do to help grow your students' voices?

25. *Invitations to Reflection,* Pages 109. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

26. *Crossroad Planning Invitation,* Page 110. Consider, could this be helpful to you at this time?

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Chapter 7: Differentiation in Practice: Readiness for All

All students need differentiated readiness lessons. This approach may take more time. But, because it results in more student mastery of the concepts, teachers need less time for re-teaching and remedial support later.

1. After reading Dayna Laur's quote on Page 113, what do you think are the benefits of authentic assessments?

2. Why is it important to plan your learning experiences with the end in mind?

3. After reading the "Readiness Guidelines" on Page 114, is there anything you would add or subtract and why?

4. Why was Martin Diller's portioning the content so effective for his students?

4. How could you portion the content for a subject you are currently teaching?

5. Why is it necessary to have more than one tier when teaching a readiness activity?

6. What multiple approaches can you use to teach critical thinking skills to your students who are advanced, at grade level and challenged?

7. Why do students using "Save the Last Word for Me", "Say Something" and "Three-Levels of Text" comprehend more than students reading the assignment on their own?

8. What is the benefit to your students of doing a quick assessment of what they know after teaching the content but before having them start their homework?

9. Think about a learning activity you are currently using with your class. How could you make a more fundamental version for your students who need more support and a more complex version for your advanced learners? If more than one of you is teaching the same grade level, could you divide these tasks and share the results?

10. Why is it more beneficial to your students to ask concept–based questions so they can determine for themselves if their answer is correct rather than telling them their answer is right or wrong?

11. *Invitations to Reflection,* Pages 128-129. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

12. *Crossroad Planning Invitation,* Page 129. Consider, could this be helpful to you at this time?

Chapter 8: Differentiation in Practice: Interests for All

This chapter talks about the power of choice and open–ended options to increase student involvement and investment. Student are much more connected when they get to choose the content to study, the process by which they will learn and the product they will produce at the end. For these types of activities to be effective, teachers need to clearly identify the learning outcomes and have an explicit list of checkpoints.

1. Why are the best learning experiences the ones that your students are interested in?

2. On Page 132, under *Interests Guidelines*, sentence four says, "It's fine for the teacher to know less about the tool and technology that the student proposes using." What do you think about this statement and why?

3. After reading the six points for reflection and guidance on Interests Guidelines on Pages 132-133, are there any points that you feel should be added to the list?

4. Students are going to feel more involved and invested in learning experiences that are focused on their interests. Yet teachers sometimes fear this will take too much time and control away from them. What do you think and why?

5. After reading Example One on Page 134 about giving students choices in choosing the music group to explore, what choices could you give your students in a unit you plan to teach?

6. What do you see as the benefits of Edcamp?

7. Why are Literature Circles so effective in getting students involved?

8. How could you include the Affinity Mapping Protocol with your students in one of the units you are teaching this year?

9. For the Capstone Project to be effective, there needs to be clear teacher checkpoints and an explicit checklist for the progression of the work. What unit are you teaching for which you could do a Capstone Project?

10. After reading about *The Third Law of Motion—Student Directed Exploration,* what similar activity could you do with your students?

11. What ideas did you take from the *Poetry Pallooza* example that you can use with your students?

12. *Invitations to Reflection,* Pages 145. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

13. *Crossroad Planning Invitation,* Page 145. Consider, could this be helpful to you at this time?

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Chapter 9: Differentiation in Practice: Learning Preferences for All

This chapter gives specific methods for finding out and keeping track of your students' learning preferences. It also gives strategies for designing products that incorporate various learning approaches. In addition, it stresses the value of letting your students self-select.

1. Why are learning profile cards so effective for getting to know your students quickly and for organizing their learning preferences' information?

2. How do you see yourself implementing the five steps for Learning Profile Cards with your students this year?

3. Even though presenting content using multiple approaches takes more time in the beginning, how will your students gain in the end?

4. Why does the "Three-Dimensional View of Content" work with preschoolers?

5. Why is the "Window Activity" so effective with diverse learners?
6. Why is "Wait Time" and "Think Time" so valuable to student learning?

7. Why are "Chip Boards" and "Virtual Boards" so effective for student understanding?

8. How do you see yourself implementing a Sternberg Multiple Intelligences' activity with your classes?

9. Why do "Three-Dimensional Product Learning Preferences" work so well with "Think Dot" activities?

10. Learning experiences provide multiple ways to explore one's thinking. When you reflect on your practice, what approaches are you comfortable with and which ones do you avoid?

11. Why would your students benefit if you started implementing some of the approaches you are not comfortable with?

12. *Invitations to Reflection,* Page 166. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

13. *Crossroad Planning Invitation,* Page 167. Consider, could this be helpful to you at this time?

Appendix I: Differentiation and Research

This is a summary chapter that helps to refocus the reader on the main ideas of *So All Can Learn: A Practical Guide to Differentiation.* It is a quick review which emphasizes the importance of using the differentiation lens with research-based systems in teaching students.

1. Guided reading is a researched based strategy used to help students improve their reading. Response to Intervention (RtI) is another. Why is RtT so effective?

2. Why is the "Differentiation Lens" vital to helping all students learn?

3. Why are RAFTs, which consider the role of the writer, the audience, the format and the topic, so effective in improving student writing?

4. How can you easily and quickly differentiate a RAFT based on student interest?

5. Why are the "Essential Nine" instructional practices from ASCD so powerful in improving student learning?

6. Pick one of the "Essential Nine" instructional practices and one of your classes. How can you use the differentiation lens to adapt the instructional practice so your students will improve?

7. *Invitations to Reflection,* Pages 177 & 178. As you discuss these questions, think about your current school community, your classes, parents, administrators, etc., when you share your answers. What new insights have occurred to you that will make you more effective?

8. *Crossroad Planning Invitation,* Page 178. Consider, could this be helpful to you at this time?

Appendix II: The EdCamp Experience Where Voice and Choice Matter

This chapter talks about Kathy Austrian and Amanda Reedy's experience putting on a first ever EdCamp. You come away with a feeling of excitement about the possibilities. Is this something you can see yourself doing with some of the teachers at your school?

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John McCarthy, EdS: So All Can Learn: A Practical Guide to Differentiation (Chapter 5, pp. 73-4))

Leveling Up Differentiation

Levels of Implementation	Description of what Differentiation looks like
One	Teacher practice is intuitive rather than intentional. Student needs are met during lessons only when the needs appear and are recognized by the teacher. For example, students not asking questions, lay heads on the table, little to no activity on the assignments, limited participation/ engagement. Supports may be organically developed.
Two	Teacher practice is mostly intuitive with some Intentional influences. Student needs are met during lessons as the needs appear, based on observations and planned formative assessments. Some support resources are readily available and provided to students as needed, based on previous experiences from teaching the lesson concepts.
Three	Teacher uses Intentional planning to begin supporting Intuitive practice, but may be used infrequently. Teacher reflects on assessment data as a means to develop and/or align resources that support the common learning gaps by students during the lesson. Data analysis is mostly group trends, rather than based on individual needs.
Four	Teacher uses Intentional planning to target support for Crossroad lessons. Resources are developed and provided to address academic growth for struggling and advanced students based on their needs. The focus of support may occur prior to key assessments, or after the assessment has taken place.
Five	As part of Intentional planning, the teacher explicitly uses the elements of Differentiation. The teacher can explain the specific connections of their differentiation practices to Content, Process, and/or Products. Usage may occur at least twice a week. Assessment data is used frequently to inform decisions for differentiating instruction. Three-dimensional instruction occurs at least once a week.
Six	Instructional use of Content, Process, and Products is an integrated part of planning. For example, process experiences increase to two or more times during a lesson. Use of Readiness, Interests, or Learning Preferences is being intentionally explored to increase the quality of learning experiences. Individual assessment data is beginning to be used for some opportunities for personalizing or individualizing the learner experience. Three-dimensional instruction occurs frequently each week where needed.
Seven	Intentional planning happens frequently as part of the natural process of preparing learning experiences. Student voice begins to have an influence on instruction based on data collection for Readiness, Interests, and Learning Preferences. Students experience learning experiences where they are actively working alone and in groups based on their identified needs and interests.
Eight	Intentional planning and intuitive support is heavily influenced by the needs identified by learners. The students decide or co-plan some of their learning experiences within the areas of Content, Process, and/or Products. Teacher and students use the Elements of Differentiation to craft learning experiences that support the curriculum outcomes. Assessment data is used frequently for ongoing teaching, coaching, and assessing by both teachers and students.
Nine	Intentional planning and intuitive support is fluid and occurs daily as part of the natural course of teaching and learning. The lead role of learning is interchangeable between students and teacher. The student may provide the direction based on their Interests and Learning Preferences, while the teacher leads on co-creating experiences based on student readiness. Assessment data is used to adapt, adjust, and/or change learning experiences where needed based on the curriculum outcomes. Teacher and students collaborate as co-learners for innovative methods to meet learning needs through the lens of Differentiation.

"McCarthy shares strategies, tips, and techniques for effectively differentiating instruction so that all students develop skills and knowledge through experiences that meet their needs and match their learning styles. More important, McCarthy helps educators create a classroom culture focused on growth mindset, which is a fundamental feature of twenty-first-century learning."

–**David Ross**, CEO, Partnership for 21st Century Learning
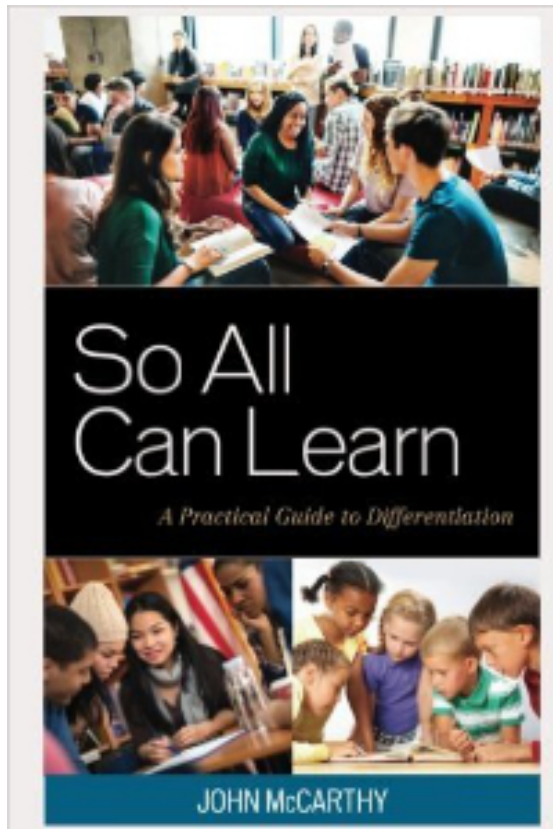
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By John McCarthy, EdS.

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Just a short note before closing

We've come to the end of *So All Can Learn: A Practical Guide to Differentiation.* It's been a journey well worth taking. You've had the opportunity to read the chapters and discuss them with your colleagues. You probably have lots of notes on ideas you've already started trying out, or would like to try soon, with your students. Now is the time to start. Your students will benefit greatly and you will feel good about how much better they are doing!