

**Things Teachers Want Instructional Partners to Know About Differentiating
Instruction**
From January 15 PD Session

- It's important to support ALL children – those who are advanced as well as those who are struggling.
- Literacy learning is not about “drill” but about learning through natural experiences – you should “float” among activities and centers.
- It's important to use transitions as instructional time, and to document children's progress during transition times (strategy: carry post-it notes in a pocket to write down spontaneous observations of learning/progress/reinforcement).
- Use “zoomers” as leaders/peer tutors to demonstrate to other students.
- Teachers NEED their Instructional Partners as valuable resources for children's learning.
- Lack of time is the main issue that prevents sharing as much as teachers want to.
- Take notes on what children do and say to provide concrete information on progress.
- Communicate what happens during “specials” – especially information on which children excel in certain areas.
- The important of confidentiality (why talking about children in front of them is inappropriate).
- Having a cycle or “system” of working with individual children so that attention isn't focused on a few children but ensures that ALL children get some individual attention.