# Differentiation

Presented by Alison Rourke

Differentiated Instruction

- Differentiated instruction is based on the assumptions that students differ in their learning styles, needs, strengths, and abilities, and that classroom activities should be adapted to meet these differences.

Differentiated Instruction Is……

- effective instruction that is responsive to the learning preferences, interests and readiness of the learner

- an organized framework for teaching and learning

- responds to the need of the student by providing a balance of shared, guided, and independent instructional strategies
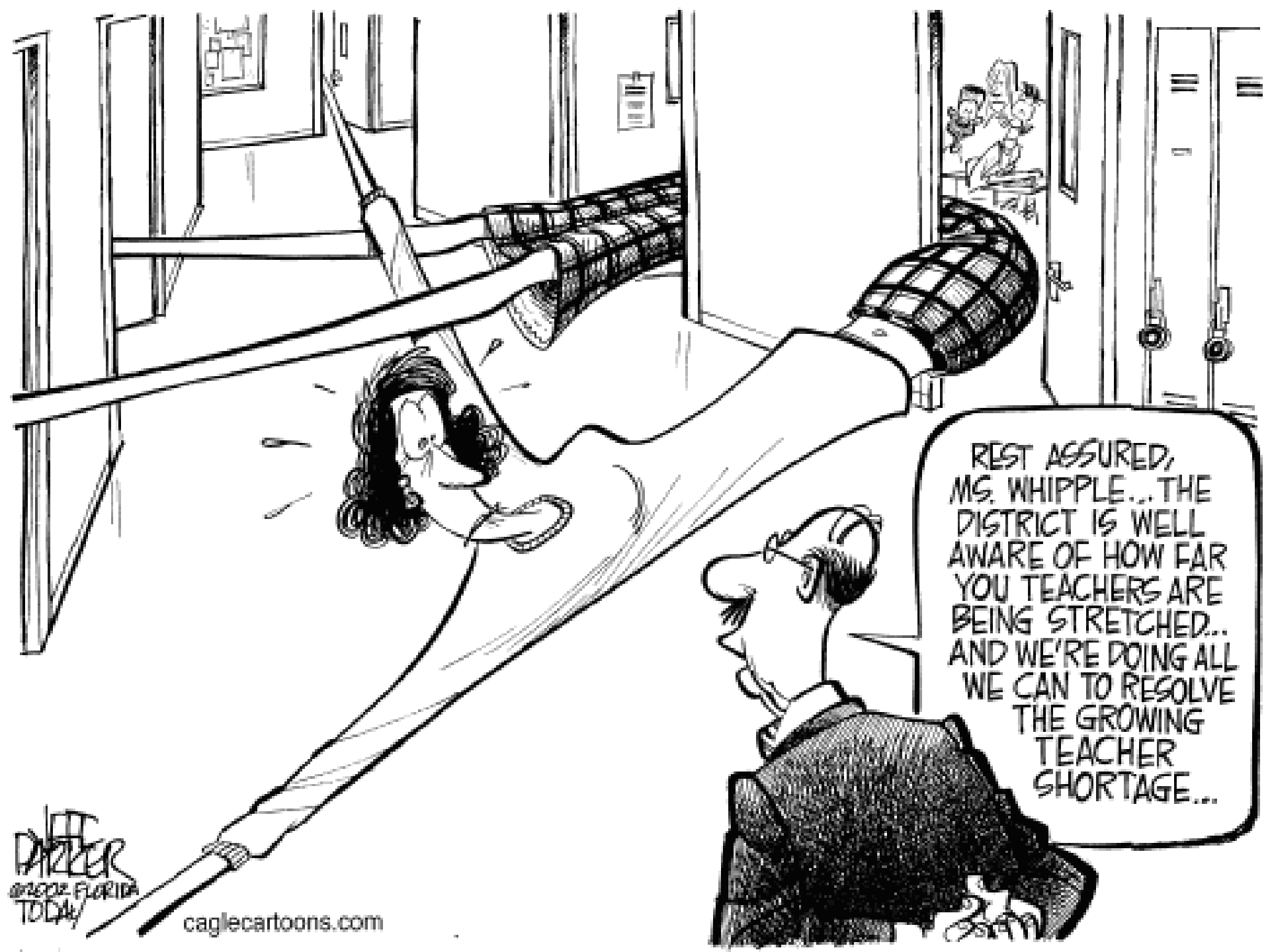
DI means……..	DI does not mean………
Flexible, short term groupings that allow students to work with a variety of peers with the same or different strengths and interest.	Labelling students or grouping by ability
Engaging and interesting tasks for all learning preferences, interest and levels of readiness	Confining some students to low level, repetitive or rote tasks while others engage in higher-order thinking
A reasonable number of well constructed choices that address identified needs/strenghts of students	Different students working on different expectations with varying success criteria (e.g., different rubrics)
Students learning about themselves to help them make effective and informed choices	Teachers assuming responsibility for making all decision regarding student choice
Routines, procedures, and classroom agreements are in place	A chaotic or unstructured classroom environment

Differentiation-How does it Work?

- Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:
- Content
- Process
- Product
- Learning environment

Content

What the student needs to learn or how the student will get access to the information?

Content Examples

- Reading materials at varying readability levels
- Text materials on tape
- Ideas through both auditory and visual means
- Reading buddies
- Small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners
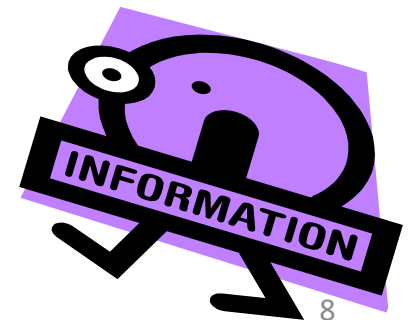
Process

Activities in which the
student engages in
order to make sense of
or master the content.
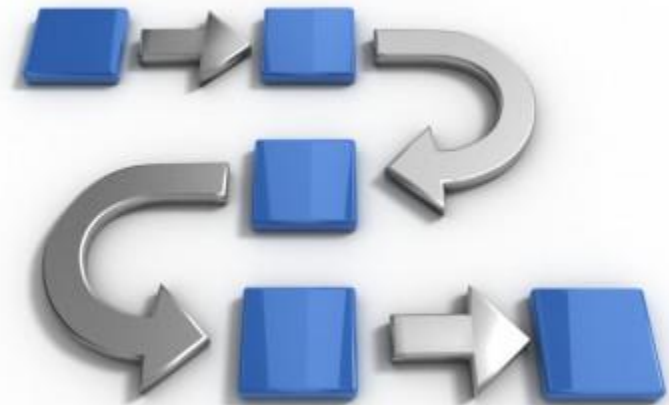
Process Examples

- Tiered activities at different levels of support, challenge, or complexity.

- Centers that encourage students to explore subsets of the class topic of particular interest to them.

- Manipulatives for students who need them.

- Varying the length of time a student may take to complete a task- for a struggling learner or an advanced learner to pursue a topic in greater depth.

Product

Culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit.

Product Examples

- Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels).

- Using rubrics that match and extend students' varied skill levels.

- Allowing students to work alone or in small groups on their products.

- Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning Environment

The way the classroom works and feels. In addition, it's the way the classroom and/or school, creates a sense of community

Learning Environment Examples

- Places in the classroom to work quietly without distraction, as well as places that invite student collaboration

- Materials that reflect a variety of cultures

- Guidelines for independent work that matches individual needs

- Routines that allow students to get help when teachers are busy with other students

TIERED INSTRUCTION

What Can be Tiered?

- Assignments
- Activities
- Homework
- Centers
- Experiments
- Materials
- Assessments
- Writing Prompts
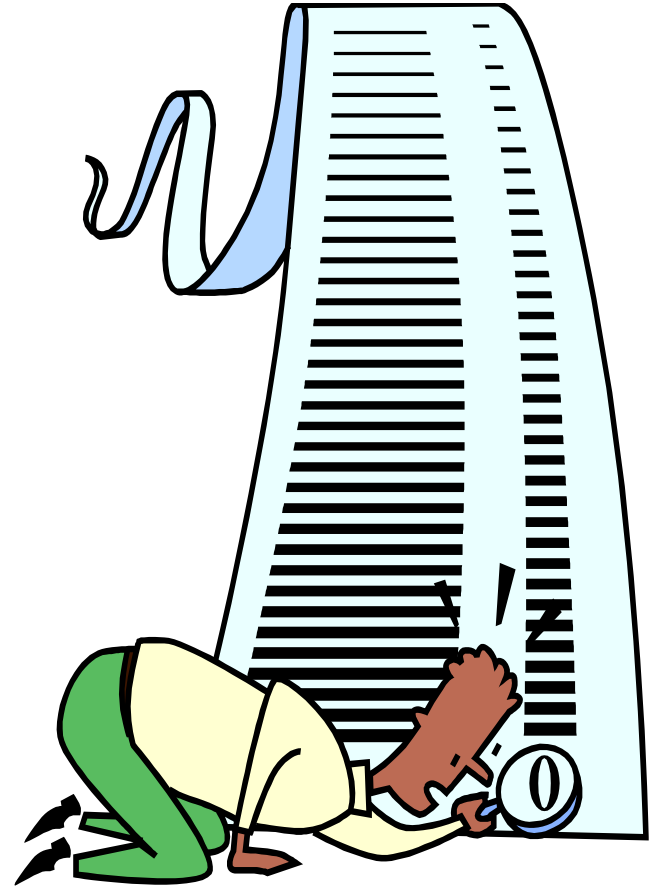
When Tiering Adjust…

- Level of Complexity

- Amount of Structure

- Materials

- Time/Pace

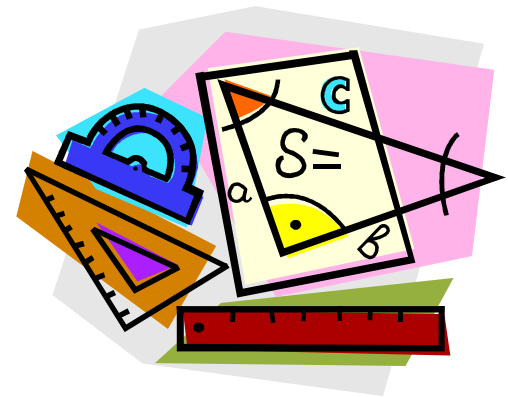- Number of Steps

- Form of Expression

- Level of Dependence

Differentiation

https://youtu.be/fuOOH5v6eBg

Implementing Differentiated Instruction

- Develop Instructional Routines
  - Identify your own learning preferences and your students
  - Deliberately plan part of a lesson so that it appeals to a learning preference that you do not usually address

Implementing Differentiated Instruction

- Expand Routines and Skills
  - Determine ways of learning that motivate your students the most
  - Over several days provide the class with learning experiences that introduce them to different ways of learning and allow you to observe which opportunities work for which students

Implementing Differentiated Instruction

- Sustain a Differentiated Instruction Culture in the Classroom
  - Challenge students to experiment with other ways of learning
  - Reflect on what helps to engage students and respond by refining your instructional approaches.

Teachers manual

- Teacher knowledge
- Aims, objectives, teaching and learning strategies and evaluation
- Preparation- physical, social, emotional and cognitive development
- Communication
- Behaviour management
- Lesson Plans