

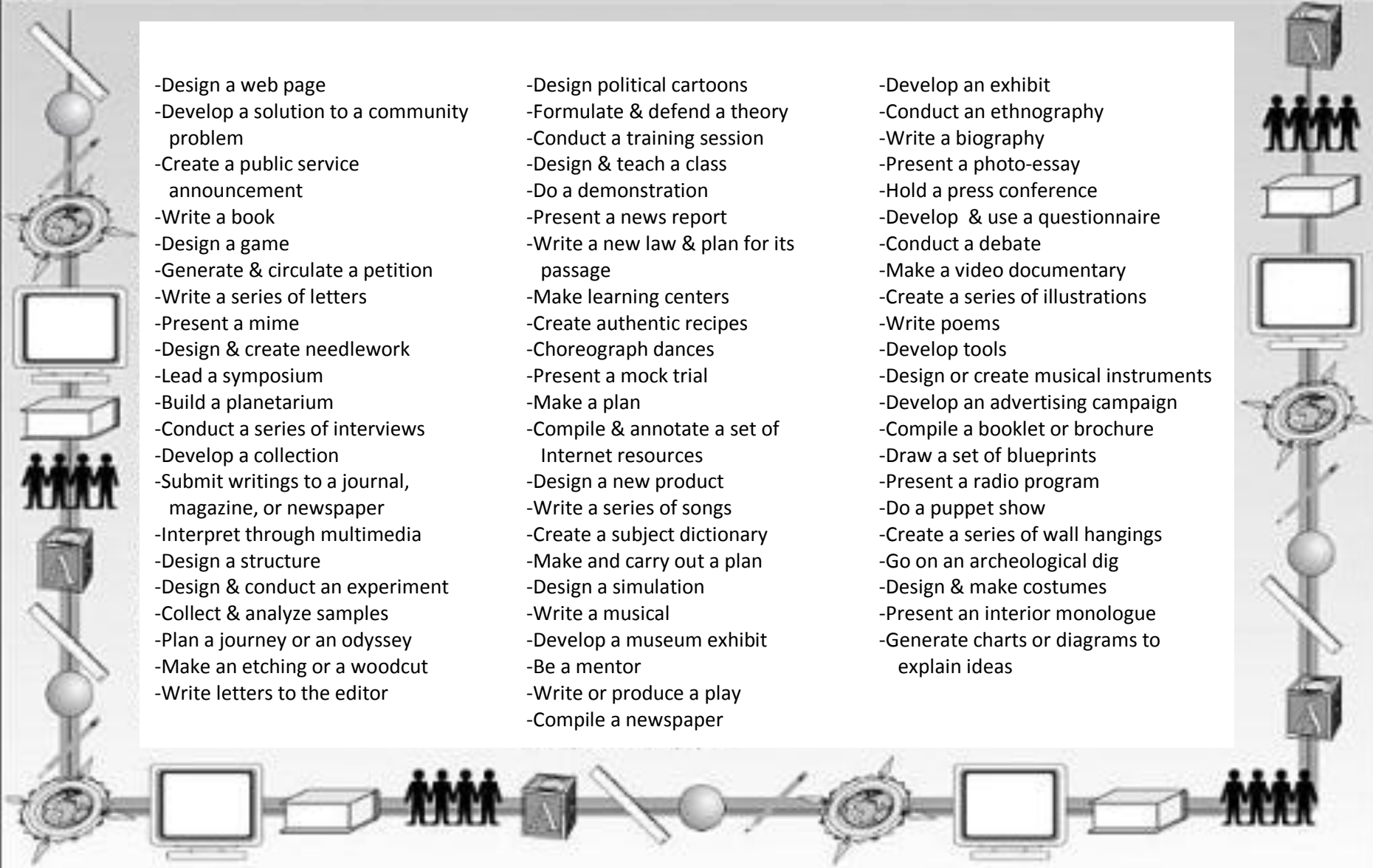
DIFFERENTIATED INSTRUCTION

Definition: Differentiation is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. Differentiation allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. In a differentiated classroom, variance occurs in the way in which students gain access to the content being taught, the process by which they acquire information, and the manner in which they demonstrate understanding (Hall, Strangman, & Meyer, 2003).

STRATEGIES TO DIFFERENTIATE INSTRUCTION

	CONTENT	PROCESS	PRODUCT
WHAT IT IS?	<ul style="list-style-type: none"> • What the teacher plans to teach. • What the students need to learn. 	<ul style="list-style-type: none"> • How the students will access the information. • Activities in which the students engage in order to make sense of or master the content. 	<ul style="list-style-type: none"> • How the student will demonstrate what s/he has learned.
WHAT IT COULD LOOK LIKE:	<ul style="list-style-type: none"> • Determined through formative assessment • Using reading materials at varying readability levels • Putting text materials on tape/CD • Using spelling/vocab lists at readiness level of students • Presenting ideas through auditory, visual, kinesthetic, & tactile means • Using reading buddies • Flex grouping*** • Compacting • Meeting with small groups to reteach idea/skill, or to extend the thinking/skill • Multi-leveled questions • Modeling 	<ul style="list-style-type: none"> • Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. • Centers/Stations • Developing personal agendas • Manipulatives • Varying the length of time a student may take to complete a task • Cubing • Learning logs or journals • Note-taking organizers • Graphic organizers • Highlighted materials • Jigsaw • Think, Pair, Share • Learning Menus • Webquests • Labs • Role Play / Simulations 	<ul style="list-style-type: none"> • Choice boards • Podcast • Blog • Presentation • Quiz/Test • Using rubrics that match and extend students' varied skill levels. • Encouraging students to create their own product assignment as long as it contains required elements. • Enabling students to use contemporary media/technology as tools to demonstrate knowledge and understanding • See attached list for more options**

FIGURE 13.2
PRODUCT POSSIBILITIES

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- Design a web page
 - Develop a solution to a community problem
 - Create a public service announcement
 - Write a book
 - Design a game
 - Generate & circulate a petition
 - Write a series of letters
 - Present a mime
 - Design & create needlework
 - Lead a symposium
 - Build a planetarium
 - Conduct a series of interviews
 - Develop a collection
 - Submit writings to a journal, magazine, or newspaper
 - Interpret through multimedia
 - Design a structure
 - Design & conduct an experiment
 - Collect & analyze samples
 - Plan a journey or an odyssey
 - Make an etching or a woodcut
 - Write letters to the editor
 - Design political cartoons
 - Formulate & defend a theory
 - Conduct a training session
 - Design & teach a class
 - Do a demonstration
 - Present a news report
 - Write a new law & plan for its passage
 - Make learning centers
 - Create authentic recipes
 - Choreograph dances
 - Present a mock trial
 - Make a plan
 - Compile & annotate a set of Internet resources
 - Design a new product
 - Write a series of songs
 - Create a subject dictionary
 - Make and carry out a plan
 - Design a simulation
 - Write a musical
 - Develop a museum exhibit
 - Be a mentor
 - Write or produce a play
 - Compile a newspaper
 - Develop an exhibit
 - Conduct an ethnography
 - Write a biography
 - Present a photo-essay
 - Hold a press conference
 - Develop & use a questionnaire
 - Conduct a debate
 - Make a video documentary
 - Create a series of illustrations
 - Write poems
 - Develop tools
 - Design or create musical instruments
 - Develop an advertising campaign
 - Compile a booklet or brochure
 - Draw a set of blueprints
 - Present a radio program
 - Do a puppet show
 - Create a series of wall hangings
 - Go on an archeological dig
 - Design & make costumes
 - Present an interior monologue
 - Generate charts or diagrams to explain ideas

***The basis for grouping varies between responding to student readiness, interest, or learning style. A useful tool for making purposeful decisions about how to group students is TAPS – an acronym used to refer to four different options for grouping: Total Group (T), alone (A), in partners (P), and in small groups (S). The table below illustrates the features of each of these groupings as well as provides suggestions for situations that lend themselves especially appropriate for utilizing each.

TAPS Grouping Options and their Uses (Modified from Gregory & Kuzmich 2004, p. 125)

GROUPING STRATEGY	Works well for these strategies
TOTAL Whole class instruction	Presenting new information Pre-assessment Modeling new skills Videos, guest speakers, presentations, demonstrations
ALONE Students work on a variety of tasks based on readiness or interest	Pre-assessment Self assessment Reflection Journaling Projects/independent study Individual reading Note taking; summarizing; study skills Practice and mastery of skills
PAIRED Students work with a partner based on task or interest	Brainstorming Think, pair, share Checking for understanding; processing of information Checking homework or daily work Peer editing; peer evaluation Researching Planning Practice and mastery of skills
SMALL GROUPS Homogeneous for skill development-based on readiness	Practice and mastery of skills Re-teaching (with teacher while other classmates practice skills) Reading partners
SMALL GROUPS Heterogeneous for cooperative groups based on task or interest	Brainstorming Problem solving Interest centers Cooperative learning assignments Group investigation