A CD-ROM of Reproducible Forms for

Making Differentiation a Habit

How to Ensure Success in Academically Diverse Classrooms

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Foreword by Rick Wormeli

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Ⓦ indicates a writeable PDF document

TEACHER INVENTORY ON DIFFERENTIATION PRACTICES AND STRATEGIES

Check the level at which you teach.

❏ Grades K–2   ❏ Grades 3–5   ❏ Grades 6–8   ❏ Grades 9–12

Read each statement below. Circle the response that most closely describes the extent to which you use the practice in your classroom. Use the following scale:

    1 = never/almost never

    2 = seldom

    3 = sometimes

    4 = frequently, consistently

Differentiation Practices and Strategies	Level of Usage			
CURRICULUM				
1. I review my state/province's academic standards before I determine a curriculum unit's goals (KUDo's) or the goals for a lesson	1	2	3	4
2. I determine the assessments that I will use before I plan my unit activities so that there is alignment between curriculum, assessment, and instruction.	1	2	3	4
3. I ensure that all student tasks and products focus on clearly stated learning goals (KUDo's).	1	2	3	4
INSTRUCTIONAL PLANNING				
4. I preassess students to determine their readiness for each new unit or series of lessons.	1	2	3	4
5. I use ongoing (formative) assessment to adjust my instructional plans to respond to differing learning needs.	1	2	3	4
6. I use assessment data provided by my state or province or school to inform my instructional planning.	1	2	3	4
7. I gather information about my students' interests in curriculum topics.	1	2	3	4
8. I know my students' learning preferences. (Multiple Intelligences)	1	2	3	4
FLEXIBLE INSTRUCTION				
9. I use a variety of instructional strategies in my teaching.	1	2	3	4
10. I engage all my students in challenging learning experiences based on their specific needs.	1	2	3	4
11. I adjust the pace of instruction to students' learning needs, not everyone is doing the same thing on the same day every day.	1	2	3	4
12. I provide additional time, instruction, and support (e.g., scaffolding) to students based on their specific needs.	1	2	3	4

FLEXIBLE INSTRUCTION CONTINUED

13. I adjust curriculum topics and learning tasks to best meet my students' needs and ensure a challenging learning experience.	1	2	3	4
14. I match resources to my students' reading-readiness levels (e.g., Lexile scores).	1	2	3	4
15. I match resources to my students' level of knowledge about a curricular topic.	1	2	3	4
16. I use choice in topics, processes, or products to motivate my students.	1	2	3	4
17. I use a variety of choice formats with my students including such activities as tic-tac-toe boards, cubing, and RAFTS (Role/Audience/Format/Topics).	1	2	3	4
18. I use tiered assignments to match students with "just right, right now" tasks based on their learning needs.	1	2	3	4
19. I offer tasks reflecting my students' interests.	1	2	3	4
20. I design tasks based on student readiness; some students need more time, instruction, practice; others are "there" early.	1	2	3	4
21. I design tasks reflecting different learning preferences. (Multiple Intelligences)	1	2	3	4
22. If I use centers or stations, I either assign particular students to particular centers or match students with particular activities in each center based on their learning needs.	1	2	3	4
23. I plan and use flexible grouping in my classroom to organize students by their instructional needs.	1	2	3	4
24. I use a variety of ways to group my students (e.g., by interest, readiness, learning preference).	1	2	3	4

MY NEXT STEPS IN DIFFERENTIATION

Differentiation strategies I most frequently use:

Strategies I rarely or never use:

Circle two strategies from the bottom list that you are committed to try out in your classroom. Number them in the order you will implement them.

CONTINUUM OF LEVELS OF TEACHER DEVELOPMENT IN DIFFERENTIATION

Level One: Novice
Professional practices exhibit little or limited evidence of planful differentiation.

Level Two: Practitioner
Professional practices reflect considerable evidence of active, planful differentiation.

Level Three: Expert
Professional practices reflect evidence of comprehensive differentiation. Practices suggest breadth and depth of understanding and application of best practices in differentiation.

TEACHING BELIEFS

Level One	Level Two	Level Three	Reflections *(Where am I? What next?)*
❑ Teachers control teaching and learning. ❑ All students need to cover the curriculum, therefore, all students need to engage in the same activities. ❑ Success or failure in learning is "owned" by the student. ❑ Students are thought of as a group (e.g., 7th graders).	❑ Teachers share responsibility for learning. ❑ Students learn in different ways and at different paces, therefore, teachers need to plan for and offer different learning experiences to increase the likelihood of student success in learning. ❑ Teachers can increase the likelihood of student success through differentiation. ❑ Students differ in learning readiness.	❑ Teachers facilitate learning. ❑ The student is the center of the classroom. Teachers need to know their students' readiness, learning preferences, and interests. Instruction must be consistently adjusted, modified, or adapted to specifically respond to these differences. ❑ Teachers have a professional responsibility to differentiate instruction to increase student-learning success. ❑ Students differ in learning readiness, interests, and learning preferences.	

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CONTINUUM OF LEVELS OF TEACHER DEVELOPMENT IN DIFFERENTIATION (CONTINUED)

ROLE OF THE TEACHER

Level One	Level Two	Level Three	Reflections *(Where am I? What next?)*
❑ Relies on special education/gifted education faculty to address the needs of special education/GT students.	❑ Consults with special education/gifted education faculty. May collaborate with them to a limited degree.	❑ Is a partner with special education/gifted education in differentiation for special needs students.	
❑ Relies on students who master content, skills, or processes early to help/tutor those who need additional support.	❑ Offers extensions of or replaces curricular activities for those who master content, skills, or processes early.	❑ Allows for "testing out" of content, skills, or processes. Then eliminates or compacts curricular activities and provides "instead of" learning opportunities that go beyond the regular curriculum and/or capture the students' interests.	
❑ Believes lack of motivation is the students' problem.	❑ Understands the key to motivation is interest. Provides a range of activities responding to student interests and learning preferences.	❑ Gathers information about student learning preferences and their interest in unit topics. Plans for and builds interest in units based on this data.	

INSTRUCTION

Level One	Level Two	Level Three	Reflections *(Where am I? What next?)*
❑ Provides little difference between tasks assigned to students.	❑ Provides open-ended tasks in an effort to encourage students to go further.	❑ Offers tasks to match students' learning readiness, learning preferences, interests.	
❑ Paces all students together.	❑ Takes time to reteach and provide extensions of learning as necessary and appropriate.	❑ Adjusts instructional timelines and activities based on student needs.	
❑ Provides teacher-controlled learning experiences and little student independence.	❑ Plans opportunities for students that demand more independence and responsibility.	❑ Prepares students and expects that they will be responsible and independent in learning.	

CONTINUUM OF LEVELS OF TEACHER DEVELOPMENT IN DIFFERENTIATION (CONTINUED)

INSTRUCTION (CONTINUED)

Level One	Level Two	Level Three	Reflections *(Where am I? What next?)*
❑ Follows an activity approach to learning, paying little attention to alignment of goals and instructional activities.	❑ Actively endeavors to align goals and student tasks and to decrease "sidetrips" from curricular goals.	❑ Engages in thoughtful and comprehensive planning to assure alignment of goals, student tasks, and assessment formats.	
❑ Engages most students in the same work, however, may assign additional work to challenge academically talented students.	❑ Strives to provide relevant, challenging work addressing learning goals.	❑ Engages all students in challenging, meaningful work focused on significant learning goals and their specific learning needs.	
❑ Uses mixed readiness cooperative groups, may also consider "behavior" issues when forming work groups.	❑ Uses flexible instructional grouping to match students with tasks appropriate for their learning needs.	❑ Uses flexible instructional grouping, students are grouped in a variety of ways for a variety of purposes to best meet learning goals and their needs.	
❑ Encourages students to read, do homework, or occupy their time as they choose if they finish early.	❑ Plans, presents, and posts ideas for students to engage in when they finish early.	❑ Plans, presents, and posts a "menu" of extension activities tied to curricular themes that represent a variety of learning preferences and interests for students who finish early.	
❑ Has all students engage in the same products and presentation formats.	❑ Lets students choose from a range of product and presentation formats.	❑ Plans for a range of products and presentation formats. Students are sometimes able to choose, and other times are assigned, particular products or presentation formats to either match or stretch learning preference and experience.	
❑ Provides limited or no adjustment of tasks based on needs of specific learners	❑ Uses a single strategy for tiering assignments (by readiness, challenge/complexity, learning preference, level of abstraction, learning resources, or degree of structure).	❑ Tiers assignments in a variety of ways for a variety of purposes (by readiness, challenge/complexity, learning preference, level of abstraction, learning resources, or degree of structure).	

Continuum of Levels of Teacher Development in Differentiation (continued)

ASSESSMENT

Level One	Level Two	Level Three	Reflections *(Where am I? What next?)*
❑ Rarely if ever uses preassessment. ❑ Relies on daily work, homework, quizzes, and teacher observation in formative assessment.	❑ Relies on formal (paper/pencil) preassessment strategies. Acts on data in planning. ❑ Uses a limited range of formal and informal formative assessment strategies, but consistently reflects on and acts on data when planning.	❑ Consistently uses both formal and informal preassessment strategies. Acts on data in planning. ❑ Consistently utilizes a broad range of formal and informal formative assessment strategies and applies results for planning purposes.	

GRADING PRACTICES

Level One	Level Two	Level Three	Reflections *(Where am I? What next?)*
❑ Assigns grades that reflect work habits, attitudes, and behavior.	❑ Assigns grades that reflect attainment of learning goals. Reports work habits, attitudes, and behavior in another manner.	❑ Assigns grades that reflect attainment of learning goals. Learning progress, work habits, attitudes, and behavior are also reported, but in another manner.	

SURVEY OF STUDENTS

1. Who may experience difficulty with this year's curriculum because prerequisite content, skills, or processes are lacking?

2. Who generally exhibits knowledge, skills, understandings, and thinking beyond his or her age peers?

3. Who needs modifications or adaptations of work to meet the requirements of an IEP or a 504 plan?

4. Who might be a candidate for "testing" out of content or skills and replacement of regular classroom activities with more challenging work or learning opportunities reflecting their strong interests or talents?

5. Who needs tasks directed at her or his stage of English language acquisition?

6. Who doesn't need more work, but requires greater stretch or challenge in his or her work and more experiences that go beyond the regular curriculum?

7. Who needs more support when reading is required?

8. Who needs more support, scaffolding, or structure in working independently?

9. Who is capable of doing more challenging work, but instead chooses to do less demanding tasks?

10. Who needs modifications in the class environment to be able to focus on her or his work?

11. Who exhibits low value for learning, and possibly for school in general, which results in lack of motivation?

12. Who needs help with perfectionism so that she or he does not constantly stress over her or his work?

13. Who is consistently curious and inquisitive?

14. Who needs to experience more success in school and learning?

15. Who needs frequent recognition of work well done to build his or her self-confidence in doing quality work?

16. Who needs acknowledgment that she or he is making progress in learning in order to "see" herself or himself getting better?

17. Who needs to be encouraged to take a chance and take on a challenge?

18. Who prefers to work alone rather than in a group?

19. Who needs more direction on what to do and what to do next?

20. Who needs more reinforcement and attention to stay on task?

CLASS DIVERSITY PROFILE

Profile Table #1

Multiple checkmarks indicate students with advanced abilities who need more in-depth or complex learning, as well as possible extensions or modifications of grade-level curriculum content or goals based on readiness and interests.

STUDENT NAMES	Q2	Q4	Q6	Q9	Q12	Q13

CLASS DIVERSITY PROFILE (CONTINUED)

Profile Table #2

Multiple checkmarks indicate students who need modifications, adaptations, or greater support in learning.

STUDENT NAMES	Q1	Q3	Q5	Q7	Q8	Q19	Q20

Profile Table #3

Multiple checkmarks indicate students who exhibit affective needs that should be kept in mind in classroom interactions.

STUDENT NAMES	Q11 Motivation	Q14 Success Experiences	Q15 Recognition	Q17 Recognition	Q16 Confidence in Learning	Q18 Confidence in Learning

Profile Table #4

Checkmarks indicate students who may need modifications of the classroom environment.

STUDENT NAMES	Q10

DIFFERENTIATED LEARNING PLAN

* indicates a strategy for differentiation

1. Standards/KUDo's:

2. Preassessment/Formative Assessment Notes:

3. Hook:

4. Content Delivery (WHAT they will learn)

___ same resources

___ different resources (e.g., leveled)*

___ same goal for all

___ advanced goal for some*

___ modified goal for some*

Notes:

5. Direct Instruction/Modeling

(HOW they will learn it)

___ single strategy that engages all

___ more than one learning preference (based on Multiple Intelligences)*

___ more than one modality (e.g., auditory, visual, kinesthetic)*

Notes:

6. Application Activities

(HOW they will learn it)

___ same for all

___ tier by learning preference (based on Multiple Intelligences)*

___ tier by readiness*

___ tier by challenge/complexity*

Notes:

7. Independent Application (How they will DEMONSTRATE their learning)

___ individual work

___ with a partner

___ in a small group (based on Multiple Intelligences)*

___ tier by readiness*

___ tier by challenge/ complexity*

___ student choice based on interest*

Notes:

8. Closure: Activity/Question and Answer/Sharing of Products/Exit Slip/Review/ Critical Reflection/Question Posing

Notes:

9. What next?

Formative Assessment Notes:

CHECKLIST OF SIX ESSENTIAL FEATURES OF DIFFERENTIATED CHOICE BOARDS

1. _____ Presents activities clearly focused on learning goals or academic standards

2. _____ Presents activities involving a process or product that all students have previously experienced

3. _____ Presents activities reflecting multiple learning preferences

4. _____ Organizes tasks in ways that control choices to benefit students

5. _____ Offers engaging, interesting choices for all students

6. _____ Represents a variety of tasks purposefully differentiated by learning preference, readiness, and challenge and/or complexity (one board for all students)

or

_____ Represents tasks specifically differentiated and prescribed to respond to the needs of a particular group of learners (several boards, each assigned to a group based on learning needs)

CRITERIA FOR WELL-DESIGNED TIERED ASSIGNMENTS

☐ Are used as necessary and appropriate to address the learning differences in a classroom.

☐ Are clearly focused on learning goals.

☐ Reflect work on critical content, processes, or skills.

☐ Are designed to respond to the immediate and specific learning needs of different groups of students (tiered by readiness, challenge and complexity, degree of structure, level of abstraction, learning preference, or need for support).

☐ Are equally active, engaging, and interesting.

☐ Reflect differences in purpose and are not simply more or less or redundant work.

☐ Require similar time commitments. Either all can be completed during the class period or all require homework.

☐ May be assigned to be completed individually, with a partner with like needs, or collaboratively in a small group of like learners.

☐ Offer an opportunity for students to learn from each other. Tiers should offer different but related experiences. Students should share their work.

☐ Are used as practice or daily work, not as an assessment task to be graded.

THREE-TIER TASK PLANNING FRAMEWORK

KUDo's (learning goals)

Tier by:
☐ Readiness
☐ Level of Challenge/Complexity
☐ Degree of Structure
☐ Degree of Abstraction
☐ Level of Support
☐ Learning Preference

Tier Three: For Some

Tier One: For Most

Tier Two: For Some

TIERED ASSIGNMENT DESIGN TEMPLATE

* indicates a differentiation strategy

1. GOALS

____ Same goal for all: _____

____ Different goals for different students *

    A. _____

    B. _____

2. MATERIALS/RESOURCES   TASKS

____ Same materials/resources . . . . same task
____ Same materials/resources . . . . different tasks*
____ Different materials/resources . . . . same task*
____ Different materials/resources . . . . different tasks*

Notes:

3. PRODUCTS

____ Same product for all students
____ Different products matched by needs or learning preferences*
____ Choice of products representing different interests, learning preferences

Notes:

4. WORK ARRANGEMENT

____ Individual work
____ Partner work by likeness
____ Small group work by likeness

25 FORMATS FOR DIFFERENTIATION

Formats Offering Student Choice

1 Choice of assignments designed by learning preference (Multiple Intelligences)
Example: Students choose from a list of activities relating to a topic that reflect a variety of learning preferences: sing it, write it, diagram it, draw it, act it out, etc.

2 Choice of assignments skillfully designed by challenge and complexity level
Example: Teacher uses a tic-tac-toe, show-and-tell, two-by-two, or other such choice board presenting differentiated tasks with teacher-planned choices.

3 Journal prompts provided by the teacher and selected by the students based on interest *
Example: Students select from a list of writing assignments related to a theme, concept, or topic of study.

4 Choice of work style: individual, with a partner, in a small group *
Example: Students do the same task but have a choice of ways to complete it.

5 Availability of study guides like notetaking templates or graphic organizers
Example: Teacher-developed graphic organizers that capture key ideas from the text or lecture are used for preparation for assessments/exams.

6 Choice of topic by interest, same task *
Example: All students complete the same task (e.g., construct an informational brochure), however, they choose the topic for their product (e.g., choose from a list of key topics related to the rain forest).

7 Choice of activity by interest *
Example: All students choose to do particular parts of a group project (e.g., a newspaper project in which students choose the role of columnist, editorial cartoonist, editorial page editor, etc.).

8 Choice of topic, same task, leveled reading sources assigned by teacher
Example: A compilation of articles related to the selected topics are placed in colored folders classified by reading level. Students select a topic and are directed to the folder containing the resources matched to their reading readiness.

9 Choice of ways to share information *
Example: Students may write, present, draw, or diagram information.

Teacher-Prescribed Formats

10 Tasks based on readiness demonstrated in preassessment
Example: Students are assigned to science labs involving different topics and different tasks based on their prior knowledge; all groups share their results with the class.

11 Tasks with similar content, different levels of difficulty or complexity
Example: Students work with the same content, but are assigned to different activities based on their learning needs.

12 Tasks assigned based on learning preference
Example: Bodily/kinesthetic students perform a skit, while Visual/spatial students create a poster.

13 Readings or research in small groups assigned by prior content knowledge *
Example: One group explores introductory or foundational information; another explores more complex, in-depth, technical information. All groups share.
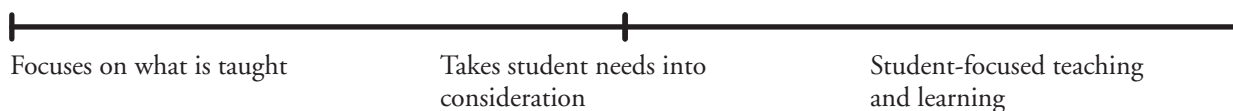
* indicates formats that require little or no prep

14 Tasks supported by greater scaffolding

Example: Students who need more support in their learning, or who need a complex task broken down into more accessible steps, are provided necessary templates, formats, or procedure checklists to increase their likelihood of success.

15 Tasks supported with technology resources

Example: Students who have extensive knowledge and interest in a particular topic are matched to online resources to extend their learning beyond the core curriculum. Other students use online sources to supplement or support text content.

16 Tasks demanding different levels of abstraction

Example: Some students are assigned more concrete applications to assist them in understanding; other students engage in tasks that demand more abstract thinking.

17 Tiered graphic organizers

Example: Students using the same content are assigned to particular graphic organizers differing in their degree of structure and level of complexity or abstraction.

18 Essay questions or journal prompts tiered by level of difficulty

Example: Essay questions reflecting varying levels of complexity or abstractness are assigned to particular students.

19 Tasks tiered by demonstrated readiness

Example: Students are assigned to particular activities based on their readiness levels (e.g., additional practice with vocabulary/skills, application of vocabulary/skills, extension of vocabulary/skills).

20 Same project, student roles assigned by teacher *

Example: Teacher assigns particular students in each group to take leadership roles based on their particular talents or learning preferences (e.g., the lead writer, the lead researcher, etc.).

21 Paired reading and question responses with partner of similar ability, struggling readers with teacher *

Example: Struggling readers can be better coached through reading and response by a teacher than by an age peer; other students may select to join the teacher's group if they wish.

22 Mini-lessons on skills or content by invitation and self-selection *

Example: Students who lack particular skills or content based on formative data are invited by the teacher to join the mini-lesson; other students may select to attend based on their own perceived needs.

23 Work partners assigned based on same content knowledge *

Example: Students work with partners who are at the same knowledge level related to the content being studied.

24 Same topic, different reading sources based on reading readiness

Example: All students read about the same topic but their resources vary by reading readiness.

25 Same topic, primary or paraphrased readings

Example: All students read about the same topic but some are assigned primary resources while others are given paraphrased readings (e.g., either Martin Luther King Jr.'s original speech, or a summary of his key points, ideas, and themes).

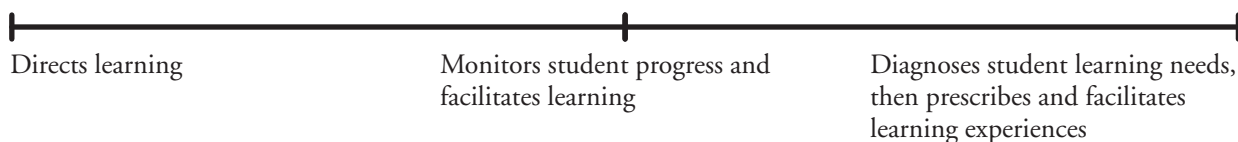* indicates formats that require little or no prep

CLASSROOM MANAGEMENT CONTINUUM

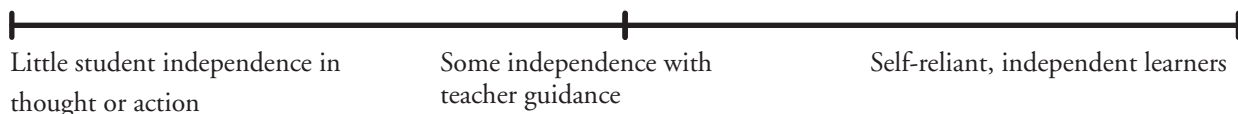Note with an "X" where you would place yourself on the continuum between the various descriptors listed.
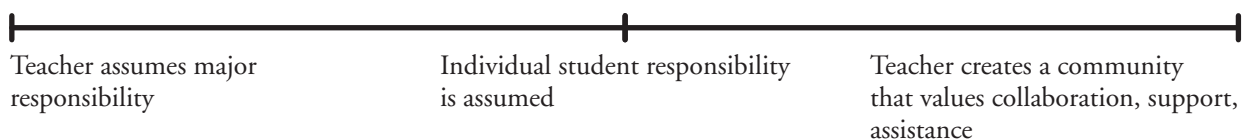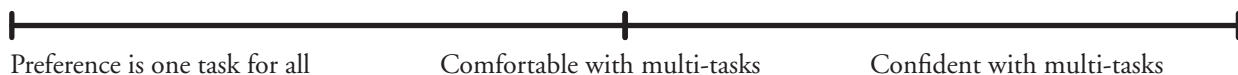
1. TEACHER'S FOCUS

Focuses on what is taught	Takes student needs into consideration	Student-focused teaching and learning

2. TEACHER'S ROLE

Directs learning	Monitors student progress and facilitates learning	Diagnoses student learning needs, then prescribes and facilitates learning experiences

3. STUDENT INDEPENDENCE

Little student independence in thought or action	Some independence with teacher guidance	Self-reliant, independent learners

4. STUDENT RESPONSIBILITY

Teacher assumes major responsibility	Individual student responsibility is assumed	Teacher creates a community that values collaboration, support, assistance

5. TASK MANAGEMENT

Preference is one task for all	Comfortable with multi-tasks	Confident with multi-tasks

6. ORGANIZATION OF TIME AND TASKS

Few prompts for what, when, how, what next	Sufficient prompts that lead to limited or irregular self-direction	Organized and explicit system for what, when, how, what next
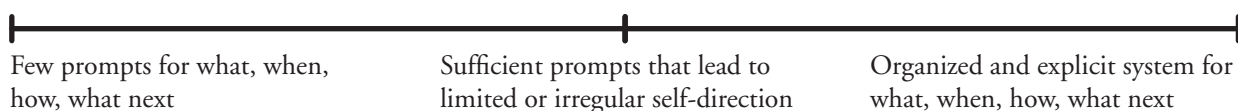
7. ORGANIZATION OF STUDENT WORK

Few explicit systems for organizing and managing student work	Some systems provided but limited or irregular student follow-through	Purposeful, effective systems organizing and managing work
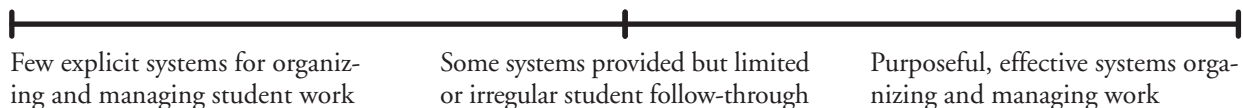
8. PROVIDING STUDENT FEEDBACK

Teacher feedback only	Teacher feedback, student self-evaluation	Teacher feedback, student self-evaluation, peer feedback
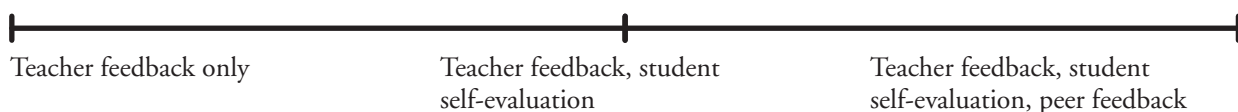
ASSIGNMENT CHECK-IN SHEET

STUDENT NAME/ STUDENT NUMBER	Assignment titles					
1						
2						
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24						
25						

CRITERIA FOR WELL-DESIGNED ANCHOR ACTIVITIES

☐ Represent significant learning, not busywork

☐ Offer differentiated tasks that vary in challenge and complexity

☐ Are engaging and interesting

☐ Capitalize on student learning preferences and interests

☐ Are written with sufficient specificity so that students can engage in them independently

☐ Use processes similar to past tasks so that students are able to work independently on them

☐ Are self-monitoring

☐ Provide a feedback loop such as a self-checking rubric or scoring sheet as appropriate to the task

☐ May include a requirement as to how many must be completed over a specific period of time

DIFFERENTIATION FOR
ALL STUDENTS VS. DIFFERENTIATION FOR GIFTED LEARNERS

For All Students	For Gifted Learners
Applies state academic standards or provincial goals	Extends academic standards or goals into "next levels" of the curriculum area
Provides activities that reflect rigor and variety	Incorporates advanced, in-depth, and complex content and processes
Provides modeling, guided practice, and scaffolding as appropriate	Provides cognitively complex learning
Engages students in choices based on interest in topic, process, or product	Provides students opportunities to pursue interests that may be outside the school curriculum
Uses appropriate pacing; may remediate or accelerate	Accelerates learning as appropriate to the student's talents
Provides opportunities for collaboration with like readiness, interest, or learning preference peers	Plans for associations with expert-level mentors to extend learning
Adjusts instruction in response to ongoing learning progress	Individualizes learning plans and experiences based on interests, need, and readiness
Selects, adapts, and plans for differences in readiness, interests, and learning preference	Selects, adapts, and/or creates materials and activities that respond to exceptional gifts and talents
Incorporates appropriate technologies to lead to mastery or enrichment	Uses technology to extend content, process, or product differentiation
Provides descriptive feedback on learning progress	Provides "expert" feedback on authentic tasks
Increases independence, responsibility, and self-management	Increases skills for autonomous learning to reach high levels of independence
Uses assessment tools to identify and plan for learning preferences, readiness, and interests	Uses assessment tools to identify mastery and then eliminates, replaces, or extends learning tasks
Uses multiple assessment methods to monitor learning progress	Uses assessment data to identify exceptional learning needs and prescribe appropriate academic interventions

GUIDELINES TO DEVELOP CURRICULUM DEPTH AND COMPLEXITY

1. Use the language of the discipline.

Ask:
- What is the specialized vocabulary of _____?
- What specific skills and processes are used by professionals in _____?
- What typical tasks do these professionals engage in?

2. Explore specific details.

Ask:
- What are the essential attributes of _____?
- What are the factors or variables that affect it?
- What are its basic elements?

3. Identify patterns.

Ask:
- What recurring events, activities, or actions characterize _____?
- Is there a particular order or sequence to these patterns?
- What are we able to depend on or predict will occur?
- What can we hypothesize, prove, or defend about _____?

4. Identify trends.

Ask:
- Are there particular courses of action or trends related to _____?
- What factors influence these trends?
- What might be the social, political, or ethical affects of these trends?

5. Consider unanswered questions.

Ask:
- What is still not known or understood about _____?
- What factors influence our understandings of _____?

6. Identify rules.

Ask:
- What structures exist in _____?
- What orders or hierarchies are represented in it?
- What stated or unstated assumptions relate to _____?

7. Explore ethics.

Ask:
- What dilemmas or controversies are involved in _____?
- How does _____ impact people?
- How might elements such as bias, prejudice, and discrimination affect _____?

8. Identify the "big ideas."

Ask:
- What are the theories or principles represented in _____?
- What connections or interrelationships are evident in _____?

9. Examine concepts over time.

Ask:
- How has the past, the present, and the future affected _____?
- How has it changed over the past ___ years?
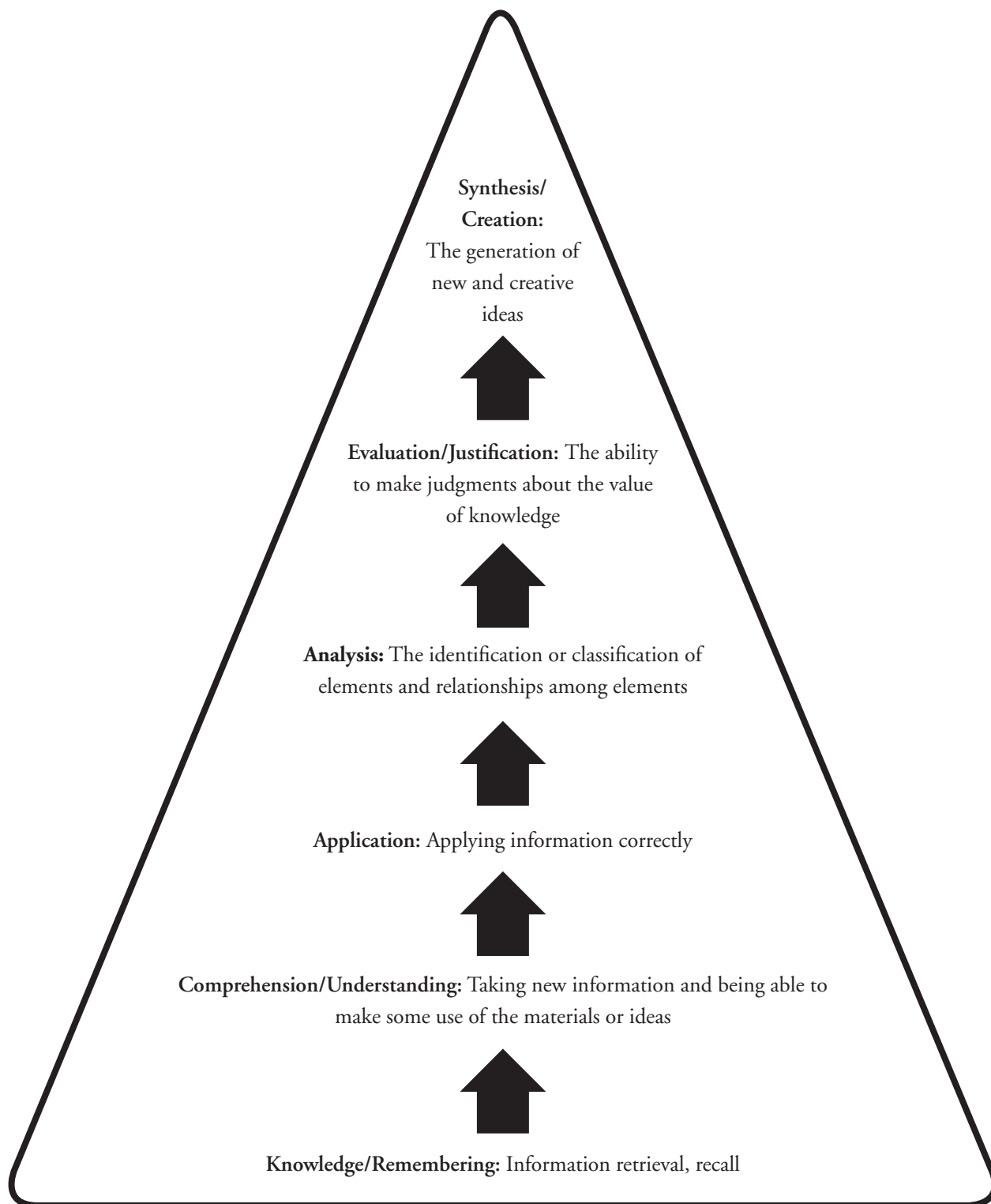
10. Identify different points of view.

Ask:
- What are the different perspectives on _____?
- What are the opposing viewpoints related to it?

11. Make interdisciplinary connections.

Ask:
- What connections are there between _____ and other disciplines or subjects?

BLOOM'S TAXONOMY

**Synthesis/
Creation:**
The generation of
new and creative
ideas

Evaluation/Justification: The ability
to make judgments about the value
of knowledge

Analysis: The identification or classification of
elements and relationships among elements

Application: Applying information correctly

Comprehension/Understanding: Taking new information and being able to
make some use of the materials or ideas

Knowledge/Remembering: Information retrieval, recall

TEMPLATE FOR DESIGNING TIERED ASSIGNMENTS

Sample Complexity Trigger Words

Critical Thinking			Creative Thinking			Problem Solving		
Compare/Contrast	Cause/Effect	Assumptions	Generate ideas	Elaborate	Innovate	Analyze patterns	Hypothesize	Verify/Check
Point of view	Analyze arguments	Generalizations	Divergent thinking	Ambiguity	Abstract	Generate alternatives	Monitor	Decide/Plan
Relevance/Irrelevance	Fact/Opinion	Sequence & Prioritize	Open-endedness	Imagination	Metaphorical	Define problem	Summarize	Put into practice

Unit/Theme:

KUDo's:

Advancing Rigor →

Raising Complexity ↑

	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
	Bloom's verbs: *tell, list, define, label, recite, memorize, repeat, find, name, record, fill in, recall, relate*	**Bloom's verbs:** *locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate, retell, show, outline, rewrite*	**Bloom's verbs:** *demonstrate, construct, record, use, diagram, revise, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate*	**Bloom's verbs:** *compare, contrast, classify, critique, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer*	**Bloom's verbs:** *judge, predict, verify, assess, justify, rate, prioritize, determine, select, decide, value, choose, forecast, estimate*	**Bloom's verbs:** *compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform*
Extended, Advanced Task						
On-Target Task						
Adapted, Modified Task						

SCHOOL-BASED
ACTION PLAN FOR DIFFERENTIATION

1. REFLECT ON CURRENT SCHOOL PRACTICES

In my school, I see . . .

2. EXAMINE TEACHERS' BELIEFS

☐ We are there. Beliefs are held and acted on.

☐ We're almost there.

☐ We have work to do.

3. CONSIDER TEACHERS' ATTITUDES

☐ Generally positive

☐ Somewhat positive

☐ Skeptical

☐ Oppositional

4. TAKE STOCK OF SCHOOL INITIATIVES

Initative:_____ + −

Initative:_____ + −

Initative:_____ + −

Initative:_____ + −

5. ESTIMATE CHANGE NEEDED

1……………..2………..……..3……….……4

Little leap   Big change

6. IDENTIFY OBSTACLES TO CHANGE
List.

7. ASSESS AVAILABLE ENERGY (1 = LITTLE, 3 = A LOT)

_____ School leadership

_____ Teachers

_____ District Administrative Team

_____ Board of Education

_____ Parents

8. DETERMINE WHERE TO BEGIN

We will start by . . .

THE 20 FOUNDATIONAL BELIEFS OF DIFFERENTIATED CLASSROOMS

1 All people share common feelings and needs.

2 Schools should help people understand and respect their commonalities.

3 All children can learn.

4 Individuals differ significantly as learners.

5 Schools should help people understand and respect their differences.

6 Intelligence is not fixed; it is dynamic.

7 There are many ways to be smart.

8 The art of teaching is maximizing our students' success in learning.

9 The central goal of schools should be to increase the likelihood that all students will learn and succeed in reaching learning goals.

10 Students are at the center of the classroom; it is not about what *we* teach, but what *they* learn.

11 Students should be actively involved in making sense of the world around them.

12 All students represent a unique profile of readiness needs, learning preferences, and interests.

13 Effective teachers know their students' readiness needs, learning preferences, and interests, and act on this knowledge as they plan for instruction.

14 Because of the unique profiles of students, not all students will do the same thing at the same time in the classroom.

15 All students require respectful, engaging, and rigorous learning experiences.

16 Students' feelings of confidence and competence in learning are enhanced through success in learning experiences at the edge of their competencies that offer challenge and require effort.

17 Learning should be about individual growth and progress and not about comparisons to others.

18 Teachers and other adults need to help students accept responsibility for their growth and learning progress.

19 Students and teachers deserve schools and classrooms that are communities of respect, safety, and learning.

20 Parents can be partners in encouraging and supporting students' success in learning.

WALKTHROUGH INDICATORS OF DIFFERENTIATION IN ACTION

☐ Teacher uses a variety of instructional strategies to engage the students in learning.

☐ Teacher purposefully responds to student differences as they appear during the lesson by reteaching, reinforcing, or extending learning.

☐ Students are engaged in different tasks but are working on similar goals.

☐ Students are engaged in the same task but are using readiness-based resources.

☐ Students are engaged in different tasks at different levels of challenge or complexity.

☐ Students are engaged in tasks representing different degrees of scaffolding.

☐ Some students are engaged in tasks that have been modified or adapted for their needs.

☐ Student activities reflect differences in readiness, interest, or learning preference.

☐ Technology is being used to provide different learning experiences for some students.

☐ Teacher is using an informal or formal preassessment strategy (e.g., check-in slips).

☐ Teacher is gathering formative assessment data (e.g., exit slips).

☐ Students are purposefully grouped for activities.

☐ Students are given a choice in content, process, or product.

☐ Students are given a choice to work alone, with a partner, or in a small group.

☐ Resources within the classroom reflect differences in depth or sophistication of content.

☐ Resources within the classroom reflect differences in reading-readiness levels.

☐ Teacher is appropriately utilizing anchor activities for students who complete work early.

☐ Students are able to move to independent work when they are ready.

☐ Workstations represent a range of skill progressions.

☐ Workstations present print resources reflecting different readiness levels.

☐ Students are assigned to particular workstations or particular tasks within a workstation.

TIPS FOR KEEPING DIFFERENTIATION ALIVE IN YOUR SCHOOL

◗ Spotlight a strategy or share an application at each faculty meeting.

◗ Convene problem-solving groups. Bring together teachers who have had success with a strategy and those who are finding it difficult to implement.

◗ Do school mailbox or email professional development. Share an article or contribute a new idea or strategy by duplicating and delivering it to teachers' mailboxes or forwarding an article or link via email.

◗ Share ideas and differentiated activities by placing a hanging file by the copy machine or in the teachers' lounge or workroom.

  • Organize file folders by grade or department.

  • Ask teachers to share their differentiated activities by putting an extra copy in the file folder for others to review as they have time.

  • Agree to a practice that if you modify someone's idea or activity based on the needs of your students, you put your new version in the file. This way the ideas grow.

  • Alternately, post a share file for each grade level or department on your school's intranet site.

◗ If such requirements are possible, require a professional growth target related to differentiation.

◗ Hold a question and answer session with an outside differentiation expert or an active practitioner in your district or school or neighboring school district.

◗ Establish a book study group on a differentiation text.

◗ Set up expert groups for each differentiation strategy. Determine who to go to for advice about tiering, for using a particular choice format, for using informal assessment strategies, etc.

◗ Discuss an article or piece of research related to differentiation at a coffee and dessert "happy hour" or a brown bag lunch session.

◗ Set up a make-and-take work session to create differentiated classroom materials.

◗ Commit a grade-level or department meeting agenda to discussing ideas for differentiation or for collaborative planning.

◗ Encourage and provide opportunities for teachers to observe colleagues using a particular differentiation strategy in their classrooms.

◗ Identify teachers who could be coaches for colleagues as they try out new differentiation strategies. Allow time for them to visit the classroom, observe a lesson, and provide feedback, ideas, and coaching to enhance practices.

◗ Determine times when teachers can do specific topic-alike planning. For example, all primary teachers can get together to work on literacy ideas, or all social studies teachers can meet to work on service learning activities.

THE HABITS OF DIFFERENTIATION

- Survey, watch, listen, and ask in order to find out more about your students as individuals and as learners.

- Use quick informal preassessments one to two weeks before you start a unit.

- Act on both formal and informal formative assessment data as it comes in.

- Determine your KUDo's before you plan student activities.

- Discard activities that are not directly related to the goals established by your KUDo's.

- Sort activities into two groups: those that need to be done by all students and those that should only be done by some students. Be selective about activities in the "all" group.

- Use the "some" activities as a level of a tiered assignment or on a choice board.

- Use generic rubrics whenever possible.

- Provide opportunities for student choice of content, process, or product.

- When the need arises, tier an assignment by content, process, or product, and prescribe "just right, right now" tasks.

- Use multiple print or technology resources matched to students' reading readiness or prior knowledge about a curriculum topic.

- Grade less, remark more.

- Grade less, use peer- or self-assessment more.

- Pay attention to the balance of learning preferences in your teaching and in the products of your students.

- Always maintain or increase the rigor of learning tasks as you differentiate.

- Try new ways of grouping for instruction: by readiness, by challenge/complexity, or by learning preference.

- Set up structures for and expect more independence and responsibility on the part of your students.

- Remember the key to motivation is interest. Use "hooks" to interest students in new topics and motivate them to do the work.