### What Does an Effectively Differentiated Classroom Look Like?

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### Which statement best describes your thoughts about differentiation?

1. I routinely differentiate.  
2. I occasionally differentiate.  
3. I am thinking about moving to differentiation.  
4. I am curious about differentiation.
When is it best to set the climate/culture in a classroom?

Early in the year

2010 Pre-K-Grade 12 Gifted Programming Standards

Standard 4: Learning Environments
Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Student Outcomes

4.1. Personal Competence
Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

Evidence-Based Practice

4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
4.1.3. Educators create environments that support trust among diverse learners.
4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
4.1.45. Educators provide examples of positive coping skills and opportunities to apply them.

Danielson’s Framework for Teaching (2011)

Domain 2: Classroom Environment
A. Creating an Environment of Respect and Rapport
   i. Teacher Interaction with Students
   ii. Student Interactions with One Another

B. Establishing a Culture for Learning
   i. Importance of the Content
   ii. Expectations for Learning and Achievement
   iii. Student Pride in Work

C. Managing Classroom Procedures
   i. Management of Instructional Groups
   ii. Management of Transitions
   iii. Management of Materials and Supplies
   iv. Performance of Non-Instructional Duties
   v. Supervision of Volunteers and Paraprofessionals
D. Managing Student Behavior
   i. Expectations
   ii. Monitoring of Student Behavior
   iii. Response to Student Misbehavior

E. Organizing Physical Space
   i. Safety and Accessibility
   ii. Arrangement of Furniture and Use of Physical Resources

Differentiation
What is it? What is it not?
“Differentiation isn’t a fad. Differentiation isn’t a trend. Differentiation isn’t an invitation. Differentiation is meeting the needs of our students. Differentiation is doing what is best for our students. Differentiation is an expectation.”

(Hewitt & Weckstein, 2011, p. 135)
“Differentiation is a philosophy – a way of thinking about teaching and learning.”

(Tomlinson & Imbeau, 2010, p. 13)

“Differentiated instruction is a proactively planned, interdependent system marked by a positive community of learners, focused high-quality curriculum, ongoing assessment, flexible instructional arrangements, [and] respectful tasks.”

(Beasley, 2009, slide 2)
The match of the curriculum and learning experiences to learners.

“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)

Is the culture right for differentiation?
### What characteristics do gifted children have that may get in the way of differentiation?

- “A” mentality
- Need to finish first
- Need to be right the first time
- Fixed mindset
- Sense of fairness

### What characteristics do educators have that may get in the way of differentiation?

- Owning the myths
What student characteristics encourage differentiation?

- Varied levels of readiness and ability, varied interests, and varied learning profiles
- Need for complexity and challenge
- Need for idea-mates

The Differentiated Classroom
What do you see when you walk through a differentiated classroom?

- May appear disorganized and noisy, but, on closer examination, a strong organizational structure is evident

Organizational questions need answers.

- How do I organize materials and resources?
- What are different grouping possibilities?
- How can students get into groups smoothly?
- How do I get multiple learning experiences started at the same time?
- How do I know when groups need to change?
- What do I do with students who finish early? students who need more time?
- How do I monitor progress?
The key is to practice procedures and routines early in the school year and often.
**What do you see when you walk through a differentiated classroom?**

- May appear disorganized and noisy, but, on closer examination, a strong organizational structure is evident
- Variety of resources on range of Lexile/reading levels
- Whole class discussing one concept via different learning perspectives
- Variety of products both on display and being created
- Students have access to anchor activities whether physical or electronic
- Routine formative assessment, including preassessment
- Students actively engaged in learning
- Small group, individual, and whole group learning

**What will students experience in a differentiated classroom?**

- Continuous progress; everyone learns
- Community of learners
- Minds-on learning that may be supplemented by hands-on learning
- Appropriately challenging learning experiences
- Learning experiences that center on a concept or topic that may be approached from different perspectives based on interests and readiness
- Risk-taking: stretching to learn at higher levels
- Respectful learning experiences
- Opportunities to use strengths and interests in both learning and demonstrating learning (i.e., products)
# Traditional Versus Differentiated Classrooms

How do they differ?

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Differentiated</th>
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</thead>
<tbody>
<tr>
<td>Fixed physical environment</td>
<td>Flexible environment</td>
</tr>
<tr>
<td>Grade-level resources</td>
<td>Variety of levels of resources</td>
</tr>
<tr>
<td>Same assignments with same amount of time</td>
<td>Different assignments that take pace into consideration</td>
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<tr>
<td>Teacher-led instruction</td>
<td>Teacher as facilitator or coach</td>
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<tr>
<td>Same starting place for all</td>
<td>Preassessment makes match</td>
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<tr>
<td>Same summative assessment for all</td>
<td>Varying assessments match learning experiences</td>
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To Differentiate or Not to Differentiate?

Why do teachers not differentiate?

- Lack of time
- Limited resources
- Management issues
- Lack of training both in learning strategies and classroom management
- No role modeling
- Nation- or state-wide emphasis on content mastery for state assessments
**Why do teachers differentiate?**

- Children are different
- Continuous progress is the reason to go to school
- Motivates learners
- Appropriately challenging material encourages development of life skills (e.g., organizational skills, time-management, risk-taking, sense of responsibility, work ethic, etc.)
- Develops metacognition and autonomous learning

**Note the focus behind the reasons....**

- Reasons teachers differentiate are student-based.
- Reasons teachers do not differentiate are teacher-based.
What are the necessary elements of an effectively differentiated classroom?

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

- The topic for next week’s webinar.
The Effective Differentiation Model: An Instructional Model to Support Continuous and Lifelong Learning

Questions?