



## WHAT IS DIFFERENTIATED INSTRUCTION?

Differentiation is a teaching method that varies the **content**, **process** and **product** related to **student interest**, **learning profile** or **readiness**. Differentiation allows the teacher to meet the various abilities within the classroom and recognizes the unique needs of each individual.

Curriculum tells teachers **what** to teach, while differentiated instruction tells teachers **how** to teach to a range of learners by employing a variety of strategies.

All three characteristics of the learner are considered...

### READINESS

(students' starting points for learning relative to concept studied)

### INTERESTS

(link new information to students' experience and enthusiasm in order to enhance relevancy)

### LEARNING PROFILE/PREFERENCES

(the different ways in which learners prefer to acquire, process and work with information. Influenced by gender, culture, the classroom environment, learning styles and multiple intelligences)

...when planning the...

### CONTENT

(what the students are going to learn)

### PROCESS

(the activities)

### PRODUCTS

(the accomplishments following a learning period)

# DIFFERENTIATED INSTRUCTION

is a teacher's response to learner's needs

guided by general principles of differentiation, such as

respectful  
tasks

flexible  
grouping

ongoing assessment  
and adjustment

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

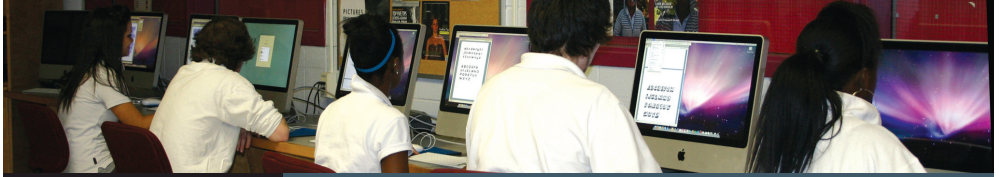
through a range of instructional and management strategies such as

multiple intelligences  
jigsaw  
taped material  
anchor activities  
varying organizers  
varied texts  
varied supplementary materials  
literature circles

tiered lessons  
tiered centers  
tiered products  
learning contracts  
small-group instruction  
group investigation  
orbitals  
independent study

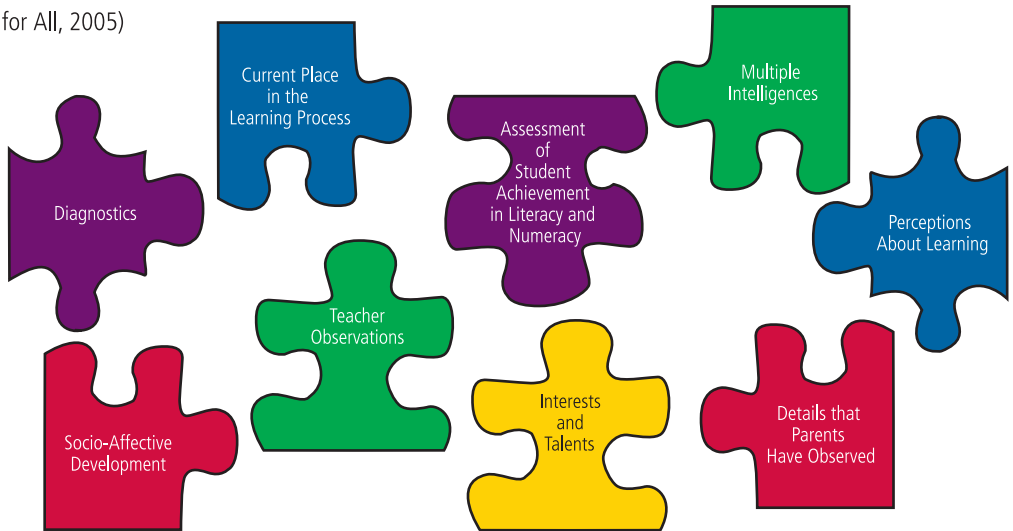
4MAT  
varied questioning strategies  
interest centers  
interest groups  
varied homework  
compacting  
varied journal prompts  
complex instruction

The above information was found at: <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html>



## DEVELOPING YOUR CLASS PROFILE

Why develop a class profile? First and foremost, to collectively identify the strengths, challenges and needs of all students, and to determine the stage that each student has reached in his or her learning. (Education for All, 2005)



Setting up a Class Profile is the first step in planning the teaching and the pedagogical intervention strategies for a given classroom.

# DEVELOPMENT OF A CLASS PROFILE

## Six Critical Steps in the Development of a Class Profile

### 1. Gather information on students

Literacy and  
Numeracy activities

MI  
inventories

Parent and student  
questionnaires

Diagnostics

Data from  
the OSR

### 2. Organize the student information

Summarize strengths and areas  
of need related to literacy, numeracy,  
and social-behavioural issues

Programming implications

### 3. Selecting Instructional Strategies and Resources Based on the Class Profile

Identify those students who will  
benefit from similar modifications, accommodations,  
or interest-based topics

Identify strengths, needs, and similar interests  
of students in the class





# DEVELOPING YOUR CLASS PROFILE

## Six Critical Steps in the Development of a Class Profile

### 4. Program Planning and the Implementation of Universal Design and Differentiated Instruction

Consider the curriculum, instructional strategies, patterns in the class, individual student profiles and plan in light of all this

Employ the principles of Universal Design – highly flexible, supportive, adaptable planning to increase access to curriculum by all students

Identify modifications and accommodations, and select most effective instructional strategies

### 5. Program Review and Diagnosis of Whole-Group and Individual Responses

Careful teacher monitoring of students' responses to specific instructional strategies and overall learning environment

Review for efficacy

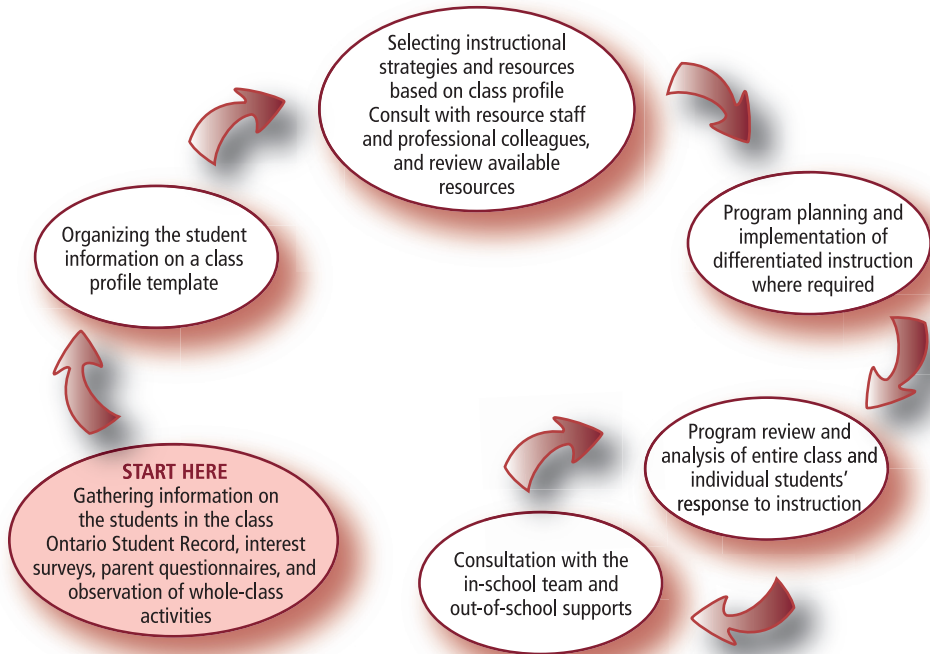
Collect evidence of skill and knowledge acquisition

### 6. Consultation with the In-School Team and Out-of-School Supports

After a period of adequate time and persistence, the teacher may seek out further assistance from the in-school team

Teacher + in-school team review effectiveness of strategies and/or select to incorporate recommendation from out-of-school professionals

# CLASS PROFILE FLOW CHART



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