

## © Differentiation Based on Student Need\*

*Asterisks denote strategies most appropriate for gifted learners*

	Readiness	Interest	Learning Profile
<p><b>CONTENT</b></p> <p><i>How students will access content.</i></p>	<p>Provide materials at varied reading levels.*</p> <p>Provide access to content through various degrees of scaffolding.</p> <p>Provide targeted small group instruction.*</p> <p>Front-load academic vocabulary.</p> <p>Use highlighted text.</p> <p>Use video images to augment complex text.</p> <p>Use demonstrations during lecture so students can see concrete applications.</p> <p>Summarize key ideas for ELL students before you start a lesson.</p> <p>Use bookmarked websites for students who are experts to supplement text.*</p> <p>Offer graphic organizers for notetaking.</p> <p>Audio-record texts as necessary.</p> <p>Use flexible groups based on likeness matched with appropriate tasks.*</p> <p>Offer more abstract materials, representations, ideas, or applications.*</p>	<p>Provide materials that connect key ideas and skills to real applications.</p> <p>Include lessons to respond to students' curricular interests and curiosities.</p> <p>Provide additional resources (videos, websites, podcasts, articles) related to KUDOs that respond to student interests.*</p> <p>Show examples of real applications of content, skills, or processes.*</p> <p>Use examples, analogies, and applications that reflect the cultures, languages, and experiences of your students.</p> <p>Share curious, unusual, or intriguing elements of your curriculum topic.</p>	<p>Use varied teaching modalities: visual, auditory, kinesthetic.</p> <p>Use varied teaching strategies to respond to MI preferences.</p> <p>Expand the ways in which you present content to the students: scenarios, photos, video, labs, diagrams, podcasts, explorations, demonstrations, or small group dialogue.</p> <p>Engage students in discussions that ask them to think analytically, creatively, and identify "real" applications.*</p> <p>Include both whole-to-part and part-to-whole teaching.</p> <p>Offer graphic organizers to organize ideas visually.</p> <p>Use a range of websites so students can explore topics based on their curiosities.*</p>

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	Readiness	Interest	Learning Preference
<b>PROCESS</b> <i>How the students will actively work with the content.</i>	Use tiered assignments.*  Provide mini-sessions.  Use learning contracts.*  Differentiate homework.*  Provide tiered, targeted choice boards.*  Increase or decrease the complexity of a task while holding the goal steady.*  Increase or decrease the number of facets or variables in a task.*  Use “like” partners.*  Provide additional modeling or scaffolding.  Use more advanced (but not more criteria) rubrics for highly able students.*  Use flexible groups based on likeness matched with appropriate task.*  Increase or decrease the amount of practice applications based on readiness.*  Pace instruction based on the learning rates of the students.*  Accelerate and “compact” learning as appropriate to the needs of the advanced learners.*	Group students by interest.  Provide supplementary materials based on interests.*  Provide choices in how students will do the work.  Use independent explorations to encourage them to pursue answers to their questions.*  Provide opportunities for students to apply skills in areas of interest (such as self-select an article and write a summary).  Use relevant simulations to actively engage students in using their learning.  Enable students to choose a perspective or viewpoint they want to represent.	Allow students to choose how they wish to work: alone, with a partner, or in a small group.  Use multiple modalities when you teach a process.  Provide multiple “ways to learn” based on MI preferences.  Develop tasks with a more concrete focus as well as ones with a more abstract focus.*  Encourage students to suggest other modes for their work.*  Assign group roles based on learning profile or strengths.  Provide both sequential and more open graphic organizers.

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<p><b>PRODUCT</b>  <i>How the students demonstrate their learning.</i></p> <p><i>This may be a summative assessment.</i></p>	<p><b>Readiness</b></p> <p>Use tiered products.*</p> <p>Require varied resources and references.</p> <p>Provide more complex, in-depth resources based on readiness.*</p> <p>Use flexible groups based on likeness and matched with appropriate tasks.*</p> <p>Invite experts or mentors for those who can go to more complex or sophisticated representations.*</p> <p>Provide models representing different levels of sophistication of the product.*</p> <p>Scaffold, as necessary, the processes for completing a product.</p> <p>Provide mini-lessons on elements of the product.</p>	<p><b>Interest</b></p> <p>Determine unit products based on student interests.</p> <p>Encourage students to use new forms of digital technology to represent learning.</p> <p>Encourage students to choose products to represent their learning.</p> <p>Develop products that represent real applications of content, skills, or processes.*</p>	<p><b>Learning Preference</b></p> <p>Provide varied unit or lesson products representing MI preferences.</p> <p>Allow student choice in completing the product: individual, partner, or small group.</p> <p>Encourage varied modalities in representing their learning: auditory, visual, or kinesthetic.</p> <p>Provide options on how to share products (such as with a partner, in a small group, or in front of the class).</p>