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

START HERE
Gathering information on the students in the class
Ontario Student Record, interest surveys, parent questionnaires, and observation of whole-class activities

Organizing the student information on a class profile template

Selecting instructional strategies and resources based on class profile
Consult with resource staff and professional colleagues, and review available resources

Program planning and implementation of differentiated instruction where required

Program review and analysis of entire class and individual students’ response to instruction

Consultation with the in-school team and out-of-school supports

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

Durham Catholic District School Board • Reach Every Student, Teach Every Student • Education For All