25 Formats for Differentiation (continued)

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

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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:

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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

CONTINUED ➡

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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.

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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.	❑ Teachers share responsibility for learning.	❑ Teachers facilitate learning.	
❑ All students need to cover the curriculum, therefore, all students need to engage in the same activities.	❑ 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.	❑ 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.	
❑ Success or failure in learning is "owned" by the student.	❑ Teachers can increase the likelihood of student success through differentiation.	❑ Teachers have a professional responsibility to differentiate instruction to increase student-learning success.	
❑ Students are thought of as a group (e.g., 7th graders).	❑ Students differ in learning readiness.	❑ Students differ in learning readiness, interests, and learning preferences.	

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CONTINUED ➡

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).	

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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.	

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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

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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

Profile Table #2

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

Student Names	Q1	Q3	Q5	Q7	Q8	Q20	Q21	Q22

General Differentiated Instruction Resources

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

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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?

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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

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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

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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.

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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						

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FIGURE 96

Template for Designing Tiered Assignments: Energy Sources

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: Energy Sources

KUDo's: The students will be able to critically examine various sources of energy: fossil fuel, nuclear fission, wind, solar, and tidal energy.

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					Analyze and evaluate the arguments for each energy source focusing on the environmental and financial impacts of each choice. (Analysis also)	Create a multimedia presentation using SMART Board technology.
On-Target Task				Compare and contrast the advantages and disadvantages of each energy source.		Present critical facts in a PowerPoint presentation.
Adapted, Modified Task				Examine critical facts about each energy source that should be considered as we determine our future energy needs as a nation.		Share your results on a chart or poster using words, pictures, or symbols. You may use technology in creating your presentation if you wish.

FIGURE 97

Template for Designing Tiered Assignments: Simple Machines

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: Simple Machines

KUDo's: Students will understand the importance of simple machines in daily life.

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**					Identify a design problem in a household or recreational object. Combine at least two simple machines to improve the object to make it more efficient, effective, or fun. Sketch your invention, label the simple machines, and explain the problem the redesign solved.
	On-Target Task					Use at least one simple machine to create an invention to make an everyday chore easier or more enjoyable. Sketch your invention and label the simple machines. Describe the invention's use.
↓	**Adapted, Modified Task**	Given household objects, like an egg beater, identify the simple machines that are used in the object. Sketch the object and label the simple machines.				

FIGURE 98

Template for Designing Tiered Assignments: Citizenship

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: Citizenship Within a Community

KUDo's: The students will identify the fundamental rights of citizenship within a community.

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					Determine the lessons that can be learned from our interactions with First Nation's People (Native Americans) that can inform today's struggles for equality and fairness. Create five PowerPoint slides to share your ideas.	
On-Target Task				What are the current struggles for equality and fairness in the United States? Describe a group, its history related to equality and fairness and discuss the group's current concerns. Create five PowerPoint slides to share the information.		
Adapted, Modified Task				What are the concerns related to equality and fairness of a new immigrant group? Create five PowerPoint slides to share the concerns of this immigrant group.		

PSD will differentiate instruction based on knowledge of students' abilities, culture, backgrounds, and learning needs in relation to the standards.

(2.b Engagement Strategies sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Differentiate instruction based on students' abilities, culture, backgrounds, and learning needs in relation to the standards. Challenge and engage each student in the subject matter at a depth and breadth that ensures the student is maximizing his/her learning.	Advocate for and take advantage of learning opportunities designed to meet his/her specific learning needs.	Provide school-based and job-embedded professional development to help educators implement differentiated instruction strategies. Identify patterns of evidence that differentiation is occurring consistently and meets the needs of students. Provide instructional feedback on differentiation strategies.	Provide universal and targeted professional development and support for differentiation strategies.

PSD will utilize different instructional strategies in order to address individual student learning needs.

(3.c Scaffolds for Learning sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Differentiate based on students' individual progression towards the success criteria. Use different instructional strategies to ensure maximal opportunities to attain success. Balance the interplay of explicit teaching, scaffolding, and extended learning opportunities to lead to student ownership.	Advocate for personal learning support or extensions as needed to become self-reliant. Have high expectations relative to their current learning and strive to maximize learning.	Identify patterns of evidence that differentiation is occurring consistently and meets the needs of students. Provide instructional feedback on using different instructional strategies to provide maximal opportunities for student success.	Provide universal and targeted professional development and support on differentiation strategies and adjustments.

PSD will ensure teaching points are based on students' learning needs.

(1.c Teaching Point sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Base the teaching points on the learning needs for groups of students and individual students as needed.	Advocate for own learning needs and take advantage of learning opportunities designed to meet his/her specific learning needs.	Identify patterns of evidence that teaching points are based on students' learning needs. Provide feedback and support on the use of teaching points based on students' learning needs.	Provide universal and targeted professional development and support to expand strategies for adjusting teaching points and ensuring teaching points are based on students' learning needs.

PSD will plan instruction and make in-the-moment instructional adjustments based on ongoing assessment of student understanding.

(4.d Adjustments sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Plan instruction and make in-the-moment instructional adjustments based on ongoing assessments, striving for increased depth of student understanding.	Adjust personal learning strategies based on ongoing assessments to increase depth of understanding.	Provide ongoing instructional feedback about effectiveness of instructional adjustments. Individually and collaboratively respond to and plan based on building data regarding student performance.	Provide universal and targeted professional development and support to implement data-informed instruction and instructional adjustments.

Verbs Based on the Revised Bloom's Taxonomy

Remembering		Understanding		Applying	
alphabetize	point to	account for	order	adopt	illustrate
check	quote	advance	outline	apply	implement
count	recall	alter	paraphrase	calculate	interpret
define	recite	annotate	predict	capitalize	make
draw	recognize	associate	project	chart	manipulate
duplicate	record	calculate	propose	choose	map
fill in the blank	repeat	classify	qualify	complete	mobilize
find	reproduce	construe	recognize	compute	operate
hold	reset	contrive	rephrase	conclude	practice
identify	say	convert	report	conduct	put in
know	show	describe	restate	consume	put to use
label	site	discuss	retell	demonstrate	relate
list	sort	estimate	review	determine	schedule
locate	spell	expand	reword	dramatize	show
match	state	explain	rewrite	draw	sketch
memorize	tabulate	expound	select	employ	solve
name	tally	express	spell out	exercise	teach
offer	tell	identify	submit	exert	use
omit	touch	infer	substitute	exploit	utilize
pick	transfer	interpret	summarize	generate	wield
	underline	locate	transform	handle	write
		moderate	translate		
		offer	vary		

Analyzing		Evaluating		Creating	
analyze	examine	arbitrate	judge	arrange	invent
appraise	experiment	appraise	justify	assemble	manage
audit	explain	argue	measure	build	organize
break down	group	assess	prioritize	change	originate
categorize	identify	choose	rank	combine	plan
check	infer	compare	rate	compile	predict
classify	inspect	conclude	recommend	compose	prepare
compare	investigate	critique	resolve	conceive	prescribe
contrast	order	decide	score	conceptualize	pretend
criticize	question	defend	select	construct	produce
debate	reason	determine	support	create	propose
deduct	relate	editorialize	value	design	rearrange
detect	screen	evaluate	verify	develop	reconstruct
diagnose	search	give opinion	weigh alternatives	devise	reorder
diagram	separate	grade		forecast	reorganize
differentiate	sequence			formulate	role play
discriminate	simplify			generalize	structure
dissect	specify			generate	suppose
distinguish	survey			hypothesize	synthesize
divide	test			imagine	visualize
	uncover			integrate	write

FIGURE 5.12

FIGURE 7

Challenge Levels

Level	Definition	Action	Activities
Create	Put together in a new or different way	Create It	compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform
Evaluate	Determine worth or value based on criteria	Judge It	judge, predict, verify, assess, justify, rate, prioritize, determine, decide, value, forecast, estimate
Analyze	Examine critically	Examine It	compare, contrast, classify, critique, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer
Apply	Use what you have learned	Use It	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
Understand	Show your understanding	Understand It	locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate, retell, show, outline, rewrite
Recall	Recall facts and information	Know It	tell, list, define, label, recite, memorize, repeat, find, name, record, fill in, recall, relate

*Based on *Taxonomy of Educational Objectives: Book 1 Cognitive Domain* by Benjamin S. Bloom, et al. (New York: Longman, 1984) and *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* edited by Lorin W. Anderson and David R. Krathwohl (Boston: Allyn & Bacon, 2000).

FIGURE 10

Matrix Plan: Sample

Unit/Theme: Ocean biosphere

Unit Questions: What are the characteristics of oceans? What plants and animals live in oceans? What food chains link ocean plants with ocean animals? How does the geography of oceans affect human beings? How have human beings affected oceans?

Bloom's Taxonomy

Recall	Understand	Apply	Analyze	Evaluate	Create
tell, list, define, label, recite, memorize, repeat, find, name, record, fill in, recall, relate	*locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate, retell, show, outline, rewrite*	*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*	*compare, contrast, classify, critique, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer*	*judge, predict, verify, assess, justify, rate, prioritize, determine, decide, value, forecast, estimate*	*compose, hypothesize, design, formulate create, invent, develop, refine, produce, transform*
Brainstorm and list animals and plants that live in the ocean. (1)	Create a chart that shows the differences between an ocean and a lake in terms of smells, tastes, sounds, and appearance. (2)	In a collaborative group, illustrate the animals and plants that live at various depths of the ocean by designing a cut-paper mural. (6)		Identify the positives and negatives of living in either a coastal state or an inland state. Role-play a commercial convincing others to move to your state. (10)	Design a new ocean animal incorporating at least three characteristics of existing animals. Write a description of each characteristic, explaining your reasons for selecting it. (17)
In groups, research the migratory routes of gray, blue, right, or humpback whales, or of bottlenose dolphins. Locate and plot your animal's route on a world map, labeling its summer and winter habitats. (8)	Identify common characteristics of land and sea mammals. Explain the adaptations each kind of animal has made, based on habitat. Write a summary of your conclusions. (7)	Select a fable, myth, or tale of the sea. Present it to the class through storytelling. (11)	Examine the similarities and differences between land and sea geography. Present your comparisons in a Venn diagram. (3)	Collect and analyze articles from magazines and newspapers about current problems and issues related to ocean life. Create an ocean scrapbook and share it with the class. (12)	Create lyrics for a sea shanty or song about a sea adventure, or create a rap to teach facts about the sea. (13)
Using scale drawings, create life-sized drawings of at least five sea animals. Show and discuss size comparisons. (5)	In teams, research ocean plants and ocean animals. Make and arrange drawings to illustrate food chains. (4)	Create a poster or diagram showing high- and low-tide adaptations of a tidepool animal. (9)	Write a belief statement conveying your viewpoint and feelings about an environmental issue related to oceans, such as oil spills or offshore drilling. (16)	Collect data on threats to the habitats of at least three ocean animals. Determine trends and prioritize actions we must take to preserve ocean life. (15)	Develop an action plan to replace jobs in fishing communities lost due to fishing moratoriums. (14)

Based on a concept developed by Linda King and Barbara LeRose, Racine Public Schools, Racine, Wisconsin.

FIGURE 12

Three Kinds of Groups

Flexible Groups	Ability/Aptitude Groups	Cooperative Groups
Determined by teacher perceptions or evidence of learning needs.	Determined largely by scores on standardized tests of intelligence or aptitude.	Determined by the teacher or student choice.
Based on specific learning needs, strengths, or preferences.	Based on general performance or achievement.	Usually random as to student ability or learning preferences.
Fluid group membership.	Rigid group membership.	Fluid group membership.
Groups work on different activities based on needs, strengths, or preferences.	Groups all tend to work on the same or similar activities.	Each group works on the same task or on one facet of the same task.
Students are grouped and regrouped as appropriate for particular activities.	Students may or may not be regrouped within the classroom based on instructional needs.	Students may be purposely mixed as to learning needs and academic strengths to provide peer instruction or leadership within groups.
Occurs as needed.	Occurs daily.	Occurs when a task seems appropriate.
Grouping based on individual students' skill proficiency, content mastery, learning preferences or interests.	Grouping based on perceptions about innate ability.	Grouping for the purpose of developing collaborative skills.

FIGURE 18

Matrix Plan Used to Design a Project Menu

Unit/Theme: Folktales and fairy tales

Unit Questions:

What are the characteristics of folktales and fairy tales?
What are repeating patterns or themes used in folktales and fairy tales?
How is factual information represented in this genre?
How are lessons taught or morals presented in folktales and fairy tales?
What are some cross-cultural stories or themes found in folktales and fairy tales?

Bloom's Taxonomy

Recall	Understand	Apply	Analyze	Evaluate	Create
tell, list, define, label, recite, memorize, repeat, find, name, record, fill in, recall, relate	*locate, explain, summarize, identify, describe, report, discuss, review, paraphrase, restate, retell, show, outline, rewrite*	*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*	*compare, contrast, classify, critique, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer*	*judge, predict, verify, assess, justify, rate, prioritize, determine, decide, value, forecast, estimate*	*compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform*
Read about wolves in reference books or on our bookmarked websites. Review the fairy tales we've read that have wolves as characters. Make a chart listing facts and fiction (true/false information) about wolves, or create a collection of items or artifacts to represent your ideas about wolves, whether fact or fiction.	Make a list of the heroes and villains in the fairy tales we've read in class and those you've read on your own. Explain why you consider each a hero or a villain by creating picture book illustrations or a rap or jingle.	Retell a folktale or fairy tale of your choice on an illustrated timeline. Include a minimum of four events. Write a journal entry about a day in the life of a folktale or fairy tale character. Include details from the story.	Pretend that a villain in a folktale or fairy tale is going on trial. Decide if you will defend or prosecute this villain. Write testimony that could be used in a trial to prove the villain's guilt or innocence. Include information about what caused the villain to go bad and what led to his or her actions in the story. Record or act out your testimony. Compare and contrast two versions of a fairy tale, one from Grimm's Fairy Tales and one from another culture. Chart how the versions are alike and different.	If you could have a magic power like the characters in fairy tales, what power would you choose and how would you use it? Show yourself and your new power by making a poster, telling a story, writing a song or rap, or doing a skit.	Retell a folktale or fairy tale from the villain's perspective. Share your story by creating a comic strip.

Meet with Colleagues, Examine Your Curriculum

As suggested for special education students, it's a good idea to meet with your school's gifted education teacher or specialist to discuss the specific learning needs of your gifted students. Become aware of the way your school identifies gifted and talented learners. Review the available information to help you understand the learning strengths of gifted students. Find out what resources, training, or materials might be available to you. Even if your school lacks gifted education services, the following information can help you differentiate instruction appropriately for gifted learners.

Spin-offs (see Chapter 7, pages 115–117) provide students an opportunity to explore an area of interest to them. However, the choices you offer may be limited by curriculum requirements. The interests and passions of gifted learners often lie beyond or outside the general curriculum. Instructional looping (see pages 107–111) will help you accommodate differences in skill mastery, but some gifted students are considerably out of alignment with their grade-level curriculum. How do you respond when the issue becomes not what you'll do for gifted students today or this week, but what you'll do for them during an entire unit or grading period? Some answers from the field of gifted education are curriculum compacting, individual planning, and the assistance of mentors or subject area specialists.

But before tackling these three approaches, you might begin your process of differentiation simply by examining your curriculum with the following set of questions in mind (developed using Robert Eberle's creative thinking checklist, SCAMPER). SCAMPER techniques alone do not comprehensively differentiate for gifted learners, but they do prompt your thinking about approaches most appropriate for these learners.

FIGURE 27

Differentiation "SCAMPER"

For Gifted and Talented Students

Substitute
What basic content could I replace with more abstract, advanced, or sophisticated content?

Combine
How can I combine learning with creative thinking to encourage originality and innovation?

Adapt
How can I adapt curriculum to accelerate the pace of instruction?

How can I adapt activities to elicit high levels of performance?

Modify
How can I modify learning to provide greater depth and complexity?

Put to other use
How can I accelerate the pace of instruction so class time can be used for in-depth or advanced learning reflecting students' specific interests and talents?

Eliminate
What mastered content or skills can I eliminate so students can focus on more advanced learning?

Reverse/Rearrange
How can I rearrange or reorganize curriculum to give students time to develop original ideas and products?

Adapted from *Scamper* by Robert Eberle (Waco, TX: Prufrock Press, 1971). Used with permission.

Curriculum Compacting

Compacting* is an essential element in differentiating for gifted and talented students whose content knowledge or skill development is substantially different from their classmates' and who have a strong desire to pursue an interest-based, advanced project. **When you compact curriculum, you examine a particular**

*As advocated and described by Sally Reis, Joseph Renzulli, and Deborah Burns in *Curriculum Compacting: The Complete Guide for Modifying the Regular Curriculum for High Ability Students* (Mansfield Center, CT: Creative Learning Press, 1992).

Figure 1.1
Key Elements of Effective Differentiated Instruction

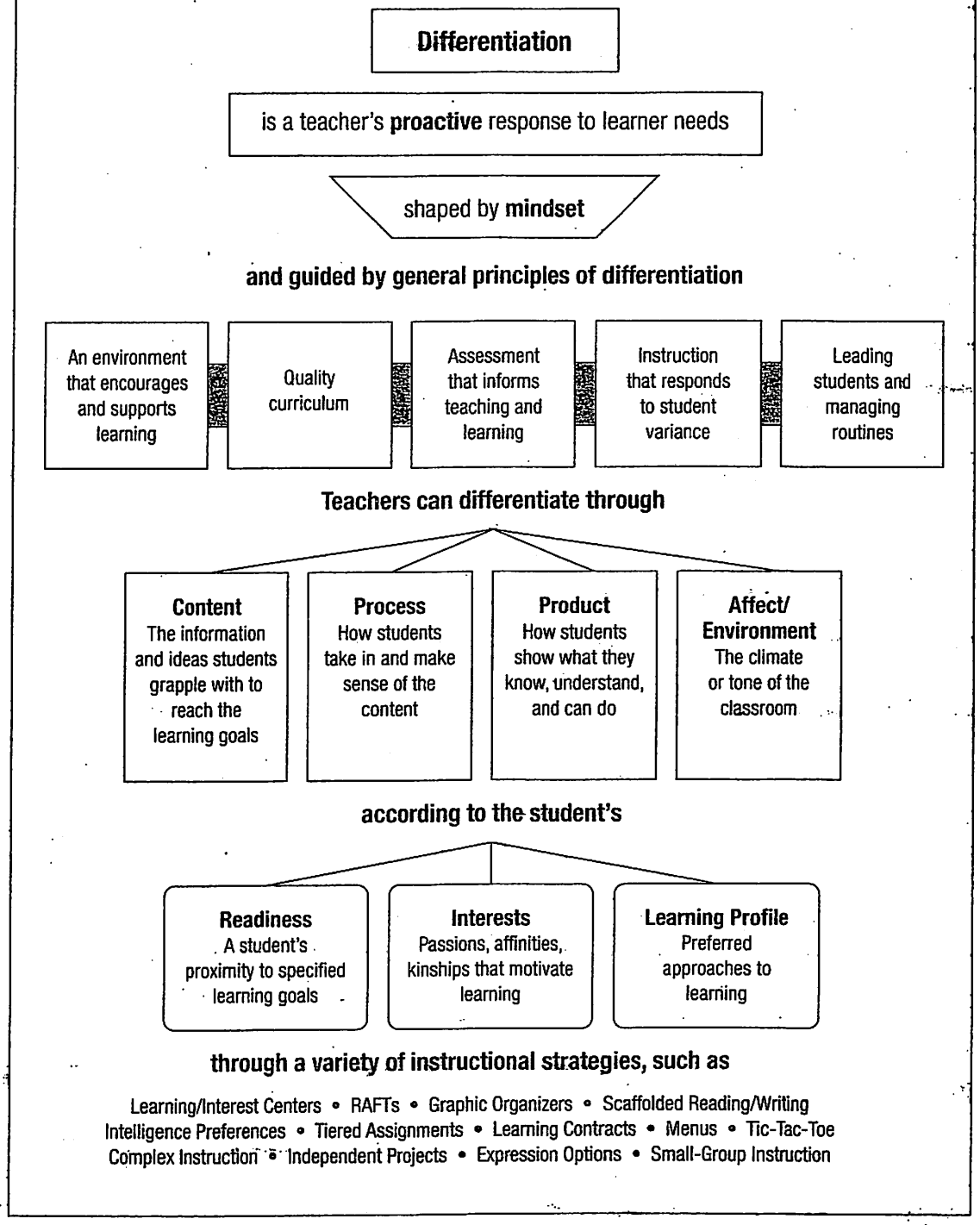


Figure 2.1
Differentiation of Instruction

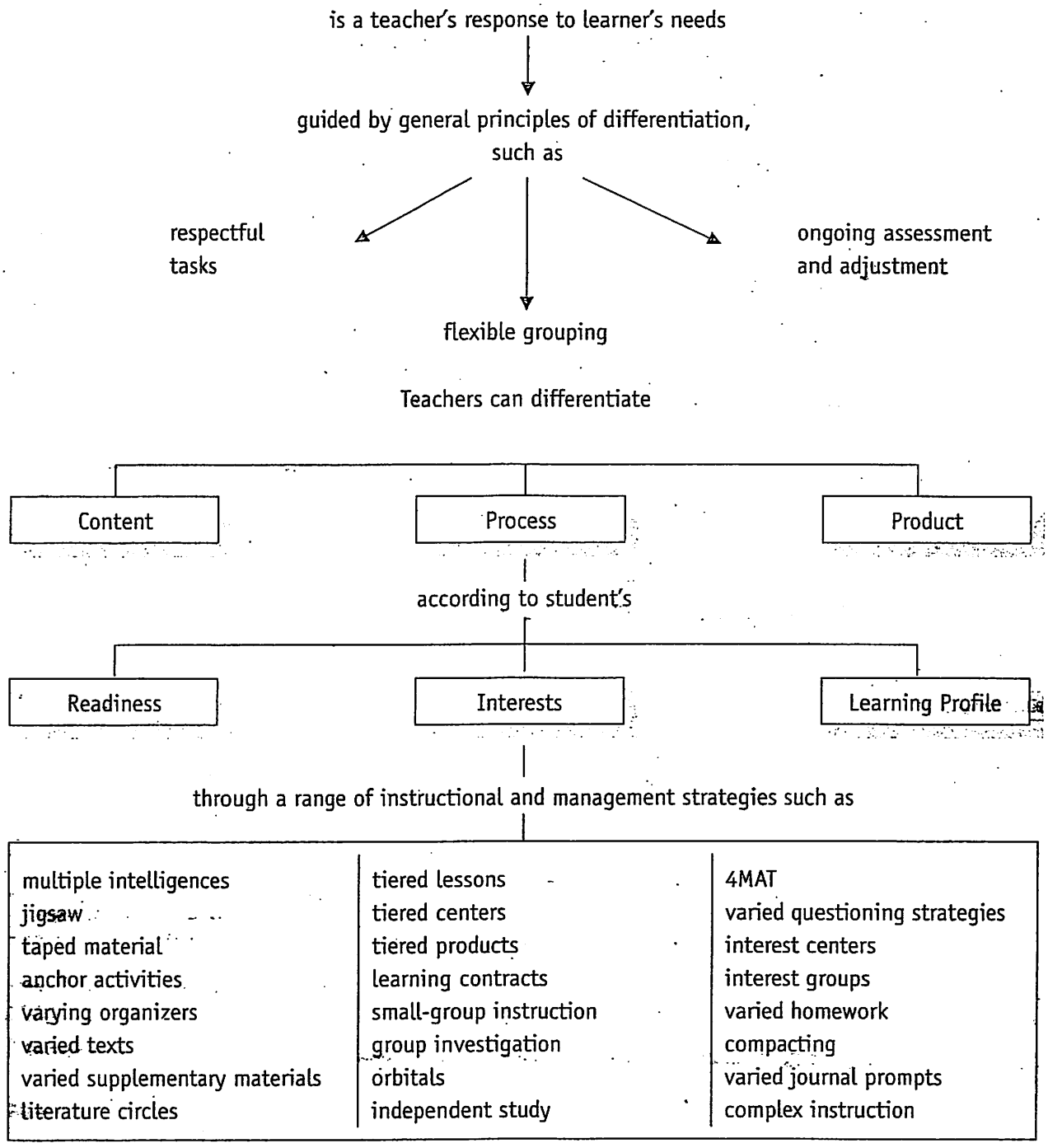
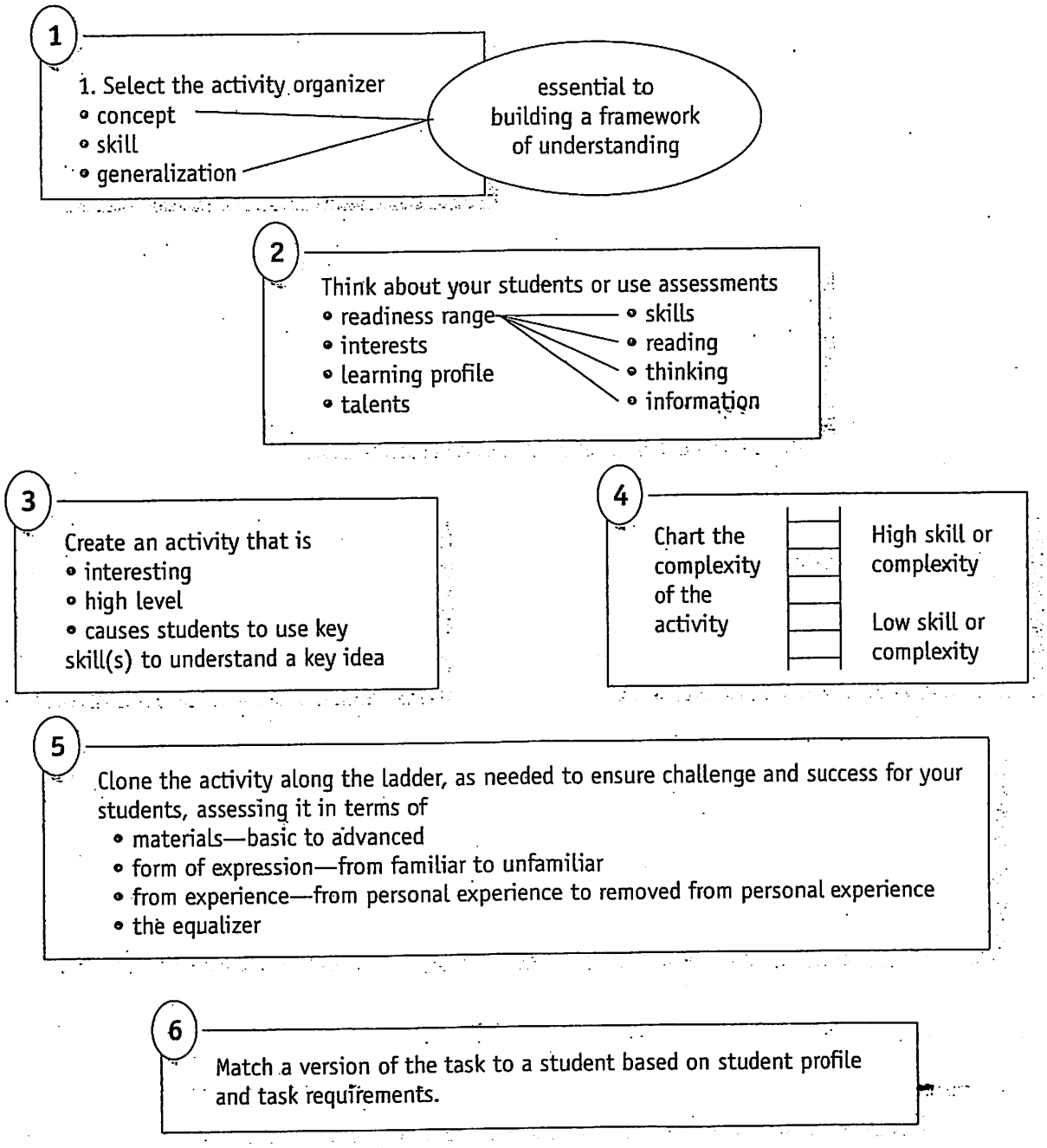


Figure 2.2
Comparing Classrooms

Traditional Classroom	Differentiated Classroom
• Student differences are masked or acted upon when problematic	• Student differences are studied as a basis for planning
• Assessment is most common at the end of learning to see "who got it"	• Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need
• A relatively narrow sense of intelligence prevails	• Focus on multiple forms of intelligences is evident
• A single definition of excellence exists	• Excellence is defined in large measure by individual growth from a starting point
• Student interest is infrequently tapped	• Students are frequently guided in making interest-based learning choices
• Relatively few learning profile options are taken into account	• Many learning profile options are provided for
• Whole-class instruction dominates	• Many instructional arrangements are used
• Coverage of texts and curriculum guides drives instruction	• Student readiness, interest, and learning profile shape instruction
• Mastery of facts and skills out-of-context are the focus of learning	• Use of essential skills to make sense of and understand key concepts and principles is the focus of learning
• Single option assignments are the norm	• Multi-option assignments are frequently used
• Time is relatively inflexible	• Time is used flexibly in accordance with student need
• A single text prevails	• Multiple materials are provided
• Single interpretations of ideas and events may be sought	• Multiple perspectives on ideas and events are routinely sought
• The teacher directs student behavior	• The teacher facilitates students' skills at becoming more self-reliant learners
• The teacher solves problems	• Students help other students and the teacher solve problems
• The teacher provides whole-class standards for grading	• Students work with the teacher to establish both whole-class and individual learning goals
• A single form of assessment is often used	• Students are assessed in multiple ways

Figure 8.4
Developing a Tiered Activity



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.

Adapted from *Leadership for Differentiating Schools and Classrooms* by Carol Ann Tomlinson (2000). Alexandria, VA: Association for Supervision and Curriculum Development. Used with permission.

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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.

CONTINUED ➡

* indicates formats that require little or no prep

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