

Steps for Differentiation

Domains	Questions I can ask myself	What differentiation would look like	My actions
Content	<p>What do I want my students to know?</p> <p>How do I present the materials so that all students, including struggling students, can learn the content?</p>	<p>Differentiation can take the form of varying modalities in which students gain access to important learning, for example by (1) listening, reading, and doing; (2) presenting content in incremental steps, like rungs on a ladder, resulting in a continuum of skill-building tasks; and (3) offering learners a choice in the complexity of content with which they begin a learning task that matches their current level of understanding and from which every learner can experience academic success.</p>	
Process	<p>What do I want my students to be able to do?</p> <p>How can I integrate basic and higher-level thinking skills?</p>	<p>Differentiation can take the form of flexibility by (1) grouping, varying from the whole class to collaborative groups to small groups to individuals, and (2) providing incentives to learn based on students' individual interests and level of understanding.</p>	
Product	<p>What do I want my students to create?</p> <p>How can I teach students to become more self-directed learners?</p>	<p>Differentiation can take the form of varying assessment methods, such as (1) providing students with a menu of choices, including oral responses, interviews, demonstrations, reenactments, portfolios, and formal tests; (2) keeping each learner challenged at his or her level of understanding with content at or slightly above his or her current level; and (3) allowing students to choose how they express what they know, such as writing a story, drawing a picture, or telling about a real-life experience that involves what is being taught.</p>	

Sources: Adapted from Beecher, M., & Sweeny, S. M. (2008). *Closing the achievement gap with curriculum enrichment and differentiation: One school's story*. *Journal of Advanced Academics*, 19(3), 502–530; Borich, G. D. (2011). *Effective teaching methods: Research-based practice (7th ed.)*. Boston: Pearson; Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners (2nd ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.