



Differentiated Instruction: Maximizing the Learning of All Students

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 Concept 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.

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?

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



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Differentiated Instruction: Maximizing the Learning of All Students

❖ 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: individual education program (IEP) [definition]

❖ Page 2: General Principles

- Student needs vary [bullet points]
- Ongoing Assessment
 - 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

❖ 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



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- 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 students with diverse need

❖ 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

❖ 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

❖ Page 6: Differentiate Process

- Strategies for differentiating process
 - Link: Tiered Activities
 - 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

❖ Page 7: Differentiate Product

- Strategies for differentiating product
 - Link: Tiered Products



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- 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

❖ 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
- 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

❖ 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?



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- 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
- ❖ 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
- ❖ 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
 - Strategies for students to get help
 - Getting and Turning in Materials
 - Methods for returning materials, by instructional activity [bullet points]
 - IRIS Tip
- ❖ Page 12: Classroom Implementation



Differentiated Instruction: Maximizing the Learning of All Students

- 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

❖ Page 13: References & Additional Resources

- References
- Additional Resources

❖ Page 14: Credits

- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Video: Carol Ann Tomlinson discuss five key aspects of differentiated instruction
- Reflection on Initial Thoughts

Assessment

- Complete the numbered questions

You Have Completed This Module

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



Outline

Text One

Text Two