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 |
| 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 |
| 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 |
| 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 |
| **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 |
| **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 |

Based on the work of Carol Ann Tomlinson; Mary S. Landrum; North Carolina Department of Public Instruction’s Toolbox for Planning Rigorous Instruction