

Differentiated Instruction: Maximizing the Learning of All Students

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module discusses the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It explores the student traits—readiness level, interest, and learning preferences—that influence learning (est. completion time: 3 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: [Module Outline](#)
 - Video: [Navigating an IRIS STAR Legacy Module](#)
 - Link: [IRIS and Adult Learning Theory](#)
 - [Wrap-Around Content Map](#)

Challenge

- **Video:** Two years ago Mr. Shelton began teaching Algebra I, a required course for all students. Although he is teaching the concepts in the same manner as before, many of his Algebra I students are not performing well.

Notes

Initial Thoughts

- What is differentiated instruction?
- How do teachers differentiate instruction?
- How do teachers prepare their students and their classrooms for differentiated instruction?
- What does differentiated instruction look like in the classroom?

Notes

Differentiated Instruction: Maximizing the Learning of All Students

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Understand the key elements of differentiated instruction
 - Differentiate instruction based on students' readiness level, interests, and learning needs
 - Differentiate instruction for three main instructional components: content, process, and product
 - Evaluate and grade differentiated products
 - Prepare your students and your classroom for differentiated instruction
 - Take the first steps toward implementing differentiated instruction
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Defining Differentiated Instruction

- Differentiated instruction is not a single strategy [bullet points]
- Research Shows
- Teachers who differentiate instruction often... [bullet points]
 - Link: Traditional classroom contrasted with a differentiated classroom
 - Link: formative assessment [definition]
 - Link: summative assessment [definition]
- Audio: Carol Ann Tomlinson addresses two common misperceptions about differentiated instruction
- FYI
 - Link: response to intervention (RTI) [definition]
 - Link: individual education program (IEP) [definition]

Notes

❖ Page 2: General Principles

- Student needs vary [bullet points]
- Ongoing Assessment

Differentiated Instruction: Maximizing the Learning of All Students

- Link: learning profile [definition]
- Link: Exit card
- Types of Assessments
 - Link: formative assessment [definition]
 - Link: summative assessment [definition]
- IRIS Tip
- Flexible Grouping
 - Homogeneous
 - Heterogeneous
 - Link: An example of flexible grouping
 - Did You Know?
 - FYI

Notes

❖ Page 3: Know Your Students

- Readiness
 - Teachers can determine a student's level in a given subject area by... [bullet points]
 - Link: Sample student self-assessment questions
 - Link: Sample KWL chart
 - Did You Know?
- Interest
 - Teachers can discover their students' interests by... [bullet points]
 - Link: Sample inventory
 - Link: Sample ice-breaker activities
- Learning Profile
 - Teachers can assess a student's preferred method of learning by... [bullet points]
 - Link: Sample questions
 - FYI
 - Audio: Carol Ann Tomlinson discusses how a differentiated classroom meets the needs of a wide range of students
 - Audio: Michelle Giddens discusses how differentiated instruction allowed her to better meet the needs of diverse students
- Natalia's progress monitoring data [graph]

Differentiated Instruction: Maximizing the Learning of All Students

Notes

❖ Page 4: Differentiated Instructional Elements

- Three main instructional elements [bullet points]
- FYI
- Audio: Carol Ann Tomlinson discusses the biggest challenge teachers encounter when they begin to differentiate instruction

Notes

❖ Page 5: Differentiate Content

- Strategies for differentiating content
 - Link: Tiered Content
 - Link: Providing a Variety of Materials
 - Link: Presentation Styles
 - Link: Scaffolding
 - Link: Learning Contracts
 - Link: Compacting
- Audio: Carol Ann Tomlinson explains that differentiated instruction does not interfere with teaching the required standards

Notes

❖ Page 6: Differentiate Process

- Strategies for differentiating process
 - Link: Tiered Activities

Differentiated Instruction: Maximizing the Learning of All Students

- Link: Learning Centers
- Link: Interactive Journals
- Link: Graphic Organizers
- Link: Jigsaw Activities
- Link: Manipulatives
- Video: Learn how one teacher differentiates process in her classroom
- IRIS Tip

Notes

❖ Page 7: Differentiate Product

- Strategies for differentiating product
 - Link: Tiered Products
 - Link: Tic Tac Toe Board
 - Link: Learning Menus
 - Link: RAFT
- IRIS Tip
 - Link: Bloom's Taxonomy (Original and Revised)
- FYI
 - Link: Building differentiated tests
- Audio: Carol Ann Tomlinson discusses why it is not the case that students who demonstrate their knowledge in ways other than written tests will have difficulty with standardized exams

Notes

❖ Page 8: Evaluate and Grade Student Performance

- Evaluating Performance
 - Several recommended methods
 - Link: General procedures for developing a rubric
 - Link: Student self-assessment procedures and examples

Differentiated Instruction: Maximizing the Learning of All Students

- Assigning Grades
 - Teachers consider three factors when they assign grades [bullet points]
 - FYI
 - Click on each item in the table below to learn more about how to address it in a differentiated classroom [drop-down boxes]
 - Preassessments and formative assessments
 - Link: formative assessment [definition]
 - Link: summative assessment definition
 - Adjusting grades
 - Multiple attempts at mastery
 - Providing assistance
 - Extra credit or bonus points
 - Group grades
 - Link: cooperative learning [definition]
 - Missing work

Notes

❖ Page 9: Communicate with Students and Parents

- Among other things, the teacher should explain... [bullet points]
- Communicating with Students
 - Developing an Understanding of Differentiated Instruction
 - Link: Is everyone good at the same things?
 - Link: Should I teach everyone the same way?
 - Link: What will classroom instruction be like?
 - Link: How can I find out about what you need to learn best?
 - Link: How is it fair if we are all doing different things to help us learn?
 - Link: How we will measure success?
- Communicating with Parents
 - Suggestions on how to communicate with parents (table with bulleted lists)
 - Audio: Michelle Giddens addresses the issue of fairness in regard to students getting different assignments

Differentiated Instruction: Maximizing the Learning of All Students

Notes

❖ Page 10: Organize the Classroom/Learning Environment

- Link: Five keys to good classroom arrangement
- Teachers should learn to make the best use of... [bullet points]
- Floor Space
 - Considerations for Furniture Arrangement in a Differentiated Classroom
- Materials Storage
- Some things that teachers should consider when storing materials and supplies [bullet points]
- Bulletin Boards and Wall Space
 - Teachers might want to post items such as... [bullet points]
 - Link: Hint cards
 - IRIS Tip

Notes

❖ Page 11: Employ Effective Behavior Management

- Link: Classroom behavior management system
- For their behavior management to be effective, teachers should... [numbered list]
- FYI
- Audio: Michelle Giddens discusses why it is important to establish rules and procedures in a differentiated classroom
- Working in Small Groups or Pairs
 - Working in Groups or Pairs [bullet points]
- Maintaining Appropriate Noise Levels
 - Link: Methods for monitoring noise levels
 - FYI
- Transitioning Between Activities
 - Link: Procedures for classroom transitions
- Acquiring Help

Differentiated Instruction: Maximizing the Learning of All Students

- Strategies for students to get help
- Getting and Turning in Materials
 - Methods for returning materials, by instructional activity [bullet points]
 - IRIS Tip

Notes

❖ Page 12: Classroom Implementation

- How to begin differentiating instruction [bullet points]
 - Link: Low-prep activities versus high-prep activities
- Did You Know?
- Audio: Carol Ann Tomlinson explains how teachers can begin differentiating instruction
- Audio: Michelle Giddens discusses how she began differentiating instruction and offers advice to other teachers who want to begin this process
- Algebra I [Year 4]
- Activity: Review both of Mr. Shelton's lesson plans

Notes

❖ Page 13: References & Additional Resources

- Suggested module citation
- References
- Additional Resources
- Acknowledgments

❖ Page 14: Credits

- Suggested module citation
- Content Experts
- Module Developers

Differentiated Instruction: Maximizing the Learning of All Students

- Module Production Team
- Media Production Team
- Media
- Expert Interviews
- Acknowledgments

Wrap Up

- Summary of the module
- Video: Carol Ann Tomlinson discusses five key aspects of differentiated instruction
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

Differentiated Instruction: Maximizing the Learning of All Students

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]