# Ohio Javits
# I-GET-GTEd
# Teacher Module
# Differentiation Section

# 9 Differentiation Strategies

- For each strategy there are links to a PowerPoint presentation, planning documents and blank worksheets.

- The PowerPoint provides:

  - A description of the strategy and when it is used.

  - A "Try It" section that includes step-by-step instructions for using the planning documents and worksheets to create specific lessons you can use *tomorrow* in your classroom.

  - Discussion questions and suggestions.

  - Resources and materials for further reading.

# An Overview of all Differentiation Strategies on the Concept Map
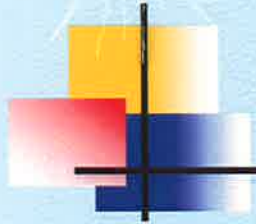
# Centers/Stations

- Centers/Stations are specific areas throughout the classroom that contain independent learning activities for students to complete. Students can complete these activities during transitional times, during specific "station" time, after finishing assigned work or at other times specified by the teacher.
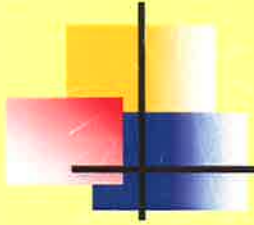
# Interest Inventories

- Interest Inventories are tools to identify student interests in a variety of areas.

- Interest Inventories are not necessarily content related but may look at many different interest areas.

- Once these interests are identified learning experiences can be developed to provide opportunities for students to explore a facet of their area of interest.

# Tic-Tac-Toe Menu

• The Tic-Tac-Toe Menu is a tool to teach and support independent work skills.

•This strategy allows the teacher to use approaches such as Bloom's Taxonomy and Gardener's Multiple Intelligences to create activities that respect students' individual preferences and learning styles.

• The Tic-Tac-Toe Menu allows students to select a series of activities to complete.

# Anchoring Activities

- An Anchoring Activity gives students choices of ongoing activities to be completed during times when they are not actively engaged in classroom work.

- Anchoring Activities can be:
  Used in any subject or across subjects
  Whole class assignments
  Small group or individual assignments
  Tiered to meet the needs of different learners by readiness, interest or learning style

- The Anchoring Activity presentation should be used in conjunction with the Choice Board/Agenda Presentation.

# Choice Boards

- Choice Boards are permanent pockets - like a word wall chart - where assignments are posted, arranged and changed based on teacher decision.

- Within the pockets are tasks students can do when time is available, such as before class officially begins, when an assignment is completed, when there is free time, etc.

- Students select from the assigned row on board, each row targeting students' particular learning needs.

# Agendas

- Agendas are personalized task lists where the order of completion is determined by student.

- The teacher shares instructional information with students, assigns tasks and sets aside agenda time where students can work on completing these tasks.

- Some teachers set this work time at the first part of day, before class starts or during attendance.

- Agendas can be scheduled as an anchoring activity when students complete an assignment and have time to work on other tasks.

# Learning Contracts

- Contracts are negotiated agreements between the teacher and student.

- Contracts provide the student with some freedom in acquiring skills and understandings what the teacher deems important based on Content Standards.

- Student choices can include:
    - what is to be learned (content)
    - working conditions (process)
    - how information will be applied or expressed (assessment)

# Cubing using Bloom's Taxonomy Verbs

- Cubing is a differentiation tool based on readiness.

- Cubing asks students to enter the task at a complexity level that is a best fit.

- Students will be grouped based on what you know about their strengths and weaknesses.

- Students do not have to be physically sitting next to one another in this group as the cubes will serve as their assignment guide.

# Tiering

- Tiering matches instruction with students' needs.
- Tiering allows students to begin learning where they are
- Tiered lessons allow modifications of working conditions based on learning style
- Tiering allows for reinforcement or extension of concepts and principles based on student readiness
- Tiering uses a variety of resource materials at differing levels of complexity and with different learning modes
- Tiered lessons adjust tasks by complexity, abstractness, and independence to ensure appropriate challenge.

# Assessment and Differentiation

**These topics will be explored:**
- **Grading vs. Assessment**
- **The Assessment Continuum**
- **Assessment strategies that support differentiation**
- **Assessment approaches to avoid**
- **The differentiated gradecard**

# Curriculum Compacting

- Compacting creates a challenging learning environment in the regular classroom.
- Compacting identifies objectives and guarantees proficiency in basic curriculum.
- Compacting honors previous learning.
- Compacting allows time for alternative learning activities based on advanced content and individual student interest.