Cognia Strategies to Differentiate Instruction





Reflections and Activities

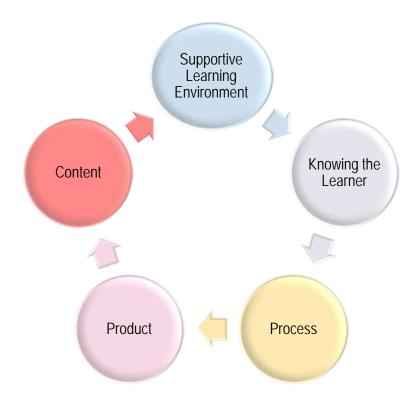
Question	Response	Whole Group	
Vhat words do you associate with bifferentiated Instruction?			
/hat is your definition of ifferentiated Instruction?			
What barriers exist to differentiating a classroom?			
/hy Differentiate? • Bumper sticker			
TweetFigurative language			
Strategies			
Differentiated Instruction			
Strategy	Definition	How can I use this in my cla	assroom?



C Strategies to Differentiate Instruction

Deep definition activity
Knowing the learner
Differentiating content
Differentiating process
Learning profile cards
Cooperative learning structures
Graphic Organizers
Choice Boards
C •

Key Components for Differentiating Instruction



eleot Supportive Learning Environment Indicators

- 1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.
- 2. Learners take risks in learning (without fear of negative feedback).
- 3. Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.
- 4. Learners demonstrate a congenial and supportive relationship with their teacher.

Knowing the Learner: learner readiness

Balanced Assessment System Multiple components serve different needs and give different information. **Formative** Summative Benchmark Interim Instruct and Adjust Confirm and Review **Monitor and Predict Evaluate and Report** An ongoing, interactive process used Assessment of recently taught material Assessments that track student General achievement measures used at the conclusion of a unit of instruction throughout the year by students and performance and growth toward for grades and/or to monitor progress teachers to gather evidence of towards learning goals; test content end-of-year goals, used to identify or the school year to certify learning understanding while instruction occurs follows curriculum pacing. students or curricular areas that need and to fulfill accountability attention requirements Informing educational decisions and actions · Clarify learning goals and success criteria Assess understanding of new content Monitor student progress Verify and document student Identify misconceptions Provide actionable feedback Determine readiness to move to new • Examine group performance and achievement needs for intervention Determine effectiveness of concepts Adjust instructional next steps Identify needs for review or adjustment Analyze curriculum and instruction programs, practices, and policies Demonstrate equity and school quality of instruction Level of impact on instruction and learning Evidence and data contribute to your continuous improvement planning.