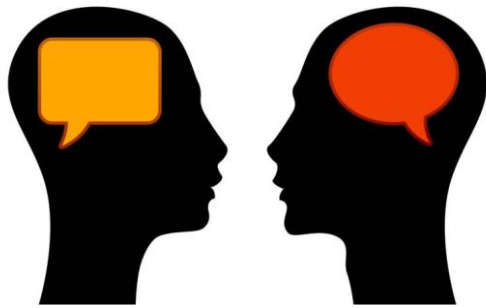


**What is Differentiation?
(Making Sure We're on the Same
Page...)**



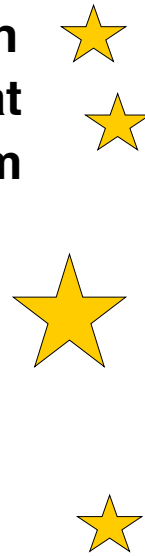


Turn & Talk

Step 1: Jot down your current best definition of differentiation. Please do this without conversation.

Step 2: Find 3 other people ~~you don't know~~, then share your definitions. Look for similarities and differences in them.

**At its most basic level,
differentiating instruction
means “*shaking up*” what
goes on in the classroom
so that students have
multiple options for
taking in information,
making sense of ideas,
and expressing
what they learn.**





Differentiation is responsive teaching rather than one-size-fits-all teaching.



Differentiation is planning for the unpredictability of a classroom.



There's an App for that!



"When I think of differentiation, I think of an Apple iPhone—no matter what you're trying to accomplish, 'There's an app for that.'

I think of DI from the perspective of finding appropriate resources to meet a learner's needs. No matter where they are developmentally, there are resources, Strategies, and best practices to get them what they need.

That's what the iPhone commercials remind me of—and I love them for their resourcefulness!"

Amy Sherwin
A teacher in Michigan

“It means teachers *proactively* plan varied approaches to ***what*** students need to learn, ***how*** they will learn it, and/or how they will ***show what they have learned*** in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”



Differentiation is a sequence of common sense decisions made by teachers with a student-first orientation

Adam Hoppe, 2010

The Common Sense of Differentiation

Ensuring an environment that actively supports students in the work of learning (mindset, connections, community),

Absolute clarity about a powerful learning destination— (KUDs, engagement, understanding),

Persistently knowing where students are in relation to the destination all along the way (pre- & formative assessment—assessment for learning)

Adjusting teaching to make sure each student arrives at the destination and, when possible, moves beyond it (addressing readiness, interest, learning profile)

Effective leadership & management of flexible classroom routines.



CWS Differentiation
Focus for
November to
January: Ongoing
Assessment

Differentiation

is a teacher's **proactive** response to learner needs

shaped by **mindset**

and guided by general principles of differentiation

A Supportive
Learning
Environment

Quality
Curriculum

Assessment that
Informs
Teaching and
Learning

Instruction
that Responds
to Student
Variance

Leading and
Managing
the classroom

Teachers can differentiate through

Content

The information and ideas students grapple with in order to reach the learning goals

Process

How students take in and make sense of the content

Product

How students show what they know, understand and can do

Affect/ Environment

The climate or tone of the classroom

according to student's

Readiness

A student's proximity to specified learning goals

Interest

Passions, affinities, kinships that motivate learning

Learning Profile

Preferred approaches to learning, intelligence preferences, gender and culture

Through a variety of instructional strategies such as

Learning/Interest CentersRAFTS.....Graphic Organizers.....Scaffolded Reading/Writing..... Intelligence Preferences.... Tiered Assignments..... Learning Contracts....Menus..... Tic-Tac-Toe..... Choice of Activities..... Independent Projects.....Expression Options.....Small Group Instruction.....etc.