



# Differentiation Support

## What is differentiation?

Differentiation is an instructional method that allows teachers to make adjustments to the content they teach, the process for student learning, and the product to demonstrate learning. Teachers can differentiate content, process, and product according to student interests, readiness levels, and learning profiles.

### Types of Differentiation

Elements for each type

Content	Process	Product
Content is the stuff we teach, the curriculum, learning objectives, standards. We can adjust source materials by readiness levels, learning profiles, and student interests.	Process is how students make meaning of the new content they are learning. It's how they understand the new concepts, skills, and ideas from the content. We can adjust process by readiness levels, learning profiles, and student interests.	Product is the artifact students create to showcase their learning, a demonstration of mastery after they have learned new content and had a chance to make meaning. We can adjust product by readiness levels, learning profiles, and student interests.

### Approaches to Differentiation

Strategic reasons for choosing

Readiness Levels	Learning Profiles	Student Interests
<ul style="list-style-type: none"> <li>Address gaps in student performance, whether behind or beyond expectations.</li> <li>Acknowledge and honor prior knowledge so students aren't being asked to learn things they have already learned (respectful tasks).</li> <li>Increase growth in performance and learning for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Get students who think alike working together.</li> <li>Eliminate unnecessary or unintentional barriers to learning by allowing meaning making to happen in a way of thinking that feels comfortable for the students.</li> <li>Improve efficiency in instruction by allowing improved retention/recall.</li> </ul>	<ul style="list-style-type: none"> <li>Engage otherwise unengaged learners by connecting the content to something they are interested in.</li> <li>Create opportunities for improved scaffolding for students to link prior understandings (maybe even in other areas) to the content taught/learned.</li> <li>Move students out of compliant engagement.</li> </ul>

## Decision Making Flowchart

