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# Differentiated Instruction

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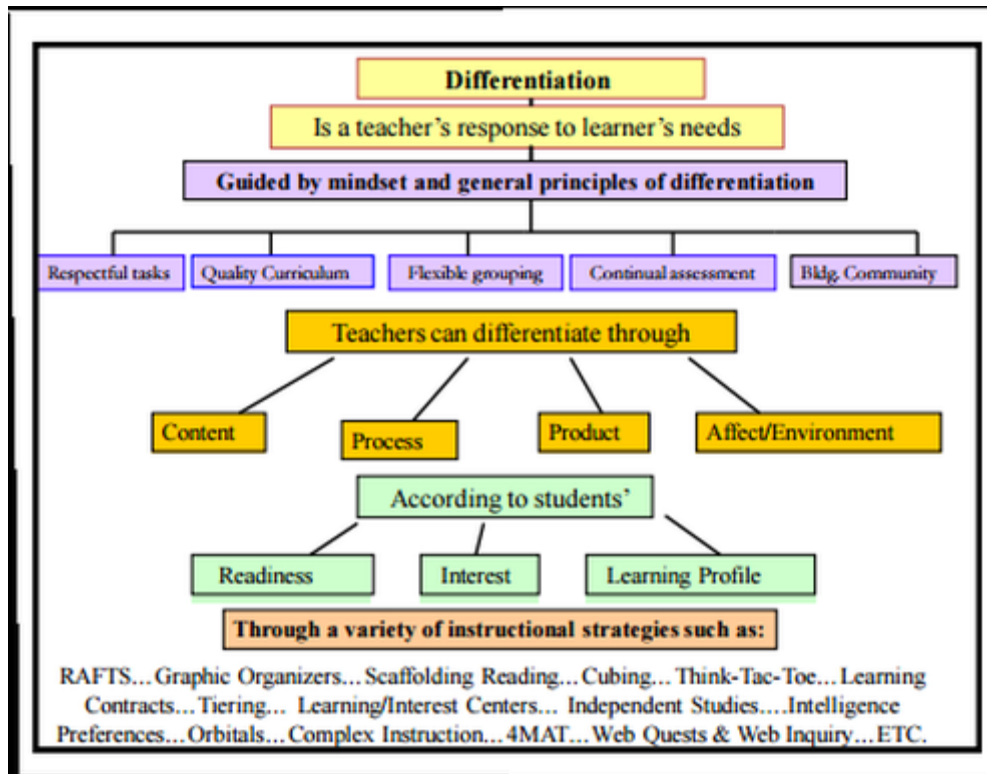
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# Perspective and Resources



This flow chart is a concept map of effective Differentiated Instruction. It 'unpacks' the concept of differentiation by showing the key elements in the concept and relationships among those elements. Someone who practices differentiation strives to meet the needs of all learners. . No teacher, no matter how great a teacher, can be perfect in every aspect of the model. The goal is not perfection, but rather to continue grow one's understanding of the elements of the model and to continue expanding one's capacity to plan and teach with the elements in mind.

The flow chart begins with the teacher responding to the needs of learners. The teacher can do this by providing appropriate tasks to students that align with the curriculum, by using flexible grouping, and by assessing students in a way that is ongoing. Teachers can also do this by building community.

Next, the chart shows different areas in which the teacher can differentiate to meet the needs of diverse learners. Teachers can differentiate content (what is taught), process (the way it is taught). and product (products that students create to show what they've learned). Furthermore, teachers can differentiate the learning environment. This is a rather new addition to the chart (Tomlinson, 2014). Learning environment refers to how the learning environment looks and feels to students.

Teachers may add to the differentiation process by considering the readiness level of students, the interest of students, and the learning profile of students. This can be done using strategies

such as those listed above at the bottom of the flow chart. Please see the follow definitions of readiness levels, interest, and learning profile

**Learning Profile.** The term Learning Profile refers to the ways in which students will process what they need to learn in the best possible way. A student's Learning Profile is comprised of his/her multiple intelligences, learning styles, and learning environments (Subban, 2006).

**Readiness Level.** Readiness levels refers to a student's capacity to learn at a given time (Subban, 2006).

**Interest-** Topics that students are interested in learning more about (Subban, 2006).

[Please also see this link for information on the strategies listed on this flow chart.](#)

## **Theories Behind Individualized Education and the Diverse Needs of Learners:**

[Differentiated Instruction: A Research Basis](#) - This article provides information on rethinking the the structure, management, and content of the classroom. It describes a recent analysis of literature in the area of increasing academic diversity.

[Research Articles](#)- These articles are provided on the Carol Ann Tomlinson website and discuss strategies and information on Differentiated Instruction in general.

## **Resources:**

<http://www.ncpublicschools.org/docs/curriculum/whatworks.pdf> - This resource gives the reader further information on why

differentiation is important, the guiding principles of differentiation, what differentiation is and is not, and what strategies can be used to differentiate instruction.

<http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx> - This resource offers a video from Carol Ann Tomlinson that shows the connection between research and practice.

Below is a chart that provides further strategies for differentiating according to content, process, and product (Tomlinson, 2014)

Strategies for Differentiating Content	Strategies for Differentiating Process	Strategies for Differentiating Product
<ul style="list-style-type: none"> <li>• Multiple texts and supplementary print resources</li> <li>• Varied internet resources</li> <li>• Varied audio and visual resources</li> <li>• Varied support mechanisms for reading</li> <li>• Modeling/demonstrations</li> <li>• Varied time allotments</li> <li>• Interest-based materials</li> <li>• Small-group instruction</li> <li>• Mini-workshops</li> <li>• Multiple teaching modes</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered assignments</li> <li>• Learning centers</li> <li>• Interest centers</li> <li>• Graphic organizers</li> <li>• Tri-mind options</li> <li>• Models of student work at different degrees of complexity</li> <li>• Varied modes of exploration and expression</li> <li>• Varied working arrangements</li> <li>• Learning contracts</li> <li>• Simulations</li> <li>• Complex instruction tasks</li> <li>• RAFT assignments</li> <li>• Literature or discussion circles</li> <li>• Web quests/web inquiry</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Complex instruction products</li> <li>• Tri-mind options</li> <li>• Varied working arrangements</li> <li>• Varied resource options</li> <li>• Community-based products</li> <li>• Mentorships</li> <li>• Independent study</li> <li>• Orbital studies</li> <li>• Graduated rubrics</li> <li>• Varied modes of expression</li> <li>• Use of varied media</li> <li>• Tiered product assignments</li> <li>• Varied scaffolding</li> <li>• Web quests/web inquiry</li> <li>• Etc.</li> </ul>

Effective Differentiation: Elements, Attributes, and Instructional Strategies

Content Requirements	Process Requirements	Product Requirements
<ul style="list-style-type: none"> <li>• Clear goals for knowledge, understanding, and skill (KUDs)</li> <li>• Concept and understanding based</li> <li>• High relevance</li> <li>• Engaging</li> <li>• Coherent</li> <li>• Transferable</li> <li>• Powerful</li> <li>• Authentic to the discipline</li> <li>• Multiple modes of teaching and student "intake"</li> </ul>	<ul style="list-style-type: none"> <li>• Clear goals for knowledge, understanding, and skill, tightly aligned with content KUDs</li> <li>• Concept and understanding based</li> <li>• Focused</li> <li>• High level</li> <li>• Purposeful</li> <li>• Aims at transfer</li> <li>• Balances critical and creative thought</li> <li>• Promotes metacognition</li> <li>• Multiple modes of expression</li> </ul>	<ul style="list-style-type: none"> <li>• Clear goals for knowledge, understanding, and skill, tightly aligned with content KUDs</li> <li>• Concept and understanding based</li> <li>• Skills of planning taught and required</li> <li>• Skills of production taught and required</li> <li>• Requires integration and transfer of all key content KUDs</li> <li>• Authentic problems, real audiences</li> <li>• Multiple modes of expression</li> </ul>

