

DIFFERENTIATION OF INSTRUCTION OVERVIEW

CONTENT.

What do we want them to know? Focus is on the learning targets that are aligned to our unpacked content standards.

- Involves giving students choices to deepen their understanding.
- Teacher provides student additional resources that match their level of understanding.



Strategies:

- Use a variety of activities to understand new learning, i.e., hands-on, problem solving, etc.
- Use texts at varying reading levels to match students' needs
- Use partially completed graphic organizers to support students' understanding of the content
- Use audio or visual recordings to present content
- Vary the amount of material students engage with, i.e., summary of chapter instead of complete chapter

PROCESS.

How will we teach it? Differentiated instructional strategies to support all learners.



- Refers to varying the learning process and how students make sense or understand the information, based on how they learn.
- Reflects students' learning styles or preferences.

Strategies:

- Varying the amount of support students need, i.e., close notes, discussion questions ahead of time
- Provide various options and different levels of difficulty
- Use a variety of instructional strategies, i.e., small group, independent, collaborative, learning stations or centers
- Create activities that support visual, auditory and kinesthetic learners
- Vary length of time a student takes to complete the work



PRODUCT.

How will we know they know it? Artifacts of their learning that are aligned to our success criteria.

- Refers to the end result or product created by students to demonstrate their learning
- Teacher provides challenge, variety and choice



Strategies:

- Give students options about how to express required learning, i.e., alternatives to whole class activities
- Vary work assignments, i.e., group, individual, etc.
- Products are scaffolded for varying degrees of difficulty: simple to complete, support/guided to independent, complex and critical thinking
- Use a variety of assessments

LEARNING ENVIRONMENT.

Where and under what conditions will they learn?



- Refers to the climate of the classroom- safe, conducive to learning, respectful, etc.
- Includes: physical arrangement of space, procedures and processes, rules, etc.

Strategies:

- Reduce visual distractions in learning environments
- Flexible seating arrangements, allowing for individual work preferences
- Use culturally responsive teaching materials and methods
- Use routines that allow students to learn effectively
- Ensure there are quiet places for students to work and learn

Source: Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools & classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

