DIFFERENTIAT**I**ON

We believe –

\* Every student deserves the opportunity to have his or her

 learning/educational needs met.

\* Differentiation and assessment go hand in hand.

\* Differentiation is data driven.

\* Differentiation establishes clear goals, assesses continuously, and

 adjusts instruction.

\* Differentiation can be achieved by content, product, process, and

 learning environment.

\* Differentiation requires purposeful planning.

\* Differentiation is about knowing your students and their needs as

 to provide tasks to improve learning.

\* Differentiation is the use of whole group, small group, and

 individual tasks based on content and student need.

\* Differentiation is at the core of quality teaching.

\* Differentiation is NOT something extra on top of good teaching.

\* Differentiation is NOT grouping students into classes by ability.

\* Differentiation is NOT mostly for students with learning

 challenges.

\* Differentiation is a means of teaching critical and creative

 thinking.

\* Differentiation is a way of thinking about teaching and learning,

 NOT a strategy.

\* Differentiation increases RIGOR by enabling students to reach

 their maximum potential.

***Laurens County Schools FY16***

**Essential Elements of Differentiated Instruction**

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| Differentiation:**Content***What is taught* | Content is knowledge, skills, principles, ideas, and concepts.Ways to differentiate content:* Elevate sophistication and complexity of content
* Use a variety of ways to convey key concepts
* Integrate complex problems
* Connect various subject areas in interdisciplinary studies
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| Differentiation:**Process***How students make connections and construct meaning* | Process is how the learner interacts with the material presented. Process involves methods of presenting material, activities, thinking processes, and questions asked.Ways to differentiate process:* Use flexible/cluster grouping based on assessment data
* Vary the options for the activity depending on learner readiness
* Allow for student choice
* Offer different amounts of teacher support
* Incorporate higher levels of thinking, open-endedness, exploration and discovery of learning
* Integrate problem-solving skills into the curriculum
* Include research and investigative skills
* Allow for independent study, trial and error
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| Differentiation:**Product***How students demonstrate what they have learned* | Content is knowledge, skills, principles, ideas, and concepts.Ways to differentiate product:* Design product around essential questions, real problems, real audiences
* Encourage critical and creative thinking
* Develop rubrics reflecting level of learning and expected outcome
* Allow for various forms of expression
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| Differentiation:**Learning Environment***Establishing a nurturing learning environment* | Learning Environment is the setting/climate where learning takes place both physically and psychologically. Ways to differentiate the learning environment:* Allow opportunities for all students to use their strengths, interests, and abilities by differentiation of content, process, and product
* Develop supportive learning environments that enhance differentiated curricula and instruction
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| **Critical and Creative Thinking***Establishing a foundation for developing higher-order thinking* | Developing students’ capabilities for quality thinking and learning.Ways to infuse critical and creative thinking:* Comparing and contrasting
* Problem solving
* Decision making
* Making predictions
* Sequencing
* Generating ideas
* Analyzing and evaluating
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| **Rigor***Enabling students to develop their maximum potential* | Rigor is the quality of content.* Focus on in-depth study of complex, abstract, and sophisticated content
* Incorporate metacognitive strategies
* Provide opportunities to develop real world skills within a discipline
* Build upon interests, strengths, and personal goals of students
* Create life long learners capable of independent reflection and reasoning
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Based on the work of Carol Ann Tomlinson; Mary S. Landrum; North Carolina Department of Public Instruction’s Toolbox for Planning Rigorous Instruction