

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 THINKING LEVELS

BLOOM'S REVISED TAXONOMY

Higher-order thinking

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

DIFFERENTIATION Teaching ALL Students – Pre-test, Tiered Task, Compacting Placemat

DIFFERENTIATION

- Differentiation is about catering for all students...*Learning Difficulty, Mainstream, Gifted*
- The teacher is clear about what is essential/fundamental learning.
- The teacher understands, appreciates, and builds upon student differences.
- Students and teachers are collaborators in learning.
- Goals of a differentiated classroom are maximum growth and individual success.
- Flexibility is the hallmark

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 (Information, Ideas, Materials, Applications) — Transformational
2. Concrete (Representations, Ideas, Applications, Materials) — Abstract
3. Simple (Resources, Research, Issues, Problems, Skills, Goals) — Complex
4. Single Facet (Disciplinary Connections, Directions, Stage of Development) — Multiple Facets
5. Small Leap (Application, Insight, Transfer) — Great Leap
6. More Structured (Solutions, Decisions, Approaches) — More Open
7. Clearly Defined Problems (In process, In research, In products) — Fuzzy Problems
8. Less Independence (Planning, Designing, Monitoring) — Greater Independence
9. Slower (Pace of Study, Pace of Thought) — Quicker

PRE-TEST

Pretest to establish what students already know about the topic area.

TIERED TASKS

Instruction is tiered with gradual degrees of difficulty.

COMPACTING

Reduce the core curriculum to skills & content areas that are not already mastered.

Some Pre-Test Tools

- Teacher prepared pretests
- Graphic organizers: KWL, mind map
- Teacher observation/checklists
- Student demonstrations & discussions
- Student products & work samples
- Portfolio analysis
- Student interviews
- Writing prompts/samples
- Questioning
- Guess Box
- Picture Interpretation
- Reflection, Prediction journals
- Initiating activities
- Surveys/Questionnaires/Inventories
- Self-evaluations
- Games
- Drawing related to topic or content
- Standardized test information
- Start with “End of unit” assessments

Steps

1. Choose a concept that students need to investigate.
2. Decide whether to tier according to readiness, learning profile or interest.
3. Pretest student’s readiness, profile or interest.
4. Create an activity or task that is clearly focused on the concept.
5. Adjust the task to provide different levels of difficulty.
6. Match students to appropriate tiers

Questions to ask?

- What can be skipped or eliminated?
- What do students already know or are able to do?
- What will they grasp easily?
- What can be accomplished quickly?

Some Tiered Task Tools

- Blooms’ Taxonomy
- William’s Taxonomy
- Thinker’s Keys, 6 Hats
- Thinking skills, graphic organizers

Steps

1. Establish the essential learnings of the unit or segment of instruction.
2. Identifying students who may be candidates for compacting.
3. Identifying areas to be considered for compacting.
4. Establish procedures for compacting the skills & content .
5. Provide options for acceleration.