Differentiation Toolkit: Simple Strategies That Work

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The Effective Differentiation Model: An Instructional Model to Support Continuous Progress and Lifelong Learning
Effective Differentiation Model

- **Climate and Culture**
  - Diversity
  - Challenge
  - High expectations
  - Risk-taking
  - Instruction through assessment
  - Instruction through procedures and routines
  - A community of learners
  - Excellence in teaching

Learner Outcomes

- **Planning**
  - What do I want students to know, understand, or to be able to do?

- **Preassessment**
  - Who already knows and understands the information and/or can do it?
  - Who needs additional support in order to know, understand, and/or demonstrate the skills?

- **Differentiation**
  - What can I do for him, her, or them so they can make continuous progress and extend their learning?
Instructional dimensions

Teachers can differentiate...

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do you want the students to know?</td>
<td>• What do you want the students to do cognitively with what they know?</td>
<td>• How can students demonstrate what they’ve learned?</td>
<td>• How do you assess what has been learned?</td>
</tr>
</tbody>
</table>

Differentiation strategies

“A teacher who differentiates effectively matches the content (basic to complex), the level of the thinking process, the sophistication and choice of the product, and/or the assessment to the student or cluster of students.”

(Roberts & Inman, 2013, p.2)
The match is key!

Strategy:
Venn Diagram
What Is It?

- Differentiation of process
- Varied tiers of complexity
- Equal participation
- Equal time usage

Native Americans

Cherokee
WHAT IF THE OVALS DON’T WORK FOR YOU?

Try letters or boxes!
MOM
- Artistic
- Sings well
- Difficult childhood
- Owns a 17
- Portrait painter
- Unconditional love

What We Share
- Love to dance
- Love to learn
- Caretakers
- Sense of responsibility
- Unusual sense of humor

ME
- Love to write
- Dependent on parents
- Serious
- Love to travel

What We Share
- Loving childhood
- Love to dance
- Social

DAD
- Jokes and teases
- Business savvy
- Stripey views
- Stubborn
- Poor upbringing

What We All Share
- Love of family
- Spirituality
- Love of children
- Avid readers

What We Share
- Love to dance
- Love to learn
- Love of children
- Caretakers
- Sense of responsibility
- Unusual sense of humor

What We Share
- Loving childhood
- Love to dance
- Avid readers
## Box Chart (Two Concepts)

<table>
<thead>
<tr>
<th>TOPIC A</th>
<th>TOPIC B</th>
</tr>
</thead>
</table>

## Box Chart (Three Concepts)

<table>
<thead>
<tr>
<th>TOPIC A</th>
<th>A and B Similarities</th>
<th>TOPIC B</th>
<th>B and C Similarities</th>
<th>TOPIC C</th>
<th>C and A Similarities</th>
</tr>
</thead>
</table>

Similarities of A, B, and C
**When Do I Use It?**

**In Differentiating Process**
A Series of Unfortunate Events

Klaus Baudelaire

- loyal
- virtuous
- intelligent
- unlucky
- wealthy
- visionary
- problem-solver
- adventuresome
- clever
- stubborn
- loved
- well read

A Series of Unfortunate Events

Klaus Baudelaire

- loyal
- virtuous
- unlucky
- wealthy

Count Olaf

- lucky
- greedy
- selfish
- ruthless
- master of disguise
Give Students a Word Bank

WORD BANK
- Adventurous
- Caring
- Clever
- Greedy
- Intelligent
- Intuitive
- Inventive
- Loyal
- Problem-solving
- Nurturing
- Ruthless
- Sneaky
- Stubborn
- Unlucky
- Virtuous

Diagram:
- Hurricanes
- Tornadoes
- Waterspouts

Hurricanes:
- Tropical cyclones
- Cause significant damage
- Variable winds
- Are named (e.g., Katrina)
- Can cause significant damage

Tornadoes:
- Weather events
- Produces extremely high winds
- Produces very high winds
- Causes millions of dollars in damage
- Rarely happen
- More than one can happen at the same time
- Apparently tornadoes are less devastating than hurricanes
- Are harder to track with Doppler radars because all they are is water

Waterspouts:
- Aircrafts
- Tornadoes
- Have the same characteristics but are less violent
When Do I Use It?

In-class individual and/or group activities

Types of Rocks

Sedimentary  Igneous
Pair Students Completing One Oval

Sedimentary

Igneous

Metamorphic

Minerals
When Do I Use It?

Out-of-class individual activity

World Religions

- deity
- sacred book (OT and NT)
- rituals
- Jesus as Messiah and Son of God
- Laws: Ten Commandments
  plus two Love Commandments
- disciples
- Trinity
- proselytize
- places of worship

Christianity
How Do I Use the Strategy?

• Ask yourself: What concepts do I want everyone to know when they walk out the door?
• Decide the focus
• Hold everyone responsible
• Decide levels and grouping
• Distribute rubrics (number and accuracy)
• Include everyone in discussion
Create a differentiated lesson using the Venn diagram. Begin with three ovals.

**ACTIVITY**

Westward Expansion

Settler

Cattleman

Explorer
Strategy: Bloom Chart

Quick Refresher

Old
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

New
- Create
- Evaluate
- Analyze
- Apply
- Understand
- Remember
Which level of Bloom’s Taxonomy?

- Create a brochure explaining the President’s duties and the duties of his/her cabinet.
- Design and construct a poster defining quadrilaterals. Include at least five examples.
- Dressing as a character in the story, describe yourself and the role you play in the story to the class.
- Write and illustrate a children’s book outlining the parts of speech. The book will be presented to a third-grade classroom.

How can level up/provide challenge?

Dressing as a character in the story, describe yourself and the role you play in the story to the class.

- Dressing as a character in the story, explain why you acted the way you did in a pivotal point in the story.
- Dressing as a character in the story, imagine that you acted the opposite way you did in a pivotal point in the story. Predict how this would have changed the outcome.
- Dressing as a character in the story, analyze the relationship you had with two others characters. Explain why your relationships were the way they were.
Be sure to examine each task through a Bloom’s lens. Don’t be fooled by word choice.

What is a Bloom Chart?

- Same topic, different process (verb), content (basic or complex), and/or product choices
- Learning experiences match what students know and are able to do
- Match encourages continued progress
### Bloom Chart

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANALYZE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDERSTAND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REMEMBER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Fractions

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATE</td>
<td>Create</td>
<td>Fractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATE</td>
<td>Justify</td>
<td>Fractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANALYZE</td>
<td>Compare</td>
<td>Fractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPLY</td>
<td>Organize</td>
<td>Fractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDERSTAND</td>
<td>Explain</td>
<td>Fractions</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>REMEMBER</td>
<td>Identify</td>
<td>Fractions</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Products are important!

- To ensure high quality, authentic products, make sure that the student has a rubric that guides her in the development of the product and that the teacher has a rubric that guides the assessment.

Standards-Based Instruction:
NGSS 5. Structure and Properties of Matter

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model shows that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon; the effects of air on larger particles or objects. (5-PS1-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3)
Lesson Hook

- Read and discuss *Solids, Liquids, and Gases* (Garrett, 2005) with basic level learners to investigate the properties of matter. Read and discuss *What Is the World Made of? All About Solids, Liquids, and Gases* (Zoebfeld & Meisel, 1998) with students who need a higher level of complexity.

Properties of Matter

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATE</td>
<td>Create</td>
<td>Properties of Matter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>Create a toy that uses at least two states of matter.</td>
<td></td>
</tr>
<tr>
<td>EVALUATE</td>
<td>Justify</td>
<td>Properties of Matter</td>
</tr>
<tr>
<td></td>
<td>Oral presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decide which state of matter would be best for filling a balloon or washing your dog. Tell why.</td>
<td></td>
</tr>
<tr>
<td>ANALYZE</td>
<td>Organize</td>
<td>Properties of Matter</td>
</tr>
<tr>
<td></td>
<td>Chart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classify objects in the classroom into gas, liquid, or solid groups.</td>
<td></td>
</tr>
<tr>
<td>APPLY</td>
<td>Show</td>
<td>Properties of Matter</td>
</tr>
<tr>
<td></td>
<td>Collage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show examples of each state of matter using magazine pictures.</td>
<td></td>
</tr>
<tr>
<td>UNDERSTAND</td>
<td>Define</td>
<td>Properties of Matter</td>
</tr>
<tr>
<td></td>
<td>Flash Cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain each of the three states of matter and illustrate each.</td>
<td></td>
</tr>
<tr>
<td>REMEMBER</td>
<td>List</td>
<td>Properties of Matter</td>
</tr>
<tr>
<td></td>
<td>Poster</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List the three states of matter and give an example of each.</td>
<td></td>
</tr>
</tbody>
</table>
When Do I Use It?

In-class Activity

<table>
<thead>
<tr>
<th>Process</th>
<th>Content</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>Nutrition</td>
<td>Recipe or Ad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create your own nutritious recipe or ad to &quot;sell&quot; nutrition to children.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Nutrition</td>
<td>Editorial or Debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take a stance against or defend &quot;fast foods&quot; in an editorial or debate.</td>
</tr>
<tr>
<td>Analyze</td>
<td>Nutrition</td>
<td>Report or Series of Illustrations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare examples of good and bad nutrition in snacks through a report or series of illustrations.</td>
</tr>
<tr>
<td>Apply</td>
<td>Nutrition</td>
<td>Weekend of Menus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan a weekend of menus, using the food pyramid.</td>
</tr>
<tr>
<td>Understand</td>
<td>Nutrition</td>
<td>Skit or Poem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain good nutrition to a group of children through a skit or poem.</td>
</tr>
<tr>
<td>Remember</td>
<td>Nutrition</td>
<td>Poster or Rap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Define the elements of nutrition in the food pyramid with a poster or rap.</td>
</tr>
</tbody>
</table>
# When Do I Use It?

## Centers

## Monet and Impressionism

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREATE</strong></td>
<td>Create</td>
<td>Impressionism/Monet</td>
</tr>
<tr>
<td></td>
<td>Create a new style of art that incorporates Monet’s Impressionism and moves in a new direction.</td>
<td></td>
</tr>
<tr>
<td><strong>EVALUATE</strong></td>
<td>Take a Position</td>
<td>Impressionism/Monet</td>
</tr>
<tr>
<td></td>
<td>Take a position on the rejection of the art of the Impressionists from the salons of Paris. Then present it.</td>
<td></td>
</tr>
<tr>
<td><strong>ANALYZE</strong></td>
<td>Compare and Contrast</td>
<td>Impressionism/Monet</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast the basic elements of Monet’s Impressionism and Seurat’s Pointillism in a product of your choice.</td>
<td></td>
</tr>
<tr>
<td><strong>APPLY</strong></td>
<td>Apply</td>
<td>Impressionism/Monet</td>
</tr>
<tr>
<td></td>
<td>Apply the elements of Monet’s Impressionism in a painting.</td>
<td></td>
</tr>
<tr>
<td><strong>UNDERSTAND</strong></td>
<td>Describe</td>
<td>Impressionism/Monet</td>
</tr>
<tr>
<td></td>
<td>Describe the basic elements of Impressionism (using Monet) in a short story or essay as an example.</td>
<td></td>
</tr>
<tr>
<td><strong>REMEMBER</strong></td>
<td>Compile</td>
<td>Impressionism/Monet</td>
</tr>
<tr>
<td></td>
<td>Compile facts about Monet’s Impressionism and present them in a series of illustrations or a poster.</td>
<td></td>
</tr>
</tbody>
</table>
# When Do I Use It?

## Unit Assessment

**Harper Lee’s *To Kill a Mockingbird***

<table>
<thead>
<tr>
<th>PROCESS</th>
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</thead>
<tbody>
<tr>
<td>CREATE</td>
<td>Create</td>
<td>Prejudice and Discrimination</td>
</tr>
<tr>
<td></td>
<td>Create the jury deliberation exemplifying the roles of prejudice and discrimination that resulted in their guilty verdict in a skit.</td>
<td></td>
</tr>
<tr>
<td>EVALUATE</td>
<td>Advocate</td>
<td>Prejudice and Discrimination</td>
</tr>
<tr>
<td></td>
<td>In a speech, advocate a position on a controversial issue steeped in prejudice and discrimination. Use the novel as support.</td>
<td></td>
</tr>
<tr>
<td>ANALYZE</td>
<td>Analyze</td>
<td>Prejudice and Discrimination</td>
</tr>
<tr>
<td></td>
<td>Analyze the key scenes from the novel that reflect the themes of prejudice and discrimination. Present the analysis in a PowerPoint presentation.</td>
<td></td>
</tr>
<tr>
<td>APPLY</td>
<td>Relate</td>
<td>Prejudice and Discrimination</td>
</tr>
<tr>
<td></td>
<td>Relate the themes of prejudice and discrimination in the novel to modern events by writing a television script for the Oprah show. Interview three people.</td>
<td></td>
</tr>
<tr>
<td>UNDERSTAND</td>
<td>Describe</td>
<td>Prejudice and Discrimination</td>
</tr>
<tr>
<td></td>
<td>In a song, describe examples of prejudice and discrimination from the novel.</td>
<td></td>
</tr>
<tr>
<td>REMEMBER</td>
<td>Illustrate and Label</td>
<td>Prejudice and Discrimination</td>
</tr>
<tr>
<td></td>
<td>In a children’s book illustrate and then label examples of prejudice and discrimination from the novel.</td>
<td></td>
</tr>
</tbody>
</table>
When Do I Use It?

Optional Learning Experiences

CREATE:
Based on your understanding of social insects, create a social insect that would fit into an ecological niche of your choice. Select a product that will allow you to explain about your new insect and why it fits into the specific environment.

EVALUATE:
Using criteria that you establish, judge which social insect is best suited for survival alongside human habitation. Share your point of view in a scientific paper or an editorial.

ANALYZE:
Compare and contrast two or three examples of social insects. Show your evidence with a Venn diagram (see Chapter 5 for models) or an essay with illustrations.

APPLY:
Identify three examples of social insects and show how each fits the concept of social insect. Your product can be a slide with explanations or a photo essay.

REMEMBER/UNDERSTAND:
Identify the concept of social insects in terms of physical structure and behaviors. Produce a poster or a skit to demonstrate what you have learned.
How Do I Use The Strategy?

- Ask yourself: What is it that I want everyone to know, understand, or be able to do when they walk out the door?
- Create tasks
- Assign options
- Distribute rubrics
Create a Bloom Chart. Consider how you will use it to differentiate in your classroom.

**ACTIVITY**

<table>
<thead>
<tr>
<th>Bloom Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROCESS</strong></td>
</tr>
<tr>
<td>CREATE</td>
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<tr>
<td>EVALUATE</td>
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<td>ANALYZE</td>
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<tr>
<td>APPLY</td>
</tr>
<tr>
<td>UNDERSTAND</td>
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<tr>
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</table>
Remember…

The goal is continuous progress for all students.

The Effective Differentiation Model: An Instructional Model to Support Continuous Progress and Lifelong Learning
Last week we discussed how differentiation is more than just a set of strategies. Effective strategies, however, are an integral component of a differentiated classroom, and they are effective, in part, because the classroom culture supports differentiation.