Differentiation

What is it?

What does it look like in the classroom?
SHHH....

<table>
<thead>
<tr>
<th>1. Pick a column</th>
<th>2. Write or think silently</th>
<th>3. Be ready to share when you are called</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a definition of differentiation you feel clarifies its key intent, elements, and principals</td>
<td>Explain what differentiation is in terms of what a teacher would be doing in a classroom and why. Your definition should create an image of differentiation in action in a real setting.</td>
<td>Develop a metaphor, analogy, or visual symbol that you think represents and clarifies what’s important to understand about differentiation.</td>
</tr>
</tbody>
</table>

Carol Tomlinson, 2009
## What is differentiation?

<table>
<thead>
<tr>
<th>What it is <em>not</em>…</th>
<th>What it is…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualize instruction</td>
<td>Proactive</td>
</tr>
<tr>
<td>All homogeneous groups</td>
<td>Blend/flow of whole-class and small group</td>
</tr>
<tr>
<td>Hard questions for the bright students and easy for the struggling student</td>
<td>Multiple approaches to content, process, and product</td>
</tr>
<tr>
<td></td>
<td>Student centered</td>
</tr>
<tr>
<td></td>
<td>Qualitative rather than quantitative</td>
</tr>
</tbody>
</table>
Teachers can differentiate

Content, Process, and/or Product
Differentiating content

- Differentiation of content refers to a change in the material being learned by a student.
- For example, if the classroom objective is for all students to subtract using renaming, some of the students may learn to subtract two-digit numbers, while others may learn to subtract larger numbers in the context of word problems.
Differentiating Process

- Differentiation of process refers to the way in which a student accesses material.
- For example, one student may explore a learning center, while another student collects information from the web.
Differentiating Product

- Differentiation of product refers to the way in which a student shows what he or she has learned.
- For example, to demonstrate understanding of a geometric concept, one student may solve a problem set, while another builds a model.
Sternberg’s Three Intelligences

• We all have some of each of these intelligences, but are usually stronger in one or two areas than in others.
• We should strive to develop as fully as possible each of these intelligences in students...
• ...but also recognize where students’ strengths lie and teach through those intelligences as often as possible, particularly when introducing new
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| Write a definition of differentiation you feel clarifies its key intent, elements, and principals | Explain what differentiation is in terms of what a teacher would be doing in a classroom and why. Your definition should create an image of differentiation in action in a real setting. | Develop a metaphor, analogy, or visual symbol that you think represents and clarifies what’s important to understand about differentiation. |

| Practical | Creative | Analytical |
Learning occurs best in an environment that contains positive interpersonal relationships and interactions, comfort and order, and in which the learner feels appreciated, acknowledged, respected, and validated.

Lambert and McCombs (1998)
1-2-3 Summarizer

After reading over my rough draft---
1 thing I really like about my first draft
2 resources I can use to help improve my draft.
3 revisions I can make to improve my draft.

on-going assessment of to help student self-awareness and planning
Windshield Check

• CLEAR – "I get it!"
• BUGS – "I get it for the most part, but I still have a few questions."
• MUD – "I still don’t get it."

Or: Dip Stick—Full, Half Full, Need Oil
Weather Report—Clear Skies, Partly Cloudy, Fog & Smog