

Differentiated Instruction

Differentiation is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. Differentiation allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. In a differentiated classroom, variance occurs in the way in which students gain access to the content being taught, the process by which they acquire information, and the manner in which they demonstrate understanding (Hall, Strangman, & Meyer, 2003).

Strategies to Differentiate Instruction

	Content	Process	Product
What it is?	<p>What the teacher plans to teach.</p> <p>What the students need to learn.</p>	<p>How the students will access the information.</p> <p>Activities in which the students engage in order to make sense of or master the content.</p>	<p>How the student will demonstrate what s/he has learned.</p>
What it could look like:	<p>Determined through formative assessment</p> <p>Using reading materials at varying readability levels</p> <p>Putting text materials on tape/CD</p> <p>Using spelling/vocab lists at readiness level of students</p> <p>Presenting ideas through auditory, visual, kinesthetic, & tactile means</p> <p>Using reading buddies</p> <p>Flex grouping***</p> <p>Compacting</p> <p>Meeting with small groups to reteach idea/skill, or to extend the thinking/skill</p> <p>Multi-leveled questions</p> <p>Modeling</p>	<p>Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity.</p> <p>Centers/Stations</p> <p>Developing personal agendas</p> <p>Manipulatives</p> <p>Varying the length of time a student may take to complete a task</p> <p>Cubing</p> <p>Learning logs or journals</p> <p>Note-taking organizers</p> <p>Graphic organizers</p> <p>Highlighted materials</p> <p>Jigsaw</p> <p>Think, Pair, Share</p> <p>Learning Menus</p> <p>Webquests</p> <p>Labs</p> <p>Role Play / Simulations</p>	<p>Choice boards</p> <p>Podcast</p> <p>Blog</p> <p>Presentation</p> <p>Quiz/Test</p> <p>Using rubrics that match and extend students' varied skill levels.</p> <p>Encouraging students to create their own product assignment as long as it contains required elements.</p> <p>Enabling students to use contemporary media/technology as tools to demonstrate knowledge and understanding</p> <p>See attached list for more options**</p>

***The basis for grouping varies between responding to student readiness, interest, or learning style. A useful tool for making purposeful decisions about how to group students is TAPS – an acronym used to refer to four different options for grouping: Total Group (T), alone (A), in partners (P), and in small groups (S). The table below illustrates the features of each of these groupings as well as provides suggestions for situations that lend themselves especially appropriate for utilizing each.

