



Differentiation/Enrichment

Strategies for Supporting All Learners

Resources

- **Objective:** Facilitators will differentiate instruction and provide enrichment opportunities by tailoring activities, materials, and strategies to meet learners' diverse needs and interests.
- [Learner Interest Survey](#), **Pre-test, Work Sample Products**
- **Menu of Choice Options:** [Tic-Tac-Toe](#), [Poetry](#), Literacy, Social Studies, Science, Math
- **Project-Based Learning**
- [Enrichment Tips](#), [Readworks.org](#) (differentiate reading instruction)
- [Mensa Lesson Plans](#), [Gifted Resources: Curriculum](#), [Digital Learning Resource Page](#)
- [Depth and Complexity Icons](#), [Content Imperatives](#)
- [Websites for Gifted Learners](#)

Differentiation Components

- **Content** – the specific information that is to be taught in the lesson or unit.
- **Process** – how the student will acquire the content information.
- **Product** – how the student will demonstrate understanding of the content.
- **Learning Environment** – the environment where learning is taking place, including physical location and/or student grouping.

Differentiation Strategies

- **Anchor Activities:** Provides students with meaningful activities that can be completed independently. May be leveled to the learner's individual needs.
- **Activity Menus/Choice Menus:** Integrate student choice and multiple learning strategies. The menu could be content-specific or cross-subject.
- **Cubing/Think Dots/Tic-Tac-Toe Boards:** Allows students to think in multiple directions and to differentiate processes and products for students with different learning strengths.
- **Curriculum Compacting:** A popular model in the gifted world. Allows curriculum to be adjusted or skipped based on prior knowledge. Students received a pre-assessment to find out what they already know and what they still need to be taught.
- **Independent Study:** Students research topics based on interest. With gifted students, try to use connections to real-life problems or situations.
- **Learning Centers:** Centers may be permanent or temporary. Could be an author study, specific content, etc.

Signs that Differentiation is Occurring in the Learning Environment

- Consistent use of **pre-testing**.
- Decrease in the frequency of large group activities and increase in the frequency of activities utilizing small flexible groups
- Evidence of advanced content and acceleration opportunities.
- A collaborative effort among teachers, students, and parents.
- Encouragement to complete assignments in alternative environments, such as the library, art room, or another classroom more conducive to the requirements of the assignment(s).
- Increase the use of a variety of materials, community resources, and technological services.
- Learning objectives that vary in depth and breadth.
- Instruction that uses a variety of teaching methods, such as inductive, deductive, and hands-on strategies
- Use of flexible pacing.
- Use of curriculum compacting, tiered assignments, and parallel curriculum.
- Products that vary in complexity and abstractness.
- Differentiated homework assignments – elimination of drill and practice – based on students' needs
- Open-ended questioning and assignments – use of Bloom's Taxonomy to provide a challenge.
- Emphasis on higher-order thinking skills.
- Use of Learning Contracts.
- Flexible Teacher who is willing to negotiate assignments, one who encourages student self-advocacy.

Source: [What is Differentiation?](#)
[Differentiated Reading Instruction](#)