DIFFERENTIATION ONE PAGER

The purpose of this resource is to develop an exploration for growing and cultivating the learners in our care

Definitions
- Differentiation is a response to a learner toward a targeted skill
- Classrooms are comprised of students who are different from one another in how ready they are to learn a particular concept or skill, what motivates them to learn, and how they prefer to learn.
- Use data to proactively plan different ways alter product, process and content
- Respond to learner needs

TEKS
- TEKS are not written for mastery by a specific date within a grade level, but for mastery by the end of the school year. This is essential for differentiation.
- When developing lessons, the teacher will need to consider what level of proficiency the students have previously demonstrated in order to scaffold toward the higher proficiency levels. (think rubric style assessments)
- Cognitive complexity -
  - TEK verbs identify cognitive demand - scaffold with Blooms (or DOK)
  - TEK nouns describe what the student is learning - make visible
  - TEK context describes the framework/situation for the thinking and doing
- Transfer and application should be a top priority in an instructional setting.

Development Tools
- One more way to think about differentiation
  - Responsive teachers seek varied ways to think about time, materials, tasks, student groupings, teacher-guided instruction, space, grading
  - Questions to Consider and WHERETO Framework

Assessment
- Skills based grading and the use of rubrics in assessment
  - Focus is on the development of a skill
  - Rubric used for pre-, mid-, and post-assessment
  - Know where the level of mastery is embedded. Leave room for extension of the skill
  - Be open to varied products to demonstrate mastery
  - Visible progress in learning
- Assessment should communicate to students the current level of functioning, and a path for future learning.

https://docs.google.com/document/d/1I6ybsFUf34nia67tyUay4s9Sh8Phavu_SB1BcC1_3XU/edit?usp=sharing