Differentiation in the Math Classroom

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Our Education System

https://marquetteeducator.wordpress.com/2012/07/12/climbthatree/
Today’s Learning Objectives...

- What differentiation is and isn’t.
- Reasons why we differentiate?
- Knowing the role of the teacher
- Planning for differentiation: content, process and product.
- Flexible groupings
What are we trying to achieve through differentiation?

- Increased student achievement
- Increased confidence in learning
- Engagement
- Self-directed learning behaviors
Differentiation

Is a teacher’s response to learner’s needs

Respects the different learning needs of students and expects all students to experience success as learners.
Differentiation

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Respects the different learning needs of students and expects all students to experience success as learners.

Guided by the general principles of differentiation.

- Quality Curriculum
- Ongoing Assessment
- Meaningful Tasks
- Flexible Grouping
- Expectations
- Relationships
## General Principles of Differentiation

<table>
<thead>
<tr>
<th>Quality Curriculum</th>
<th>Ongoing Assessment</th>
<th>Meaningful Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want students to be able to know, understand, and do as a result of their learning? Relevance? Real-world?</td>
<td>Prior assessment for student interest and readiness. Ongoing formative assessment and feedback measuring progress. Summative to allow students to demonstrate what they have learned.</td>
<td>Challenging, interesting, and worth doing. May be adjusted for different readiness levels, interests, or learning preferences.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Flexible Grouping</th>
<th>Expectations</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students work in a variety of arrangements. Small Groups/Partner/Individually/Whole Class</td>
<td>All students should be working at a level of complexity that is just above their comfort level. By providing each students with reasonable levels of challenge and instructional scaffolding as needed students learn that hard work results in successful growth.</td>
<td>Building a learning community where students feel safe, accepted, and supported.</td>
</tr>
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Differentiation

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DIFFERENTIATED THROUGH

- Quality Curriculum
- Ongoing Assessment
- Meaningful Tasks
- Flexible Grouping
- Expectations
- Relationships

- Content
- Process
- Product
<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Audio/Video</td>
<td>✔ Group Work</td>
<td>✔ Options (Choice Board)</td>
</tr>
<tr>
<td>✔ Graphic Organizers</td>
<td>✔ Tiered Activities</td>
<td>✔ Rubrics</td>
</tr>
<tr>
<td>✔ Curriculum Compacting</td>
<td>✔ Manipulatives</td>
<td>✔ Alone or groups</td>
</tr>
<tr>
<td>✔ Highlighted Material</td>
<td>✔ Varying length of time</td>
<td>✔ Student</td>
</tr>
<tr>
<td>✔ Mini-lessons</td>
<td>✔ Strategies</td>
<td>Created</td>
</tr>
<tr>
<td>✔ Varying/Supplementary Texts</td>
<td>✔</td>
<td>Product</td>
</tr>
<tr>
<td>✔ Visuals/Graphic Organizers</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>✔ Vocabulary Lists</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>
Learning Environment
Differentiation

Is a teacher’s response to learner’s needs

Respects the different learning needs of students and expects all students to experience success as learners.

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Differentiated through:

- Content: The knowledge, understanding, and skills we want students to learn.
- Process: How students come to understand or make sense of the content.
- Product: How students demonstrate what they have come to know, understand, and are able to do after an extended period of learning.

Quality Curriculum, Ongoing Assessment, Meaningful Tasks, Flexible Grouping, Expectations, Relationships.
DIFFERENTIATE

According to students

Content
Process
Product

Readiness
Interest
Learning Profile
This is not new...just doing things better!

Differentiating instruction is doing what’s fair for students. It’s a collection of best practices strategically employed to maximize students’ learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time. It’s whatever works to advance the student if the regular classroom approach doesn’t meet students’ needs. It’s highly effective teaching.
Flexible grouping is at the heart of differentiated instruction
Thanks!

Any questions?
You can find me at:
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Credits

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