**Differentiation Template**

Target Audience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 1**: Devise KUD goals (what you want students to know, understand, and be able to do as a result of the lesson or activity)

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| **KNOW** (facts, dates, definitions, rules, people, places) | **UNDERSTAND** (big ideas, principles, generalizations, rules, the “point of the discipline or topic within the discipline)*I want students to understand that…* | **BE ABLE TO DO** (skills of literacy, numeracy, communication, thinking, planning, production, etc.; start with a verb such as: describe, explain, show, analyze, compare, synthesize, analyze, apply, construct or solve) |
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**Step 2**: Determine your usual starting point (optional).

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| Jot down what you would typically do in the lesson if you were **not** going to differentiate. (Sketch out the steps you would follow or the assignment you would give).   |

**Step 3:** Write differentiated plans.

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| Think about the most advanced student you have ever had. Design an activity (clearly related to your KUD goals) that would stretch this student.  | Figure out ways to scaffold the task so that participants at or near grade level can be successful with the task. Make sure this version still matches with your KUD goals.  | Figure out ways to further scaffold the task so that participants who may struggle with the task can be successful. Double-check that you have not watered down the task to the point that participants miss out on the KUD goals.  |
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**Step 4:** Check your KUD goals.

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| * Double check that every version of the activity **leads participants to increased competency** with activity goals. If not, adjust as needed.
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| * Double check that every version of the activity **will feel respectful** to the student for whom it is designed. If not, adjust as needed.
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**Step 5:** Assess you plans.

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| * Where might you run into trouble in carrying out the differentiation in this lesson?
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| * How will you give directions for each version of the task? Will you color-code task cards or assignment sheets? Audio-record directions?
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| * Will you tell participants the lesson is differentiated? If so, how? If not, why not?
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| * What will you do if some participants or groups finish early?
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| * If necessary, how will you get participants into groups efficiently? How will you get them back to a whole-class configuration?
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