



QUEENS GATE ACADEMY

Private School from JK - Grade 10

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QGA: Differentiation and IB

Classroom Elements of Differentiations

1. Classroom Environment

Students no longer sit in straight silent rows, working on the same tasks in the same way. Student differences are the basis for planning and instruction. Students are guided in making interest- and learning-profile-based choices..

This could take the form of:

- Making quiet spaces available
- Collaborative spaces
- Providing materials that reflect a variety of cultures and settings
- Guidelines for individual work that meets individual needs
- Routines for students to get help from others/teacher
- Allowing students to meet their own needs (move around, sit quietly, etc.)

2. Content

Teachers provide a variety of options for students to take in and receive the content. It presents what the students need to learn and outlines how the students gain access to the information. It does not mean teaching different content; it means teaching the content differently by adjusting the levels of depth, complexity, and readability of the materials.

This could take the form of:

- Audio Books / lessons
- Graphic Organizers
- Note-taking Organizers
- Varied levels of texts
- Various supplementary materials
- Adjusting proximity of ideas to student experience(s)
- Reading Partners / Reading Buddies
- Choral Reading
- Think-Pair-Share



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- Small groups to reteach or extend

3. Process

Teachers provide multiple options for making sense of the ideas, themes, and content. The teacher differentiates the process by planning for students who need more scaffolding or compacting. Flexible groupings and activities that acknowledge different learning modalities are considered.

This could take the form of:

- Choices of text, tasks, and partner(s)
- Interest Centers/Zones/Workstations
- Tiered lessons and activities
- Learning contracts: personal agendas
- Hands-on activities/manipulatives
- Varied time to complete tasks

4. Product

Teachers should provide multiple options for students to express what they know. Culminating activities chosen by students let them apply and extend what they have learned in a lesson/unit of study. Students are given the opportunity to produce work individually or in groups based on their proficiency levels, talents, and interests.

Considerations:

- Choice based on readiness, interest, and learning profiles
- Clear expectations
- Timelines
- Agreements
- Product Guides
- Rubrics and criterion charts

Product options may include the following:

- Create a model, poster, game, advertisement, map, survey, puzzle, cartoon, brochure, dance, habitat, or illustration.
- Write a diary entry, speech, recipe, poem, letter, news report, essay, or song.



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- Collect pictures, create a timeline or calendar, make a recording or video invite a speaker, teach a lesson, or give a demonstration.

Differentiation Links and Resources:

The Eight Steps of Curriculum:

https://nrcgt.uconn.edu/underachievement_study/curriculum-compacting/cc_8steps/

Scaffolding: <https://www.edglossary.org/scaffolding/>

Differentiation of Instruction: <http://www.ericdigests.org/2001-2/elementary.html>

Scaffolding Comprehension Strategies: <https://www.rcboe.org/Page/37588>

Growth Mindset and Math: <https://www.youcubed.org>

6 Strategies for PBL: <https://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller>

6 Good Tools of Differentiation: <https://openingpaths.org/blog/2014/08/five-good-tools-di/>

Presentation: Socratic Seminar:

<https://nctm.confex.com/nctm/2013AM/webprogram/Session15552.html>

Curriculum Compacting: https://gifted.uconn.edu/wp-content/uploads/sites/961/2015/01/Curriculum_Compacting.pdf

Think Dots: <http://learningclassrooms.pbworks.com/f/Think+Dots+Overview+Packet.pdf>

Cubing: http://curry.virginia.edu/uploads/resourceLibrary/nagc_cubing_think_dots.pdf