

## **DIFFERENTIATED INSTRUCTION**

*"Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction."*

-Carol Ann Tomlinson

**Differentiated instruction is the purposeful and continuous modification of assessment, instruction and curriculum, based on the teacher's ongoing assessment of the students' level of readiness, interests, learning profiles and learning environments in order to ensure academic growth for all students.**

Source: *DIAL Task Force – Grants & Research Office Intermediate Districts 287 & 916.*

## **DIFFERENTIATION QUICK REFERENCE GUIDE**

<b>What Differentiated Instruction <u>IS</u>:</b>	<b>What Differentiated Instruction is <u>NOT</u>:</b>
<ul style="list-style-type: none"> <li>➤ It is more qualitative than quantitative.</li> <li>➤ It is proactive in the planning stage.</li> <li>➤ It provides multiple approaches to content, process and product.</li> <li>➤ It is a blend of whole-class, group and independent learning.</li> <li>➤ It is continually adjusting to meet the goal of matching learner to learning.</li> <li>➤ It is for all children.</li> <li>➤ It evolves from a philosophical point of view.</li> <li>➤ It is creating different opportunities within the same curriculum.</li> <li>➤ It is planning for differences daily.</li> </ul>	<ul style="list-style-type: none"> <li>➤ It is not individualized instruction (specific to the 1970's).</li> <li>➤ It is not just another way to provide homogeneous grouping (as in tracking).</li> <li>➤ It is not a chaotic atmosphere for students.</li> <li>➤ It is not just modifying the instruction up or down.</li> <li>➤ It is not a designated program.</li> <li>➤ It is not creating more work or "do this when you are done."</li> <li>➤ It is not giving the same work but expecting more.</li> <li>➤ It is not using more capable students as tutors.</li> </ul>

## **KEY PRINCIPLES OF A DIFFERENTIATED CLASSROOM**

- The teacher is clear about what matters in the subject matter.
- The teacher understands, appreciates and builds upon student differences.
- Assessment and instruction are inseparable.
- The teacher adjusts content, process and product in response to student readiness, interests and learning profile.
- All students participate in respectful work.
- Students and teachers are collaborators in learning.
- Goals of a differentiated classroom are maximum growth and individual success.
- Flexibility is the hallmark of a differentiated classroom.