

Differentiation

is a teacher's response to learners' needs

Guided by mindset and general principles of differentiation

Respectful tasks

Quality curriculum

Teaching up

Flexible grouping

Continual assessment

Building community

Teachers can differentiate through

Content

Process

Product

Affect

Learning environment

According to students'

Readiness

Interest

Learning profile

Using instructional strategies such as:

RAFTS, Graphic Organizers, Scaffolded Reading, Cubing, Think-Tac-Toe, Learning Contracts, Tiering, Learning/Interest Centers, Independent Studies, Intelligence Preferences, Orbitals, Complex Instruction, 4MAT, Web Quests & Web Inquiry, **ETC.**

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<http://www.diffcentral.com/model.html>

Unit Title:

Lesson Title:

Curriculum Area (s):	Author:
Grade Level:	Author Contact:
Time Required:	Instructional Groupings: <i>Are you using whole group, small group, partners, quads, homogeneous, heterogeneous?</i>
Standards: <i>List the state or national standards that you are using in this unit/lesson.</i>	
Materials:	
Overview: <i>What is the purpose of the lesson?</i>	
What will I differentiate? Content Process Product	
How will I differentiate? For readiness interest learning profile affect/learning environment combination	
As a result of this lesson/unit students will...	
Understand <i>((big ideas, principles, generalizations, rules, the "point" of the discipline or topic within the discipline)</i>	
Know <i>(facts, vocabulary, how-to's, information that is memorizable)</i>	Do (Skills) <i>(thinking skills, skills of the discipline—skills you will assess)</i>
Pre-Assessment <i>(How will you find out about where your students are at for this lesson? What will your pre-assessment look like?)</i>	
Steps in the Lesson: <i>Include ideas for whole-class instructions, if any; differentiated activities; sharing, etc</i>	