The Differentiated Instruction Framework for Teaching and Learning

**Key Features of DI**

- **TOPIC, ENTRY POINT** (content)
- **CONDITIONS FOR LEARNING** (environment)
- **HELPING STUDENTS LEARN** (process)
- **HELPING STUDENTS DEMONSTRATE LEARNING** (product)
- **DI STRUCTURES**
- **INSTRUCTIONAL STRATEGIES** (research-based)

**Knowing the Learner**
- Readiness
- Interests
- Preferences

**Responding by Differentiating**

**Assessment** for, as & of Learning
### Core Questions

**The Learning Environment**
- How can I set up the classroom for differentiated instruction?
- What elements of the learning environment can I differentiate to help all of my students learn?

**Instruction and Assessment**
- How can I differentiate the ways that I help students learn new concepts?
- How can I differentiate the ways I assess student progress towards their learning goals?

**Evaluation**
- How can I differentiate the ways that students demonstrate what they understand and can do?

### Strategies*

- Identifying similarities and differences e.g., Venn diagram, metaphor
- Summarizing and note taking e.g., mind maps, concept maps
- Reinforcing effort and providing recognition e.g., goal-setting
- Homework and practice e.g., simulations
- Non-linguistic representations e.g., graphic organizers, tableaux
- Cooperative learning e.g., jigsaw, think-pair-share
- Setting objectives and providing feedback e.g., exit card, rubrics
- Generating and testing hypotheses e.g., inquiry processes
- Questions, cues and advance organizers e.g., anticipation guides, thinking routines

### Students

<table>
<thead>
<tr>
<th>Readiness</th>
<th>DI Structures</th>
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</thead>
<tbody>
<tr>
<td>Prior knowledge, skills— including learning skills and work habits, experiences</td>
<td>Choice Boards</td>
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<tr>
<td>Interests</td>
<td>Cubing</td>
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<tr>
<td>Personal, social and career interests</td>
<td>Learning Centres</td>
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<tr>
<td>Learning Preferences</td>
<td>Learning Contracts</td>
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<tr>
<td>Environmental preferences</td>
<td>RAFTs</td>
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<tr>
<td>Learning styles</td>
<td>Tiering</td>
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<tr>
<td>Intelligence preferences</td>
<td>Other…</td>
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</tbody>
</table>

### DI Structures

- Choice Boards
- Cubing
- Learning Centres
- Learning Contracts
- RAFTs
- Tiering
- Other…

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