

Differentiation

Pedagogy and Practice

Know your students, Know the curriculum intent
and Vary the pathways.

Our Journey

- Following recommendations from the School Audit of the school carried out in 2011, Differentiation was highlighted as an area for improvement within the school.
- Also from the School Audit, Reading Comprehension was identified as a key learning priority and would serve as the school's focus for differentiation practices.
- 3 staff members were selected for Gifted Education Mentor (GEMs) training in 2011 with the vision of differentiation becoming a school focus. This training for staff has been ongoing and to date in 2015, we have 23 staff members trained as GEMs.
- In 2012, a shared understanding of differentiation was formulated by the staff.
- Professional Development (PD) 'One Size Doesn't Fit All' was delivered to the staff and a Differentiation Placemat was introduced as a tool to assist teachers in planning for all learners.

DIFFERENTIATION PLACEMAT

Responding to the learning needs of ALL Students

DIFFERENTIATION

- o Differentiation is the teacher responding to the learning needs of all students...
- o Learning Difficulty, Mainstream, Gifted
- o The teacher is clear about the curriculum intent.
- o The teacher understands, appreciates, and builds upon student differences.
- o Students and Teachers are collaborators in learning.
- o Student profiling assists goal setting for maximum growth.
- o Flexibility is the hallmark.

PRE-ASSESSMENT +

- o Pre-assess for student interests/styles & what students already know about the concept.
- o +On-going assessment for readiness.

Some Pre-Assessment Tools

- o Teacher prepared pre-assessments
- o Graphic organizers: KWL, mind map
- o Teacher observation/checklists
- o Student demonstrations & discussions
- o Student products & work samples
- o Portfolio analysis
- o Student interviews
- o Writing prompts/samples
- o Questioning
- o Picture Interpretation
- o Reflection, Prediction journals
- o Initiating activities
- o Surveys/Questionnaires/Inventories
- o Self-evaluations
- o Games
- o Drawing related to topic or content
- o Standardized test information
- o Start with "End of unit" assessments

DIFFERENTIATION

KNOW your students

KNOW your curriculum intent

vary the pathways

ADJUSTED TASKS

- o Learning activities to practice a concept are adjusted in response to student learning needs.

Steps

1. Select a concept from the curriculum for students to explore.
2. Decide whether to adjust according to readiness, learning profile or interest.
3. Pre-assess student's readiness, learner profile or interest.
4. Create an activity or task that is clearly focused on the concept.
5. Adjust the task to provide different levels of complexity.
6. Match students to appropriate tasks or allow student choice.

Some "Tiered" Task Tools

- o Thinking skills, graphic organizers
- o Quality questions – open, levels
- o Blooms' /William's Taxonomy
- o Thinker's Keys, 6 Hats

DIFFERENTIATION

WHY differentiate...

- o Readiness of students
- o Interests/ Passions of students
- o Learning Styles of students

WHAT to differentiate...

- o Content
- o Process
- o Product
- o Learning Environment

HOW to differentiate...

- o Instructional strategies/tools
- o Management tools

COMPACTING

- o Reduce the core curriculum to skills & content areas that are **not already** mastered (extension) or essentials needing further development (support).

Questions to ask?

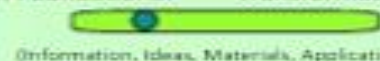
- What do students already know or are able to do?
- Where is mastery demonstrated? What can be skipped or eliminated?
- What will they grasp easily/quickly?

Steps

1. Assess the essential learnings of the unit or segment of instruction.
2. Identifying students who may be candidates for compacting.
3. Identifying areas to be considered for compacting.
4. Establish procedures for compacting the skills & content.
5. Provide options for acceleration.

EQUALISER CONTINUUM

1. Foundational Transformational



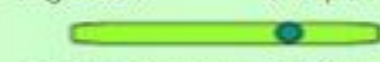
2. Concrete Abstract



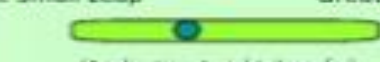
3. Simple Complex



4. Single Facet Multiple Facets



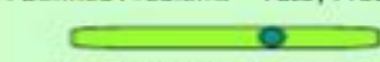
5. Small Leap Great Leap



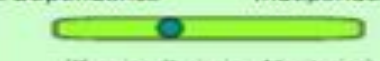
6. More Structured More Open



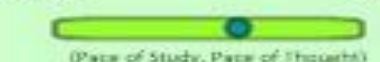
7. Defined Problems Fuzzy Problems



8. Dependence Independence



9. Slower Quicker



MAKER MODEL OF DIFFERENTIATION

ADJUSTMENTS FOR TEACHING GIFTED STUDENTS

WHAT to differentiate...

CONTENT	PROCESS	PRODUCT	ENVIRONMENT
<p>The knowledge & skills to be developed.</p> <p>Adjust:</p> <ul style="list-style-type: none">○ abstractness○ complexity○ variety○ translation to new situations○ richness & depth of study○ study of role models (people of extraordinary ability)○ methods of inquiry	<p>The activities or ways students learn the content.</p> <p>Adjust:</p> <ul style="list-style-type: none">○ Higher levels of thinking – critical, creative & caring○ Open-endedness○ Proof of reasoning○ Group interactions○ Variety of learning processes○ Pacing○ Student Choice	<p>The documented evidence of student's learning.</p> <p>Adjust:</p> <ul style="list-style-type: none">○ Task validity & connectedness (based on real world problems)○ Real, authentic audiences○ Purposeful deadlines○ Transformation of learning○ Extended/ accelerated assessment & evaluation○ Student Choice	<p>The physical and emotional setting of the classroom.</p> <p>Adjust:</p> <ul style="list-style-type: none">○ student centred○ encourages independence○ openness○ accepting (non-judgemental)○ variety of materials, learning spaces, complex intellectual tasks○ varied groupings (permitting high mobility)

HOW to differentiate...

Many tools can be used in multiple categories. These tools are used by the teacher to respond to the variety of student learning needs.

CONTENT	PROCESS	PRODUCT	ENVIRONMENT
<p>Content Tools:</p> <ul style="list-style-type: none">○ Pre-Assessments○ Student profiling○ Curriculum compacting○ Tiered Tasks○ Varied levels of Questioning○ Acceleration in 1 or more KLAs○ Multiple resources○ Independent study○ Research projects○ Inquiry-based learning opportunities	<p>Instructional Tools:</p> <ul style="list-style-type: none">○ Varied instructional strategies○ Productive Pedagogies○ Tiered Tasks○ Activity choice○ Open-ended tasks & questions○ Self-paced learning tasks- anchoring, learning contracts & centres○ Higher-Order Thinking Skills & strategies○ Bloom/Krathwohl/William Taxonomies○ Multiple Intelligences choice	<p>Product Tools:</p> <ul style="list-style-type: none">○ Tiered Tasks○ Task variety/choice re learner profiles○ Community-based products○ Group investigation/ independent study○ Negotiated criteria○ Graduated rubrics - accelerated○ Learning logs	<p>Management Tools:</p> <ul style="list-style-type: none">○ Productive learning habits○ Cooperative learning strategies○ Flexible grouping processes○ Varied/alternative tasks are part of the usual classroom practice○ Intellectual peer groups○ Acceleration to other class groups○ Learning contracts & centres○ Integrated use of ICTs○ Varied computer programs, audio-visuals, time allotments○ Mentorships/apprenticeships

- Documentation of differentiation in our planning led to the development of a WESS Differentiation Codes Placemat.
- The Placemat was trialled and modified over 12 months based on feedback from and consultation with the staff.



DIFFERENTIATION CODES PLACEMAT

Code	CONTENT	Code	PROCESS	Code	PRODUCT	Code	ENVIRONMENT
C1	Inquiry based learning	PC1	Varied pedagogy/ instructional strategies	PD1	Focus on individual goals in class. E.g. communication, language, social skills	E1	Provide a Home / school communication book.
C2	Individualized goals and modified content and skills	PC2	Break tasks down into simple steps	PD2	Modified assessment tasks and constraints	E2	Flexible class seating arrangements or learning spaces
C3	Extend language and concepts	PC3	Cater for learning styles/multiple intelligences.	PD3	Allow verbal / pictorial response instead of written	E3	Varied computer programs, AV, time allotments
C4	Plan for generalizations/ links to real life	PC4	Implement additional support: e.g. fine motor, behaviour, phonics.	PD4	Negotiated tasks/criteria, /taskvariety or choices	E4	Provide self-assessment opportunities
C5	Simplify language/ pre-teach key vocabulary	PC5	Repeat, rephrase, model, highlight language, allocate extra time, .	PD5	Provide alternative assessment opportunities	E5	Risk Management Plan/ Health Management Plan/ Behaviour Management Plan current
C6	Research projects	PC6	Six thinking hats	PD6	Monitor data to provide program feedback.	E6	Learning contracts/learning centres
C7	Tiered tasks	PC7	Activity choice	PD7	Independent study	E7	Peer support Program
C8	Provide individual support	PC8	Hot skills	PD8	Learning log	E8	Involvement of specialist teachers, AVO, GO, SLP, OT, EAL, STLN, Counsellor support
C9	Modify quantity or complexity of work: e.g. no of spelling words, questions, length of presentation, writing expectations.	PC9	Modify worksheets and learning resources, visuals, print, complexity of visual texts, interest level.	PD9	Group investigation	E9	Monitor lunchtime activities to support interaction, safety, explicit teaching of skills and positive social interactions.
C10	Fast track curriculum	PC10	Provide graphic organizers			E10	Flexible grouping
C11	Pre-Assessments	PC11	Small Group Targeted Support			E11	Streaming
C12	Student profiling	PC12	Provide diverse range of learning resources – concrete, visual			E12	Use visual aides / pictorial directions

Journey Continued

- A staff survey was conducted in 2013 and revealed a need for further investigation into specific differentiation strategies and ways to cater for students working above the year level standard. PD was provided to all staff to address these needs.
- Smart Goals were introduced and used throughout the school for individualizing student goals.
- In 2014 pre-assessment PD was delivered as a starting point for differentiated planning. Teachers worked in year level teams to design a pre-assessment task for the first English unit. Later in that year the teams provided feedback to the whole staff as to the success/effectiveness of that pre-assessment task.
- Differentiation was embedded into the school Guided Reading Program.

- In 2015 the Coaching and Mentoring Team are providing teachers in each year level with Feedback For Learning (F4L) PD. The focus is on unit planning, building on staff's prior knowledge of pre- assessment, the design of activities for children working above and below year level standard, formative and summative assessment.
- The differentiation team created the WESS Curriculum Assessment Overview. This overview shows the range of assessment opportunities given throughout a year and from year to year, ensuring a balance of different assessment modes.

Example of Pre-assessment and Differentiation in Year 3

Curriculum into the classroom		
English	Year 3	Unit 5
Monitoring Task 2 — Retelling a story from a different perspective		
Name:	Teacher:	
Class:	Date:	
Task:		
Prepare a retell of <i>The Lorax</i> from the perspective of a Humming Fish and present this to your teacher and a year 5 class.		

Above standard: Older audience, longer retell, complexity of language and text structure

Curriculum into the classroom		
English	Year 3	Unit 5
Monitoring Task 2 — Retelling a story from a different perspective		
Name:	Teacher:	
Class:	Date:	
Task:		
Prepare a retell of <i>The Lorax</i> from the perspective of a Brown Bar-Ba-Loot and present this to your teacher and a year 1 class.		

Below standard: Younger audience, shorter retell, familiar language and simpler structure

Pre-assessment of a task allows teachers to differentiate and modify a summative assessment for individual learners.

This provides all students with a supportive and targeted approach to completing assessment to the best of their ability.

Curriculum into the classroom		
English	Year 3	Unit 5
Monitoring Task 2 — Retelling a story from a different perspective		
Name:	Teacher:	
Class:	Date:	
Task:		
Prepare a retell of <i>The Lorax</i> from the perspective of a Swomee Swan and present this to your teacher and your class.		
Part A		
Planning a retell		
<ol style="list-style-type: none"> Read <i>The Lorax</i>. Choose one of the characters whose point of view is not included in the story. You will retell events from their perspective. Write their name in the box below 		
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>CHARACTER:</p> </div>		
<ol style="list-style-type: none"> Record any traits, characteristics or descriptions of your chosen character. 		
<div style="border: 1px solid black; border-radius: 25px; padding: 10px; width: 90%; margin: 0 auto;"> <p>CHARACTER TRAITS/ CHARACTERISTICS/ DESCRIPTION:</p> </div>		

Examples of what differentiation in Reading looks like in year one:

Reading Groups

- PM Benchmark
- Reading Goals
- Reading strategies



Reading goal data collection

Comprehension		Accuracy (keys)		Fluency		Vocabulary	
Comprehension							
1. Retell the story							
2. Compare and contrast within and between text							
3. Check for understanding							
4. Backup and re read							
5. Infer and support with evidence							
6. Use prior knowledge to connect with text							
7. Recognize literacy elements							
8. Determine and analyze author's purpose							
9. Monitor and fix up							
10. Ask questions							
11. Make pictures or mental images							
12. Use main ideas to determine importance							
13. Summarize text							
14. Recognize cause and effect							
15. Predict what will happen							
16. Use text features							
Accuracy Keys							
1. Look at the picture							
2. Look at the beginning letter/sound relationship							
3. Look at what you know in the words							
4. Slide your finger along as you sound out letters and chunks							
5. Cover up part of the word and sound it out in sections							
6. Skip the word and read the rest of the sentence.							
7. Try another word for meaning							
8. Maintain flow							
9. Flip the sound							
10. Combination of Keys							
Fluency							
1. Voracious reading							
2. Reread text							
3. Use punctuation							
4. Read text that are a good fit							
5. Practise sight words							
6. Adjust and apply different reading rates to match text							
Expand Vocabulary							
1. Tune in for interesting words							
2. Use pictures illustrations and diagrams							
3. Use word parts to work out the meaning in words							
4. Use prior knowledge and context to predict and confirm meaning							
5. Ask someone to define the word for you							
6. Use dictionaries thesauruses and glossaries as tools							

Writing

Each child is given an individual goal based on data collected through pre assessment, summative assessment and observation.

Goal achievement is awarded and recorded on our goal tree.



English Pre-test Data – Year 4

	Part A					Part B		Part C
				Cohesive Devices				
Name	Noun Groups	Verbs	Prepositions	Pronouns	Connectives	Responding to a comment	Adding opinion	Understanding Character
	Y	Y	M	M	N	N	M	Y
	Y	Y	M	N	N	Y	Y	M
	Y	Y	Y	N	N	Y	Y	Y
	Y	Y	Y	Y	Y	Y	M	Y
	Y	Y	Y	N	N	Y	N	Y
	M	Y	Y	N	Y	N	M	Y
	Y	N	N	N	N	Y	M	N
	M	N	Y	N	N	N	N	N
	Y	Y	Y	N	M	N	Y	Y
	N	Y	M	M	N	Y	M	M
	N	Y	M	N	Y	Y	Y	Y
	M	Y	N	N	N	N	M	N
	Y	Y	M	Y	Y	N	Y	Y
	Y	Y	M	Y	N	M	M	N
	Y	Y	M	N	N	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y	M
	Y	Y	N	N	Y	N	Y	Y
	M	Y	N	N	Y	N	Y	M
	Y	M	N	N	N	N	N	N
	Y	M	N	N	N	N	Y	N
	Y	Y	M	M	N	N	Y	Y

Questions

