

John McCarthy, EdS: So All Can Learn: A Practical Guide to Differentiation (Chapter 5, pp. 73-4))

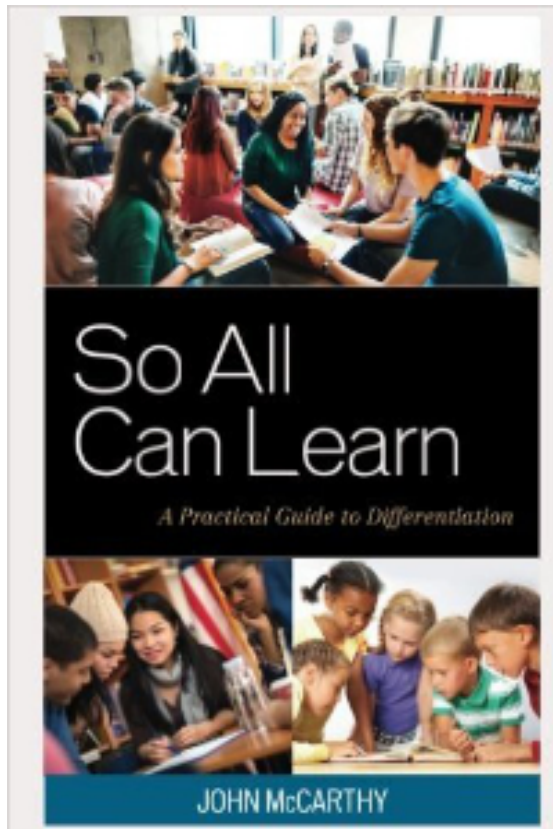
Leveling Up Differentiation

Levels of Implementation	Description of what Differentiation looks like
One	Teacher practice is intuitive rather than intentional. Student needs are met during lessons only when the needs appear and are recognized by the teacher. For example, students not asking questions, lay heads on the table, little to no activity on the assignments, limited participation/ engagement. Supports may be organically developed.
Two	Teacher practice is mostly intuitive with some Intentional influences. Student needs are met during lessons as the needs appear, based on observations and planned formative assessments. Some support resources are readily available and provided to students as needed, based on previous experiences from teaching the lesson concepts.
Three	Teacher uses Intentional planning to begin supporting Intuitive practice, but may be used infrequently. Teacher reflects on assessment data as a means to develop and/or align resources that support the common learning gaps by students during the lesson. Data analysis is mostly group trends, rather than based on individual needs.
Four	Teacher uses Intentional planning to target support for Crossroad lessons. Resources are developed and provided to address academic growth for struggling and advanced students based on their needs. The focus of support may occur prior to key assessments, or after the assessment has taken place.
Five	As part of Intentional planning, the teacher explicitly uses the elements of Differentiation. The teacher can explain the specific connections of their differentiation practices to Content, Process, and/or Products. Usage may occur at least twice a week. Assessment data is used frequently to inform decisions for differentiating instruction. Three-dimensional instruction occurs at least once a week.
Six	Instructional use of Content, Process, and Products is an integrated part of planning. For example, process experiences increase to two or more times during a lesson. Use of Readiness, Interests, or Learning Preferences is being intentionally explored to increase the quality of learning experiences. Individual assessment data is beginning to be used for some opportunities for personalizing or individualizing the learner experience. Three-dimensional instruction occurs frequently each week where needed.
Seven	Intentional planning happens frequently as part of the natural process of preparing learning experiences. Student voice begins to have an influence on instruction based on data collection for Readiness, Interests, and Learning Preferences. Students experience learning experiences where they are actively working alone and in groups based on their identified needs and interests.
Eight	Intentional planning and intuitive support is heavily influenced by the needs identified by learners. The students decide or co-plan some of their learning experiences within the areas of Content, Process, and/or Products. Teacher and students use the Elements of Differentiation to craft learning experiences that support the curriculum outcomes. Assessment data is used frequently for ongoing teaching, coaching, and assessing by both teachers and students.
Nine	Intentional planning and intuitive support is fluid and occurs daily as part of the natural course of teaching and learning. The lead role of learning is interchangeable between students and teacher. The student may provide the direction based on their Interests and Learning Preferences, while the teacher leads on co-creating experiences based on student readiness. Assessment data is used to adapt, adjust, and/or change learning experiences where needed based on the curriculum outcomes. Teacher and students collaborate as co-learners for innovative methods to meet learning needs through the lens of Differentiation.

Book info: <http://johnmccarthyeds.net/soallcanlearn/>

“McCarthy shares strategies, tips, and techniques for effectively differentiating instruction so that all students develop skills and knowledge through experiences that meet their needs and match their learning styles. More important, McCarthy helps educators create a classroom culture focused on growth mindset, which is a fundamental feature of twenty-first-century learning.”

–**David Ross**, CEO, Partnership for 21st Century Learning



**So All Can Learn:
A Practical Guide to Differentiation**
By John McCarthy, EdS.

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