## Differentiated Instruction

### Core Questions

**The Learning Environment**
- How can I set up the classroom for differentiation?
- 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 with previously established success criteria
- Generating and testing hypotheses e.g., inquiry processes
- Questions, cues and advance organizers e.g., anticipation guides, thinking routines

### Students

**Readiness**
- Prior knowledge, skills— including learning skills and work habits, experiences

**Interests**
- Personal, social and career interests

**Learning Preferences**
- Environmental preferences
- Learning styles
- Intelligence preferences
- Other...

### DI Structures

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

### 1. Flexible Learning Groups

**Sample Indicators:**
- Groupings are based on prior assessment of student learning, interests and/or learning preferences
- Groupings are sometimes determined by the students, sometimes by the teacher and sometimes randomly
- Students are comfortable working in groups and follow collaborative group norms
- Students are grouped and regrouped, frequently and flexibly, based on their:
  - Readiness to learn a concept
  - Interest in a concept
  - Learning preferences in working with or thinking about a concept

### 2. Personal Response and Choice

**Sample Indicators:**
- Choices provided are based on prior assessment of student learning, interests and/or learning preferences
- Students are taught how to make choices (e.g., an assignment or task) based on their readiness, interests, and learning preferences
- Students have opportunities for personal response (e.g., open-ended questions or tasks) and choice (e.g., selecting an appropriate task or resource based on their readiness, interests or learning preferences).
- Students have opportunities to select preferred conditions for learning (e.g., individually, in a quiet location away from others, in an active area of the room, as part of a group)
- All choices address the same curriculum expectations (Some tasks, designed for students on an IEP, may address modified curriculum expectations)
- All choices are designed to take approximately the same amount of time
- The amount of choice being offered is reasonable, not overwhelming

### 3. Respectful Tasks

**Sample Indicators:**
- All choices/tasks are interesting and engaging
- All choices/tasks require the students to work at the edge of their current readiness
- All choices/tasks are based on the same learning goal
- All choices/tasks can be assessed using the same success criteria, which have been co-constructed with students
- Students having difficulty with a concept are engaged in learning opportunities that are just as interesting and appealing as those of other students

### 4. Shared Responsibility for Learning

**Sample Indicators:**
- Students have opportunities to think/talk about/identify the ways they learn best
- Students have opportunities to think/talk about/identify their interests
- Students can articulate the learning goal
- Students co-construct the criteria for assessment with the teacher
- Students are taught how to self-assess
- Students are provided with opportunities to self-assess
- Students advocate for conditions that support their learning
- Students seek feedback and respond to suggestions