



Differentiation is adjusting instruction to meet the needs of all learners. This can be tricky in a face-paced, classroom filled with many students with diverse learning needs and styles. How can this be accomplished? Vygotsky's "Zone of Proximal Development" states that learning happens best when delivered one level above our readiness. Differentiation is most effective when we provide scaffolding to access the content and then have the flexibility to allow a student to move beyond when ready. Recognizing student strengths and allowing voice and choice are highly motivating for all students. When any student feels success, it helps the student to push through their areas of challenge. There are many ways to accomplish this in the classroom.

Differentiation Chart

<p style="text-align: center;"><u>Pretest</u></p> <p>Pretesting allows the teacher to see what the student already knows. The results of the pretest help teachers choose to</p> <ul style="list-style-type: none"> • <u>extend</u> and go into depth into a standard • <u>review</u> the standard or • <u>replace</u> the standard with one that can provide scaffolding to meet the standard • <u>replace</u> the standard with a more advanced level 	<p style="text-align: center;"><u>Time and Quantity</u></p> <p>Adapt the <u>time</u> allowed for learning, task completion and testing.</p> <p>Adapt the <u>number of items</u> that the learner is expected to learn or complete.</p> <p>Reduce and/or extend the length and complexity of:</p> <ul style="list-style-type: none"> • Writing • # of steps • # of problems <p>Strategies:</p> <ul style="list-style-type: none"> • Compacting Instruction • Guided Research and Independent Study • Moving Forward Menu 	<p style="text-align: center;"><u>Vary Resources</u></p> <p>Adapt the way instruction is delivered to the student. Involving as many of the senses as possible helps set different learning styles up for success.</p> <ul style="list-style-type: none"> • Provide Visuals • Audio books • Provide video • Graphic organizers • Technology Programs that allow students to level-up and work at their own pace • Peer tutor • Provide a mentor
<p style="text-align: center;"><u>Vary Ways to Show Comprehension</u></p> <p>Adapt how students can respond to instruction and show what they have learned.</p> <ul style="list-style-type: none"> • Assistive Technology (i.e. Voice to Text) • Keyboarding instead of writing • Powerpoint, Prezi, Go Animate • Animoto, Stupeflix, Padlet, Tackk • Poster • Graphic Organizers • Video 	<p style="text-align: center;"><u>Vary Difficulty and/or Assistance</u></p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>Adapt how the learner is involved in the task.</p> <ul style="list-style-type: none"> • Homogeneous small group • Heterogeneous small group • Pairs • Share/Time to Process Independently/Compare • Give one, get one • Independent 	<p style="text-align: center;"><u>Modify Curriculum</u></p> <p>Provide different instructions and materials to meet a student's individual goals.</p> <ul style="list-style-type: none"> • Cluster-grouping • Single Subject Remediation or Acceleration • Accelerated courses • AP Courses • Honors Courses • Study Skills Class • Project-Based Learning • Problem-Based Learning • Depth and Complexity Icons
<p style="text-align: center;"><u>Content-What Students Learn</u></p> <p>Offers students the chance to start at different places in the curriculum and/or proceed at different paces.</p>	<p style="text-align: center;"><u>Process-Making Sense of Meaning</u></p> <p>Use of diverse activities that are varied to meet student interests or preferences for learning. Differentiation of process recognizes the many learning styles within any group of students.</p>	<p style="text-align: center;"><u>Product-Demonstration of Learning</u></p> <p>Choice in how the student will demonstrate what they have learned to the teacher, class, or other audience. The use of project choices are a common way to differentiate products. It is used to meet required learning objectives while allowing expression in the students' area of strength. It increases motivation and results in an interesting variety of work products.</p>