

Differentiation

**With respect, dignity
and intentionality**

**Office of Gifted Education
2007**

GT

Product choices
Grouping students together
Acceleration & pacing
Purposeful w/o a ceiling
Self-created organizers
Transforming or constructivism
Justify connections
Pursue Passion area

SPED

Multiple means of expression/presentation
Engagement
Not retrofitting
Word lists as needed
Use of multiple intelligences
Assisted structure and organization
Variable time and response mode
Build connectives
Adjustable levels of challenges
AV/Technology solutions

Universal Instructional Strategies

Be intentional in choosing strategies!

Cubing	Multi-sensory
Jigsaw	Purposeful/relevant
Anchor activities	Questioning (student and teacher)
Menus	Routines & rituals
Tiered assignments	Group interaction
Role playing	Concept teaching
Web quest	Use of multiple text/resources
Technology	Relationships
Content objectives	Specific vocabulary development
Language objectives	Respectful climate for learning
Culturally relevant books	Pre-assessment/Formative assessment
Word walls-interactive	Reflection time
Graphic organizers	Modeling skills and practices

Relevant feedback

SOC

Inclusion
Making connections
Choice
Personal relevance
Peer counseling/group link
Personal narratives
Questioning assumptions
Music and rhythm
Active learning
Recitation
Repetition

GENDER

Interest-based materials
Integrated learning approaches
Varied length in writing
Varied types of writing
Balance of fiction/non-fiction reading
Project and problem-based learning
Private feedback (Boys)
Personal purpose and relevance

ELLs

Visuals & simplified English
Native language support
Repetition
Word banks
Non-verbal cuing
Schema development
Integrate lesson concepts w/language practices
Appropriate teacher speech
Multiple techniques to make concepts clear