

Differentiated Instruction

Objectives

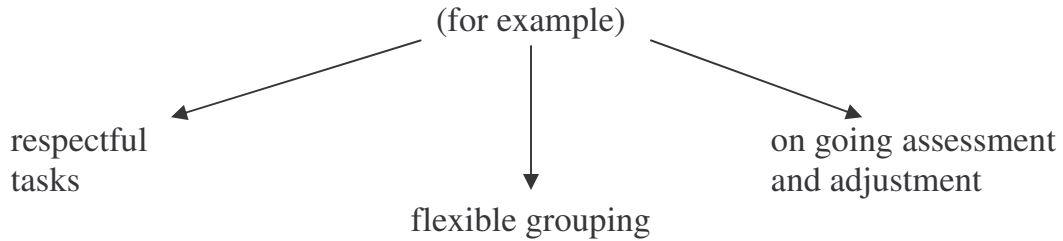
At the conclusion of this session, participants will be able to . . .

- understand differentiated instruction
- show understanding of differentiated instruction by completing a self-reflective checklist
- understand the principles of the differentiated classroom
- apply knowledge of differentiated instruction by writing a differentiated instructional objective
- understand basic components to managing a differentiated classroom

Differentiation of Instruction

Differentiated instruction is a teaching approach that provides a variety of learning options (in **content, process, and product**) to accommodate differences in how students learn.

A teacher responds to their learners' needs guided by general principles of differentiation



Teachers can differentiate the

↓	↓	↓
CONTENT	PROCESS	PRODUCT
•	•	•
•	•	•
•	•	•
		•
		•
		•

according to students' _____ , _____ , and

through a range of instructional and management strategies such as:

independent study	tiered lessons	varied journal prompts
jigsaw	tiered centers/ products	varied strategies
task cards	literature circles	compacting
varying organizers	learning contracts	interest centers/groups
supplementary materials	group investigation	varied homework
varied texts	small group instruction	interest groups
	and more!	

The Many Facets of Differentiated Instruction

“How well do you know your students?”

What do you need to do to reach each individual’s academic needs?”

Instructional Needs

Learning Modalities

❖ _____

❖ _____
❖ _____

❖ _____

Cognitive Levels

Background Experiences

Personal Interests

Differentiated Instruction

Self-Reflection

Reflect on the following statements. Check the box that is appropriate.

	Always	Frequently	Sometimes	Never
I make accommodations for the different learning styles in my classroom.				
I use a variety of resources to assess my students.				
I can identify the different learning styles of my students.				
I vary my lessons and objectives so that my students who are predominantly kinesthetic learners can be successful.				
The questions I ask my students during instruction are beyond the knowledge level—I expect higher level thinking to occur.				
I ask my students to access their prior knowledge before beginning a new lesson.				
I give my students an opportunity to assimilate their new learning with their prior knowledge.				
I have interviewed my students and I know what their interests are outside of school.				
I have a tendency to teach the way I prefer to learn.				
I use visual aids such as posters, charts, and models to accompany my lessons.				
I provide opportunities for my students to construct a physical representation of something they are learning about.				
I provide opportunities for my students to depict ideas or concepts through physical movement.				
My students have the opportunity to respond or report orally.				
I use cooperative learning in my classroom.				

Differentiated Objectives Template

Student Levels	Conditions	Level of Cognition	Content	Proving Behavior	Performance Level

Example of Differentiated Objective:

Student Levels	Content	Level of Cognition	Proving Behavior	Conditions	Performance Level
(Foundational)	Adding fractions with like denominators	apply	Solving 15 equations	Fraction Manipulatives & a partner	13 out of 15 correct
(Grade Level)	Adding fractions with like denominators	apply	Solving 15 equations	Math textbook as a reference and/or written class notes	13 out of 15 correct
(Advanced)	Adding fractions with like denominators	apply	Write 8 equations (with answer key) for a partner to complete	Only referring to written class notes on content	7 out of 8 correct