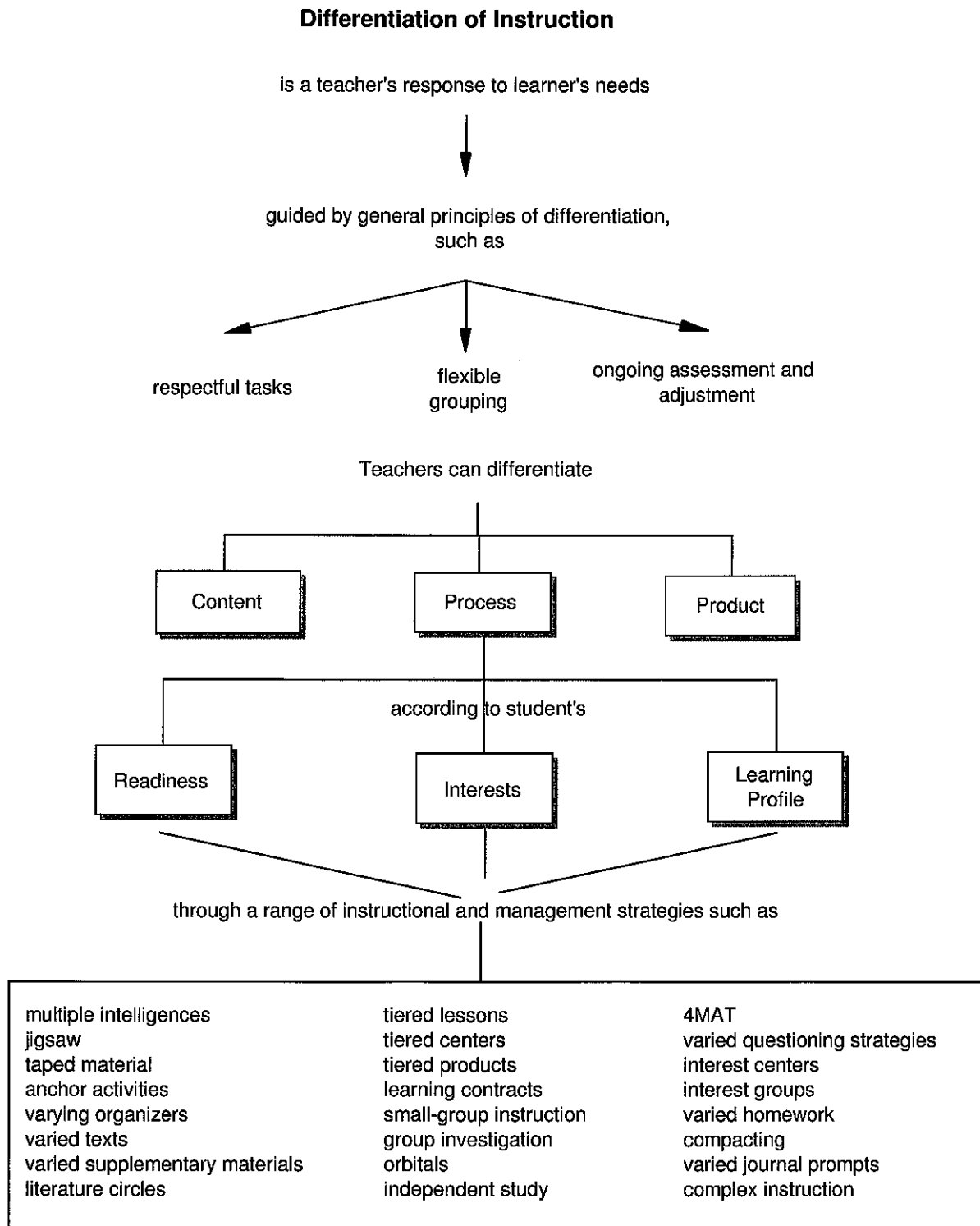


A Concept Map for Differentiating Instruction



Definitions and Descriptions for A Concept Map for Differentiation Instruction:

Guiding Principles

Respectful Tasks: Tasks which take into consideration students current ability and motivation to proceed with learning activities which are interesting, important, and engaging. There is an expectation of student's growth and support of that growth by the classroom teacher.

Flexible Grouping: The grouping of students based on similar interests or ability. Student groups change regularly according to purpose or topic.

Ongoing Assessment and Adjustment: Formative assessment is key in order to address instructional needs of the student(s). Information gathered through observation, discussion, and analysis of student work within the classroom is considered a formative assessment if it is used to adapt teaching and learning to meet student needs

Teachers Differentiate

Content: What students learn and the materials or mechanisms through which that is accomplished (Tomlinson, p.11).

Process: Activities designed to ensure that students use key skills to make sense out of essential ideas and information (Tomlinson, p.11).

Product: Vehicles through which students demonstrate and extend what they have learned (Tomlinson, p.11).

According to the Student's

Readiness: A student's entry point relative to a particular understanding or skill (Tomlinson, p.11).

Interests: A child's affinity, curiosity, or passion for a particular topic or skill (Tomlinson, p.11).

Learning Profile: How we learn which is shaped by intelligence preferences, gender, culture, or learning style (Tomlinson, p.11).

Page 47 lists some instructional and management strategies for differentiation of instruction within the regular classroom. These are but a few of what teachers can do within a regular classroom environment when differentiating for the educational needs of students.



Classroom Differentiation Examples

LEVEL I – REGULAR CLASSROOM DIFFERENTIATION

Alternate assignments: Assignments given to a particular student or small group *instead of* the assignment given to the rest of the class. Designed to be more challenging or to capitalize on a student's special interests or skills.

Change in content/process: Modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of talent pool student's.

Compacting: Allowing students to spend less time learning a topic, chapter, or unit by either 1) pretesting for mastery so some study can be eliminated, or 2) creating a study guide or other procedure for students to cover material at a faster pace or in less time than the rest of the class. The purpose of compacting is to move on to new material or to create class time for more challenging enrichment or accelerated activities.

Competitions: Competitions which encourage a student to perform at a high level of skill or thinking, to solve challenging problems, and/or to create new products such as inventions or creative writing. Competitions might include, but not be limited to, Odyssey of the Mind, Future Problem Solving, Mathcounts, Invent America, Westinghouse Science Talent Search, Academic Decathlon, various Olympiads, writing competitions, and competitions in the arts (visual/performing arts).

Creative thinking skills: Specific instruction in techniques that encourage the development of fluency, flexibility, elaboration, originality, complexity, curiosity, imagination, and risk taking.

Flexible grouping: Grouping of talent pool students together within a classroom or between classrooms in order to provide instruction or activities at an appropriate level in the students' talent areas. Groupings may be short term or long term.

Higher level thinking: Activities or assignments which require the students to operate at the levels of analysis, synthesis, and evaluation. May be enhanced by teaching students the differences between the levels of thinking and by discussing the thinking levels/skills used in various activities.

Invention activities: Activities or units in which students learn the process of invention and work through portions of or the entire process.

Leadership skills: Direct teaching of concepts and skills related to leadership, including concepts of *leader* and *leadership*, characteristics of leaders, communication skills needed for leadership, understanding of group processes and dynamics, decision making skills, planning skills, problem solving skills, conflict resolution, the study of leaders, and the taking of leadership roles.

Open-ended projects: Projects which allow students to create their own options and that encourage problem solving, higher level and/or creative thinking.

Pretesting for mastery: Assessment in which students demonstrate mastery of basic skills that are planned for instruction with the regular class, in order to eliminate some work and allow students to move on to new material.

Research projects: Activities in which students may identify a topic or subject for study, narrow the focus of study, gather resources, locate information through reading or other means (surveys, interviews, audiovisual material, etc.), and/or create a product or presentation. May be used to pursue an area of interest either related or unrelated to the grade level curriculum.

Other enrichment: Any other whole class, small group, or individual activity which provides an additional level of challenge.



Classroom Differentiation Examples

LEVEL II – SPECIAL GROUP PROGRAMMING

Cluster groups/classes: An arrangement in which a group of students with similar talents are assigned to a classroom teacher in order to facilitate modifications of their curriculum.

Electives in talent area: Courses which are not required but which students can choose to take. List only those electives which relate to a student's talent areas.

Extracurriculars-talent area: Activities such as student council, debate, school newspaper, art clubs, math clubs, etc. List only those activities which relate to a student's talent areas.

Group guidance - 3D: Discussion and/or counseling program which provides small groups of students the opportunity to interact and discuss issues which specifically pertain to giftedness or talent.

Honors/accel classes: Advanced classes offered in any discipline at the middle or high school level.

Peer mediation: A leadership program in which students receive specific instruction and skill development in mediating conflicts between other students.

Pull-outs over time: Programming in which students meet once or twice a week over several weeks to a year to participate in specific enrichment activities in their talent areas, usually under the guidance of a gifted and talented resource teacher or other adult.

Workshops: Programming in which students participate for a block of concentrated time, generally from a half day to two full days.

LEVEL III – INDIVIDUALIZED SERVICES

Acceleration-grade: Students are moved ahead one or more grade levels for their total program.

Acceleration-subject: Students move ahead one or more grade levels in a subject area but remain at the regular grade level for most of their program.

Early entrance: An acceleration strategy in which a student enters elementary, middle, high school, or college earlier than the age usually prescribed.

Independent study: A programming option in which students pursue an extensive study of an area of interest, or complete a course independently rather than by attending a class. In some cases, students may earn credit for the independent study program.

Individual groups/guidance: Student receives individual guidance related to issues of talent, including help with under achievement, college and career planning, and social/emotional issues arising from giftedness.

Mentorship: An option in which students are paired with a teacher, parent, or community volunteer in an area of expertise or interest. It is usually done on a one-to-one basis for an extended period of time to enable a student to develop knowledge and skills in a specific area and/or to develop a product from the experience.

Other services: Any other services which provide for the specific needs of a gifted individual, such as continuous progress curriculum, early graduation, correspondence courses, post-secondary options, and credit by exam.