

A Guide to Planning Differentiated Instruction

Adapted from: Tomlinson, C. (2003) *How to differentiate instruction in mixed-ability classrooms*.
Alexandria, VA: Association for Supervision and Curriculum Development.

Student Traits

Readiness	Interest	Learning Profile	Affect
<p>a student's knowledge, understanding, and skill related to a particular sequence of learning.</p> <p>This can vary over time, topic, and circumstance.</p> <p>Readiness is different than ability.</p>	<p>the topics or pursuits that evoke curiosity and passion in a learner.</p> <p>These are the facets of learning that invite students to invest their time.</p> <p>When student interests are tapped or deepened, they are more likely to be engaged and persist in learning.</p>	<p>the way students learn best.</p> <p>A learning profile is shaped by multiple student factors.</p> <p>These include learning style, intelligence preference, culture, and gender.</p>	<p>how students feel about themselves, their work, and their classroom as a whole.</p> <p>What applies to one student may not apply to another.</p> <p>Positive student affect is more likely to support student learning than negative or neutral affect.</p>
Have I considered...	Does my plan ...	Does my plan address ...	Does my plan...
the student's prior learning and experience?	tap students' current interests?	the needs of the visual learner?	address student emotion or feeling as well as cognition?
the student's attitudes about school?	provide an opportunity for the students to realize new interests?	the needs of the auditory learner?	
the student's habits of mind?*		the needs of the kinesthetic/tactile learner?	
the tools of the equalizer? (pages 46-49)			

*Reference: Costa, A. and Kallick, B. (2000) *Habits of Mind. A Developmental Series*. Alexandria, VA: Association for Supervision and Curriculum Development

Classroom Elements

Content	Process	Product	Learning Environment
<p>what teachers teach and how students gain access to that body of knowledge.</p> <p>In a differentiated setting, teachers enable students to focus and build upon the essential information, ideas, and skills of a lesson or unit.</p>	<p>how students make sense of or comes to understand the information, ideas, and skills that are at the heart of the lesson.</p> <p>Class activities and homework assignments are examples of process. Effective process ensures students grapple with, apply, or make meaning of the information, ideas, and skills essential to a lesson.</p>	<p>assessments or demonstrations of what students have come to know, understand, and be able to do as a result of an extended sequence of learning.</p> <p>Products should stretch students in the application of understanding and skill as well as in the pursuit of quality.</p> <p><i>(must be tied to indicators)</i></p>	<p>the operation and tone of a classroom.</p> <p>An important ingredient is the mood of the classroom.</p> <p>Is there evidence of:</p> <ul style="list-style-type: none"> • serious work with celebration of accomplishment? • respect for all? • shared responsibility?
Which is the best fit ...	Have I considered ...	Which are viable options ...	Have I considered ...
concept-based teaching	cubing	writing	ground rules for the class
compacting	interactive journals	art	furniture arrangement
use varied text and resources	learning logs	technology	guidelines for getting help
learning contracts	graphic organizers	music	procedures
mini lessons	creative problem solving	dance	provisioning
varied use of technology	centers or stations	gaming	
note-taking organizers	learning contracts	generate charts or diagrams	
highlighted print materials	jigsaw	presentation	
use of manipulatives	think-pair-share	exhibits	
	mind mapping	photo essay	
	labs	demonstration	
	tiered assignments		
	students work in small groups or independently		