

The Elements of Differentiated Instruction

Although it is not the goal of this course to examine the key elements of differentiation, reviewing these elements will ensure that all participants are speaking the same language in regard to this instructional process.

To improve student learning, educators can modify five classroom elements:

ELEMENT OF DIFFERENTIATED INSTRUCTION	STRATEGY FOR DIFFERENTIATING
<p><u>Content</u></p> <p>What we teach and how we give students access to the information and ideas that matter.</p>	<p>Readiness</p> <ul style="list-style-type: none"> • Provide supplementary materials at varied reading levels. • Use small-group instruction to reteach students having difficulty. • Use small-group instruction for advanced students. • Demonstrate ideas or skills in addition to talking about them. • Provide audio taped materials. • Use videotapes to supplement and support explanations and lectures. • Use texts with key portions highlighted. • Use reading partners to support understanding of text or supplementary materials. • Provide organizers to guide note taking. • Provide key vocabulary lists for reference during note taking. <p>Interest</p> <ul style="list-style-type: none"> • Provide materials to encourage further exploration of topics of interest. • Use student questions and topics to guide lectures and materials selection. • Use examples and illustrations based on student interests. <p>Learning Profile</p> <ul style="list-style-type: none"> • Present material in visual, auditory, and kinesthetic modes. • Use applications, examples, and illustrations from a wide range of intelligences. • Use applications, examples, and illustrations from both genders and a range of cultures and communities. • Teach with whole-to-part and part-to-whole approaches. • Use wait time to allow for student reflection.

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<p style="text-align: center;"><u>Process</u></p> <p style="text-align: center;">How students come to understand and "own" the knowledge, understanding, and skills essential to mastering a topic.</p>	<p>Readiness</p> <ul style="list-style-type: none"> • Use tiered activities (activities at different levels of difficulty, but focused on the same key learning goals). • Make task directions more detailed and specific for some learners and more open for others. • Provide resource materials at varied levels of readability and sophistication. • Provide small-group discussions at varied levels of complexity and focused on a variety of skills. • Use both like-readiness and mixed-readiness work groups. • Use a variety of criteria for success, based on whole-class requirements as well as individual student readiness needs. • Provide materials in the primary language of second language learners. • Provide readiness-based homework assignments. • Vary the pacing of student work. <p>Interest</p> <ul style="list-style-type: none"> • Use interest-based work groups and discussion groups. • Use both like-interest and mixed-interest work groups. • Allow students to specialize in aspects of a topic that they find interesting and to share their findings with others. • Design tasks that require input from multiple areas of interest for successful completion. • Encourage students to design or participate in the design of some tasks. <p>Learning Profile</p> <ul style="list-style-type: none"> • Allow multiple options for students to express learning. • Encourage students to work together or independently. • Balance competitive, collegial, and independent work arrangements. • Develop activities that seek multiple perspectives on topics and issues.

ELEMENT OF DIFFERENTIATED INSTRUCTION	STRATEGY FOR DIFFERENTIATING
<p style="text-align: center;"><u>Products</u></p> <p>How a student demonstrates what he or she has come to know, understand, and be able to do as a result of a segment of study.</p>	<p>Readiness</p> <ul style="list-style-type: none"> • Provide access to bookmarked Internet sites at different levels of complexity. • Lead optional, in-class, small-group discussions on various facets of product development (e.g., asking good research questions, using the Internet to find information, conducting interviews, citing references, editing). • Use similar-readiness critique groups during product development (especially for advanced learners). • Use mixed-readiness critique groups or teacher-led critique groups during product development (particularly for students who need extra support and guidance). • Develop rubrics or other benchmarks for success based on both grade level expectations and individual student learning needs. <p>Interest</p> <ul style="list-style-type: none"> • Encourage students to demonstrate key knowledge, understanding, and skills in related topics of special interest. • Help students find mentors to guide product development or choice of products. • Allow students to use a range of media or formats to express their knowledge, understanding, and skills. • Provide opportunities for students to develop independent inquiries with appropriate teacher or mentor guidance. <p>Learning Profile</p> <ul style="list-style-type: none"> • Encourage students to work independently or with a partner (or partners) on product development. • Teach students how to use a wide range of product formats. • Provide visual, auditory, and kinesthetic product options. • Provide analytic, creative, and practical product options. • Ensure connections between product assignments and a range of student cultures and communities.

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<p style="text-align: center;"><u>Affect</u></p> <p>How students link thought and feeling in the classroom.</p>	<p>Positive Affective Climate in the Classroom: Teachers address students' cognitive needs through curriculum design; however, in the rush to cover as much content as possible, students' equally important affective needs may get overlooked. Teachers who strive to implement differentiated instructional strategies understand the importance of staying attuned to their students' feelings so that all students feel safe, integrated, affirmed, valued, challenged, and supported. Such teachers employ a number of measures to support the classroom's affective climate:</p> <ul style="list-style-type: none"> • Model respect. • Teach about and for respect. • Help students develop an escalating awareness of and appreciation for the commonalities and differences among their classmates. • Help students see themselves and their peers in the important ideas and issues they study. • Help students examine multiple perspectives on important issues. • Help students learn to listen to one another so that they hear not only the words but also the intentions behind the words and the implications beyond them. • Help students to develop empathy for each member of the class. • Ensure consistently equitable participation of every student. • Provide structures that promote and support student success. • Seek and respond to legitimate opportunities to affirm each student. • Establish shared and individual benchmarks for success at the appropriate levels. • Coach students to work for their personal best.

ELEMENT	STRATEGY
<p data-bbox="151 604 365 682"><u>Learning environment</u></p> <p data-bbox="151 888 365 1045">The way the classroom feels and functions.</p>	<p data-bbox="410 237 1344 304">Space. Enable the teacher and the students to work in a variety of configurations.</p> <ul data-bbox="459 304 1485 714" style="list-style-type: none"> • What are the various ways we can arrange the furniture to allow for individual, small-group, and whole-group work? • How can we arrange space for conversation and movement as well as space for quiet concentration? • What is the appropriate way to deal with student materials when students move from one place to another in the room? • Who may move around the classroom? For what purposes? When? In what manner? • What signal will we receive when it's time to move from one place or task to another? • What will happen if someone's movement in the classroom is disruptive to others? <p data-bbox="410 751 1466 819">Materials. Ensure students have both what they need to pursue their own learning goals and what they need to work toward class goals individually.</p> <ul data-bbox="459 819 1485 1123" style="list-style-type: none"> • What materials and supplies should always be available in the classroom? • Which materials and supplies should students have ready access to and which should be accessible only to the teacher? • How will students know which materials and supplies are appropriate for their tasks at a given time? • What constitutes appropriate care for materials and supplies? • What will happen if someone uses materials or supplies in ways that are inappropriate or disruptive to others? <p data-bbox="410 1161 1365 1192">Time. Students can be involved in a number of different activities:</p> <ul data-bbox="459 1192 1485 1848" style="list-style-type: none"> • When will it be best to work as a whole class? • When will it be helpful to work in smaller groups or independently? • How will we know where to be in the classroom and at what times? • How will we manage ourselves when we work without direct teacher supervision? • What rules and procedures will govern our work at various places in the room and for various tasks? • How will we get help when we need it and the teacher is busy? • How will we let the teacher know we need help? • What do we do if we finish a task before others do? • What do we do if we need additional time for a task? • What do we do with our work when we finish it? Where and how do we turn it in? • When is it appropriate to move around the room and when is it not appropriate to do so? • How will we know which tasks to work on and which part of the room to work in at a given time? • How can I tell if I'm succeeding in my work at a high level of quality? • How do I keep track of my goals, work, and accomplishments?

