

Differentiation Strategies

By the end of the session,
participants will be able to:

- state the 3 ways to differentiate course material
- state 3 student needs for differentiating course material
- explain one strategy they could use to differentiate

Activator - Anticipation Guide

True or False?	
False	Differentiated instruction is another name for the individualized instruction of the 70s.
True	Differentiation instruction includes a blend of whole-class, group, and individual instruction.
True	Differentiation can be planned for student's readiness, interests, or learning profiles.
True	Effective differentiation begins with awareness and understanding of basic student needs.
True	In differentiating instruction, the teacher proactively plans a variety of ways to "get at" and express learning.
False	Differentiated instruction is not student-centered.
True	In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well.
False	All differentiation requires a great deal of planning along with the identification and preparation of materials.



Differentiation of Instruction
is a teacher's response to learners' needs

↓
guided by general principles of differentiation
such as:

↙
respectful tasks

↓
flexible grouping

↘
ongoing assessments
and adjustments

Teachers can differentiate

┌───┐
content

└───┘
process

┌───┐
product

According to students'

┌───┐
readiness

└───┘
interests

┌───┐
learning style

Force Field Analysis - Lunch Session

List at least one driving force and one restraining force about planning for or implementing differentiated instruction.

Driving Forces

Why should we differentiate instruction?

Stronger/longer
material attainment
reach all students
gain student respect
by validating their needs
autonomy as a professional

Restraining Forces

What prevents us from differentiating instruction?

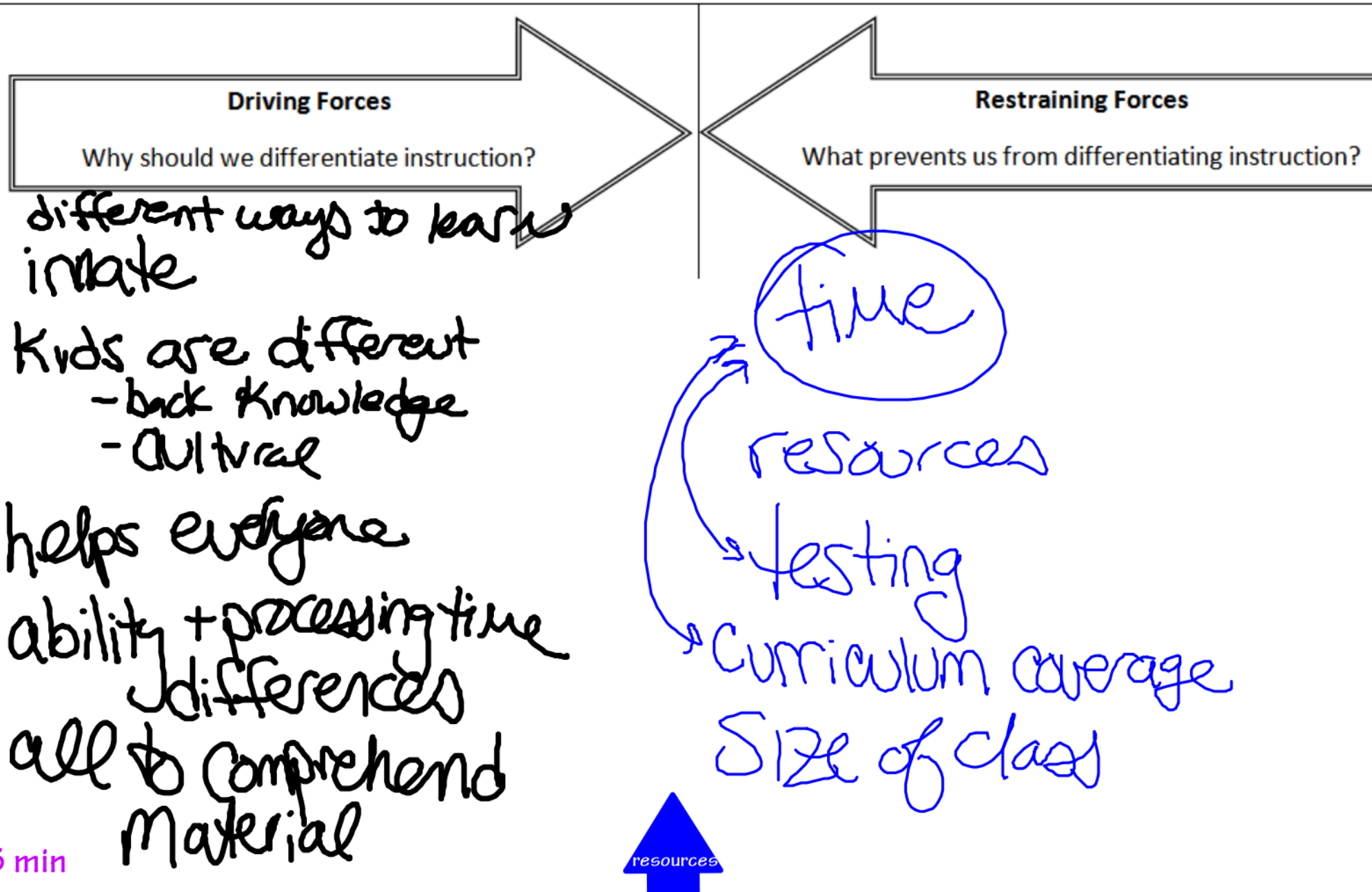
Class size
time
other paperwork/misc duty
Student willingness
need strategies

resources

3 min

Force Field Analysis - After School

List at least one driving force and one restraining force about planning for or implementing differentiated instruction.



3 min

Mini vs Maxi Strategies

Mini-Strategies: *Low-prep strategies, some can be used for immediate interventions*

Maxi-Strategies: *High-prep strategies, Teacher directed strategies that require significant planning*

Scenario

Think of a common class activity
i.e. In math or science - students doing
a problem set or in English, world
languages - reading a passage in class

How would you differentiate that
lesson/activity based on the given
class composition?

Exit Ticket and Evaluation

Word Bank for #1:

product

interests

learning styles

curriculum

kinesthetic

process

content

readiness

modifications

assessments