DIFFERENTIATION Process

DI is a teacher's response to learner's needs guided by general principles of differentiation such as:
- Respectful tasks
- Flexible grouping
- Ongoing assessment and adjustment

Teachers can DIFFERENTIATE...
- Content
- Process
- Product
- Learning Environment

According to STUDENT'S...
- Readiness of students
- Interests/ Passions of students
- Learning Styles of students

Through a range of instructional & management strategies such as...
- Tiered Task
- Multiple Intelligences
- Anchor Activities
- Cubing
- Pre-tests
- Varied questioning
- Compacting

BLOOM’S REVISED TAXONOMY

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding

Slide created by Denise Tarlington
### MAKER MODEL OF DIFFERENTIATION

**ADAPTED TO TEACH GIFTED STUDENTS – Differentiation Placemat**

### WHAT to differentiate...

#### CONTENT
- The knowledge & skills that need to be learnt.
- **Modify or include:**
  - abstractness
  - complexity
  - variety
  - richness & depth of study
  - study of role models (people of extraordinary ability)
  - methods of inquiry

#### PROCESS
- The activities or way students learn the content.
- **Modify or include:**
  - Higher levels of thinking
  - Open-endedness
  - Proof of reasoning
  - Group interactions
  - Variety of Learning processes
  - Pacing
  - Freedom of Choice

#### PRODUCT
- The tangible evidence of student’s learning.
- **Modify or include:**
  - Task validity & connectedness (based on real world problems)
  - Real, authentic audiences
  - Purposeful deadlines
  - Transformation of learning
  - Appropriate assessment & evaluation (based on extended, accelerated outcomes)
  - Student Choice

#### ENVIRONMENT
- The physical and emotional setting of the classroom.
- **Modify or include:**
  - student centred
  - encourages independence
  - openness
  - accepting (non-judgemental)
  - variety of materials, learning spaces, complex intellectual tasks
  - varied groupings (permitting high mobility)

### HOW to differentiate...

**NOTE:** Many tools may fall under multiple categories. For differentiation to occur, these tools must be used to differentiate all aspects of instruction to meet the variety of student needs.

### CONTENT
- **Some Content Tools:**
  - Pre-tests
  - Curriculum compacting
  - Tiered Tasks
  - Independent study
  - Research projects
  - Inquiry-based learning opportunities
  - Varied Questioning
  - Acceleration in 1 or more KLAs
  - Multiple resources

### PROCESS
- **Some Instructional Tools:**
  - Tiered Tasks
  - Bloom/Krathwohl/William Taxonomies
  - Multiple Intelligences
  - HOT Strategies – instructional thinking strategies, thinker’s keys, graphic organisers, 6 Thinking Hats, literacy circles, inductive thinking, problem-solving, creative/critical/analytical/caring thinking, mind-mapping
  - Open-ended tasks
  - Self-paced learning tasks
  - Anchoring activities
  - Metacognitive strategies

### PRODUCT
- **Some Product Tools:**
  - Tiered Tasks
  - Negotiated criteria
  - Graduated rubrics
  - Multiple Intelligences
  - Group investigation
  - Community-based products
  - Independent study
  - Learning logs

### ENVIRONMENT
- **Some Management Tools:**
  - Tiered Tasks
  - Cooperative strategies
  - Mentorships/apprenticeships
  - Flexible groupings
  - Ability group
  - Learning contracts
  - Learning centres
  - Emphasis on technology
  - Varied computer programs, audio-visuals, time allotments
  - Alternative tasks – enrichment, extension, accelerated tasks

Created by Bronwyn Olsson – Gifted Education Project Officer (Metropolitan Region), Incorporating Kanevsky’s Identification Tool Tabs, AGTQTP Module 5
DIFFERENTIATION     Teaching ALL Students – Pre-test, Tiered Task, Compacting Placemat

DIFFERENTIATION
Diff’n Process is…
modify WHAT
based on WHY
through HOW tools.

DIFFERENTIATION
WHAT to differentiate…
Content
Process
Product
Learning Environment

WHY differentiate…
Readiness of students
Interests/Passions of students
Learning Styles of students

HOW to differentiate…
Instructional strategies/tools
Management tools

EQUALISER CONTINUUM
1. Foundational
   Transformational
   (Information, Ideas, Materials, Applications)

2. Concrete
   Abstract
   (Representations, Ideas, Applications, Materials)

3. Simple
   Complex
   (Resources, Research, Issues, Problems, Skills, Goals)

4. Single Facet
   Multiple Facets
   (Disciplinary Connections, Directions, Stage of Development)

5. Small Leap
   Great Leap
   (Application, Insight, Transfer)

6. More Structured
   More Open
   (Solutions, Decisions, Approaches)

7. Clearly Defined Problems
   Fuzzy Problems
   (In process, In research, In products)

8. Less Independence
   Greater Independence
   (Planning, Designing, Monitoring)

9. Slower
   Quicker
   (Pace of Study, Pace of Thought)

Modified by Elizabeth Bullock & Bronwyn Olsson, based on “Pretest, Compact, Differentiate Placemat” by Jenni Auteri.- Townsville, Tomlinson’s “Equaliser”