



Beyond *Gobbledygook*: What Differentiation Really LOOKS Like in a Co-Taught Math Class

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Dr. John D. Barge, State School Superintendent

Co-Teaching Team

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Anticipation Guide

Directions: Read each statement. If you believe that a statement is mostly true, place a check in the *Mostly TRUE* column. If you believe the statement is mostly false, place a check in the *Mostly FALSE* column. Be ready to explain your choices.

Session Overview

With participants assuming the role of students, Francis and Nancy will model a differentiated lesson they have actually taught in a Math II class.

Time will be built in for debriefing the lesson and audience questions.

Wrap Up

Rationales for Differentiation Non-Negotiables

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