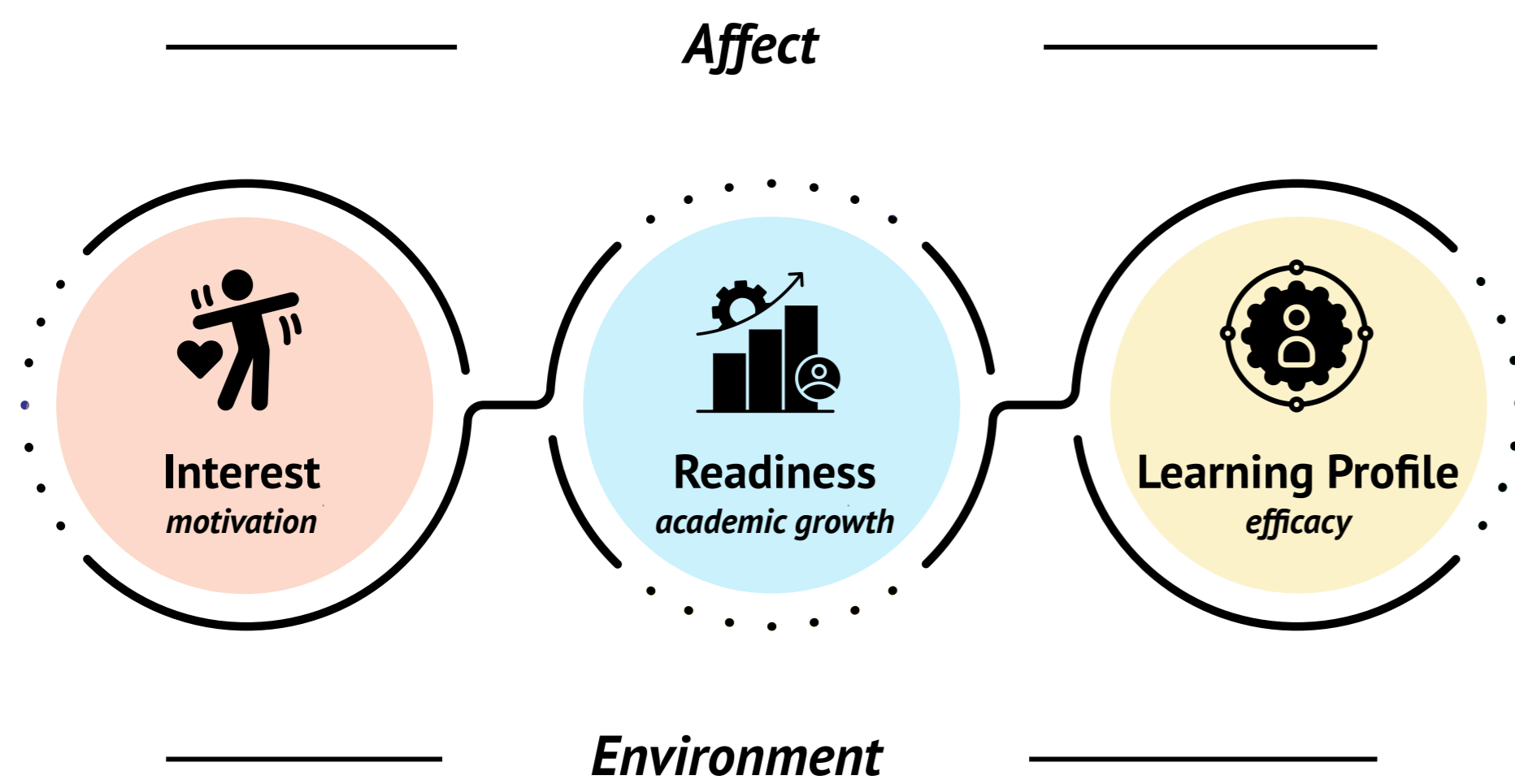


Creating a caring and inclusive community:
differentiation (way of thinking)



Differentiation is when every student **LEARNS**.

- L** Look for patterns of need and create a safe and inclusive environment
- E** Establish purposeful and relevant curriculum and assessment mapping
- A** Analyze assessment data throughout to inform instructional decisions
- R** Refer to learning objectives and provide targeted and actionable feedback
- N** Nurture self-regulated learning behaviors and assist students in setting goals
- S** Structure lessons that promote thinking and stretch students

- Instructional ideas to BUILD VOCABULARY**
- Create a class [academic language word wall](#)
 - Provide a [tiered vocabulary word list](#)
 - Use native language
 - [13 tips for vocabulary instructions](#)
 - [Connect two](#)
 - [Teach content-specific vocabulary](#)
 - Provide [sentence starters](#), [sentence frames](#) to help students express ideas and opinions
 - [List-Group-Label](#)
 - [K.I.M](#)

- Instructional ideas to PROMOTE THINKING**
- Provide a [checklist of guiding questions](#)
 - [Visible thinking routines](#)
 - [Say Something protocol](#)
 - [Questioning O-Chart](#)
 - [Save the last word for me](#)
 - [Fact-Question-Response](#)
 - [Silent conversation](#)
 - [Harvard discussion protocol](#)
 - Utilize [Graphic organizers](#)
 - [Levels of questions](#)
 - [S.I.T.](#)
 - [Placemat activity](#)
 - [R.A.F.T](#)

- Instructional ideas for COLLABORATIVE LEARNING**
- [Rumors](#)
 - [Jigsaw method](#)
 - [Fishbowl](#)
 - [3-step interview](#)
 - [Socratic seminar](#)
 - [Reciprocal teaching](#)
 - [20 collaborative learning strategies](#)
 - [Roundtable](#)
 - [Carousel brainstorming](#)
 - [Using roles in groups](#)
 - [Graffiti board](#)

- Additional resources**
- [The GO TO Strategies: Scaffolding Options](#)
 - [Establishing opening and closing routines](#)
 - [Flexible seating ideas](#)
 - [Scaffolding](#)
 - [Exit Cards](#)
 - [Coaching sentence stems](#)
 - [Cubing strategy](#)
 - [Chunking](#)
 - [Teacher empathy map](#)

Content
Written curriculum

What essential knowledge, understanding and skills should students develop as a result of a unit study?

- Reflecting**
Review the previous year's teacher reflection and consider the current makeup of students to revise or modify the unit
- Clarifying**
Clarify the unit purpose and outline learning intentions (knowledge, understanding, skills)
- Identifying**
Identify objectives and strands used for summative assessment
- Chunking**
Breakdown summative assessment to design formative assessment and identify areas for skill development
- Tiering**
Create a tiered vocabulary word list to facilitate academic learning
- Selecting**
Select multimodal texts to boost learning retention and meet unique individual needs

Process
Taught curriculum

What learning experiences are designed to help students interact and make sense of the content?

- Communicating**
Make lesson objectives and learning outcomes clear and visible to students
- Assisting**
Assist students in setting challenging and appropriate goals
- Structuring**
Structure lessons; create routines and use protocols that facilitate collaborative learning
- Questioning**
Tailor questions and allow sufficient time for individual thinking and reflection
- Focusing**
Use [tiered activities](#) but focusing on the same learning standards/goals
- Practicing**
Help students practice new knowledge and skills through multiple exposures
- Modeling**
Teach and model learning strategies and discuss benefits of using strategies
- Engaging**
Identifying learning modalities and use multimedia to create interactive lessons
- Analyzing**
Analyze formative assessment data and adjust instructions

Product
Assessed curriculum

How will students demonstrate essential knowledge, understanding, and skills specified in the unit?

- Investigating**
Use pre-assessment to find out students' prior knowledge and misconceptions
- Mapping**
Make content and assessment information visible to students; create the assessment roadmap
- Designing**
Design authentic multimodal assessment for varying degree of difficulty and complexity that aligns with objectives
- Scaffolding**
Use worked samples (exemplars) and provide steps required to complete the product
- Coaching**
Use tiered criteria achievement descriptors to guide student work and provide personalized and actionable feedback
- Submitting**
Provide a final checklist to help students complete the product