

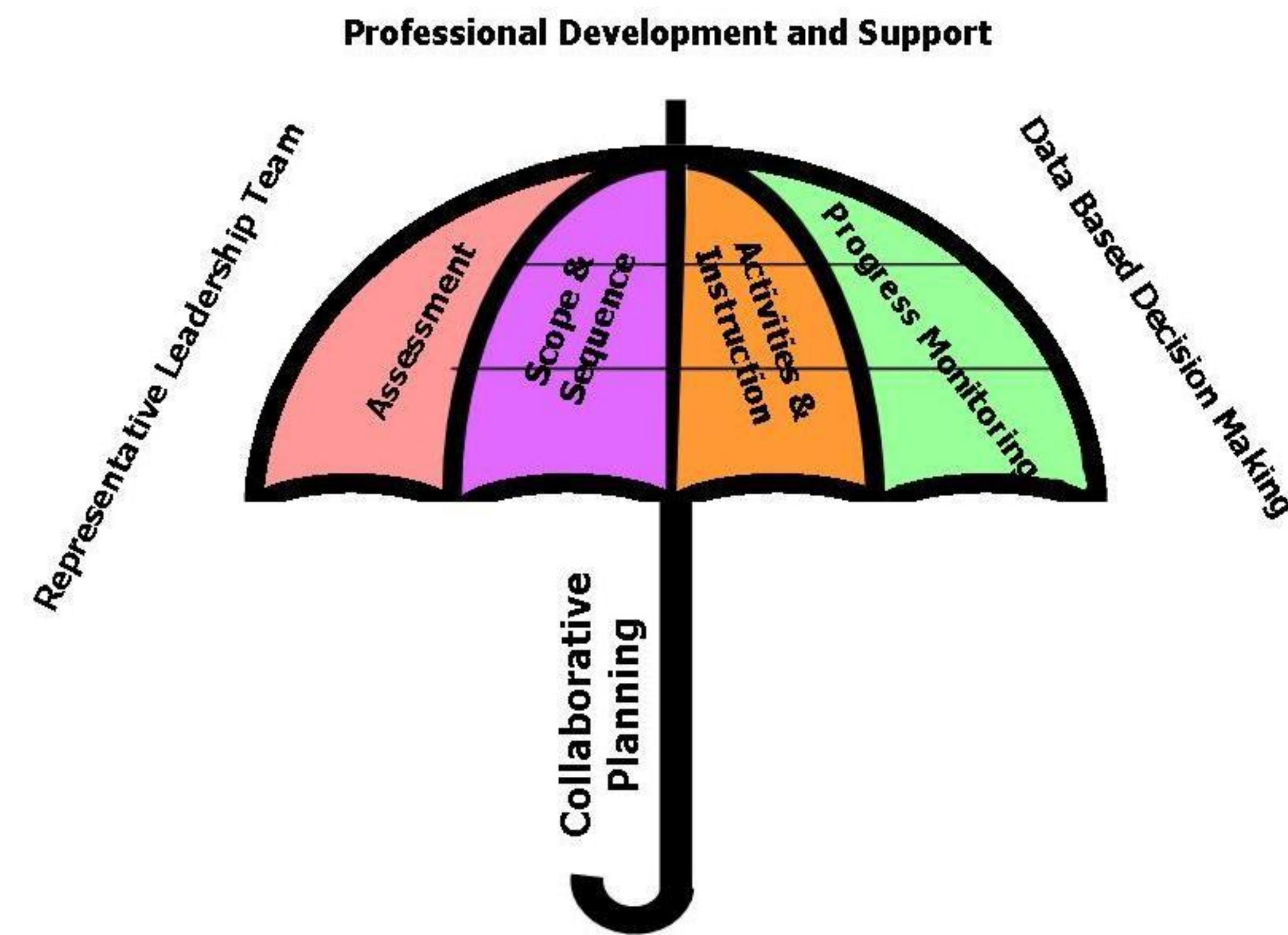


Quality Tier One Instruction Through the Use of Differentiation Strategies

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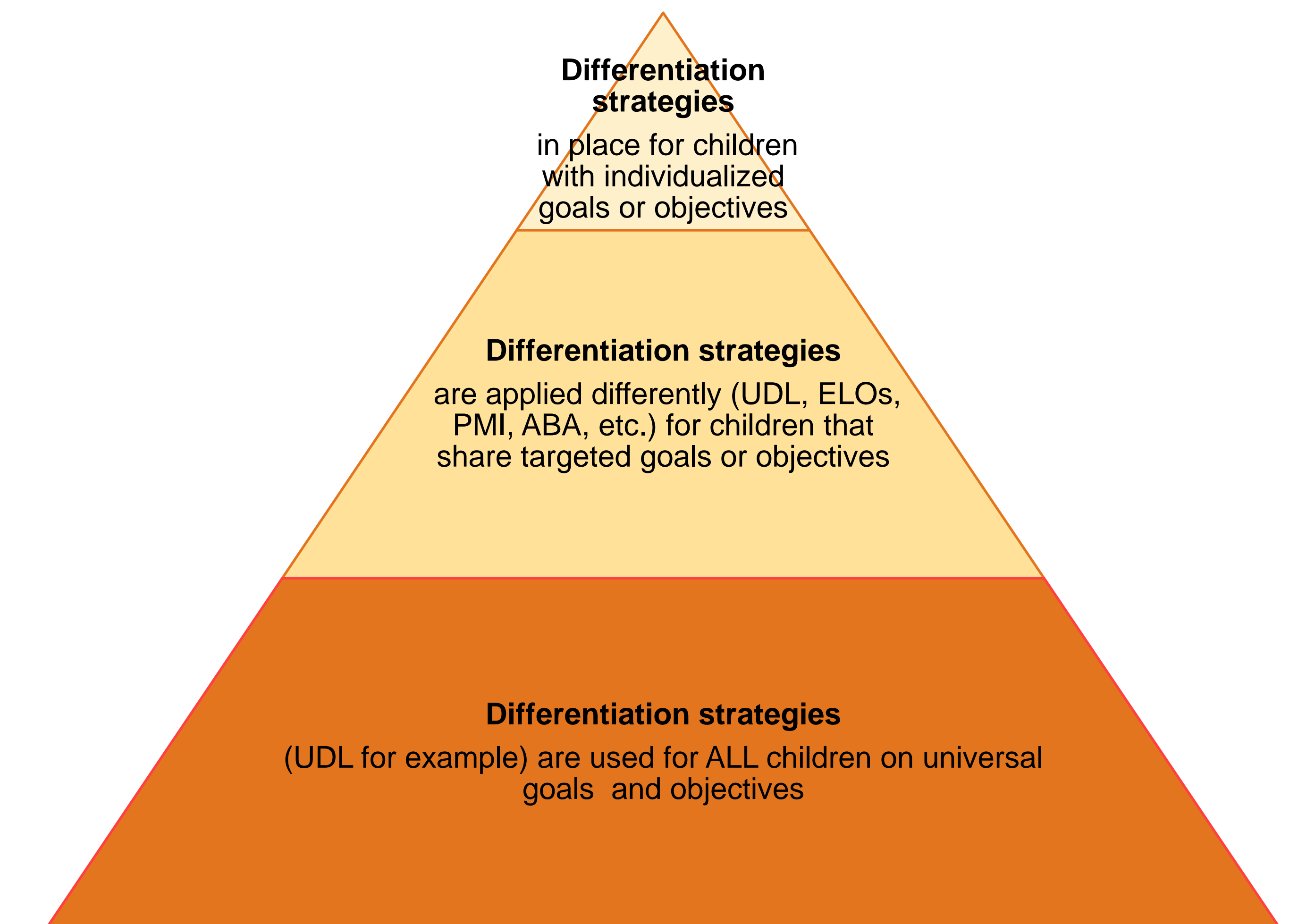
Tiered Curriculum Framework



UDL Strategies as Differentiation

	Representation	Engagement	Expression
Content	How goals and objectives are represented in the classroom through materials, activities, etc.	When children are motivated and interested in learning the big ideas, curriculum or ELS that teacher's have planned	How children are allowed to access the big ideas, curriculum and activities (e.g., verbally or non-verbally in the classroom)
Process	How the teacher plans activities and what materials are used to provide opportunities to children to learn in a variety of formats	How the teacher plans to motivate, interest, and use children's preferences to engage them in learning activities	How the teacher plans to let children express what they know, verbally or non-verbally (e.g., singing, dancing, signing, gesturing, etc.)
Product	What children produce using the variety of formats and materials that are available for them to access and learn from	What is produced when children are interested, motivated, and engaged in their learning.	How children show their learning to the rest of the class through means of expression

Tiered Model



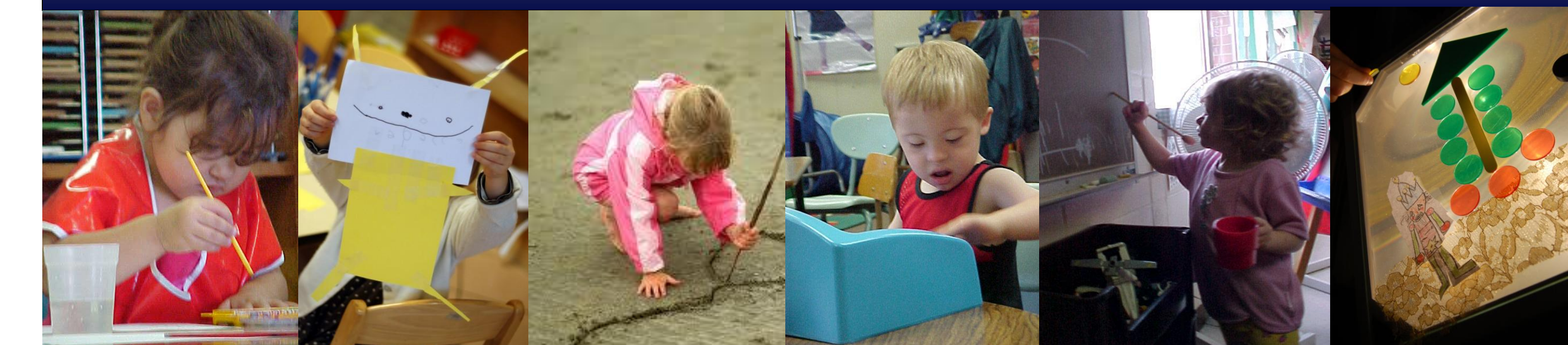
Representation



Engagement



Expression



Multiple means of representation. This principle ensures instruction, questions, expectations, and learning opportunities are provided in various formats and at different levels of complexity, addressing a range of ability levels and visual, auditory, and kinesthetic needs. Complexity of actions, directions, expectations, materials, processes, steps, supports and tasks are planned. Representation is a tool that when used with intentionality addresses access to content, scope and sequence.

Multiple means of engagement. This principle ensures various opportunities are presented for arousing children's attention, curiosity, and motivation, addressing a wide range of interests, preferences, and personal styles. Engagement is then maintained by providing various levels of scaffolding, repetition, and appropriate challenges to ensure successful learning. Observational data that informs teacher's of a child's engagement includes attention Curiosity, motivation, interests, and preferences. Engagement is a tool that aligns with process and guides observable teacher actions and reactions to children's expressions.

Multiple means of expression. This principle ensures children have a variety of formats for responding, demonstrating what they know, and for expressing ideas, feelings, and preferences. and addressing individual strengths, preferences and abilities.. In addition, children have options in their use of resources, toys, and materials., Expression is one tool connected to product. It allows children access to a variety of methods to express what They know and are able to do in means appropriate for their ability. Expression can be verbal and/or non verbal. Expression can relate to both process and product and can be critical when Conducting formative assessments.