

Differentiated Instruction

The Basic Steps Towards
Differentiating at
St Rita



Let's Define Differentiated Instruction

Differentiating instruction is doing what's fair for students. It means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn.



The Rationale for Differentiated Instruction



Different levels
of readiness



Different Interests



The Rationale for Differentiated Instruction

Different Ability Levels



Different Cognitive Needs



Teachers can differentiate according to

The content

The process

The product



Tiering

Key Concept
Or
Understanding

Those who do not
know the concept

Those with some
understanding

Those who
understand the
concept

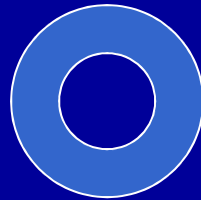
Ebb and Flow of Experiences (Tomlinson)



Back and forth over time or course of unit



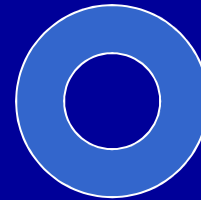
Individual



Small Group



Whole Group



Small Group



Individual

Flexible Grouping

Homogenous/Ability

- Clusters students of similar abilities, level, learning style, or interest.
- Usually based on some type of pre-assessment

Heterogeneous Groups

- Different abilities, levels or interest
- Good for promoting creative thinking.

Individualized or Independent Study

- Self paced learning
- Teaches time management and responsibility
- Good for remediation or extensions

Whole Class

- Efficient way to present new content
- Use for initial instruction

What Differentiation Is ...

- Student Centered
- Best practices
- Different approaches
- 3 or 4 different activities
- Multiple approaches to content, process, and product
- A way of thinking and planning
- Flexible grouping

What Differentiation Isn't

- One Thing
- A Program
- The Goal
- Hard questions for some and easy for others
- 35 different plans for one classroom
- A chaotic classroom
- Just homogenous grouping