

## OVERVIEW OF DIFFERENTIATED INSTRUCTION

### What is Differentiated Instruction?

Differentiation is a teacher's response to students needs, guided by general principles of differentiation such as respectful tasks, flexible grouping and on-going assessment and adjustment.

### How can teachers differentiate?

**Content:** The knowledge, understanding and skills we want students to learn (the DoDEA standards)

**Process:** How students come to understand or make sense of the content

**Product:** How students demonstrate what they have come to know, understand and are able to do after an extended period of learning

### The Role of Data in Differentiating Instruction

Teachers gather and use data at many points of the instructional process. Initially the data collected may be the result of a pre-test in order to determine where students are in the learning process. Based on this data, the teacher may differentiate *content*, *process* or *product*. During instruction, teachers use *formative assessments* to gather data to assist them in the planning process and to determine if further differentiation is needed. The data gleaned from summative assessments tells the teacher if students have reached the learning goals.

#### Key Messages Regarding Differentiated Instruction:

- Differentiated Instruction is not new
- We are already using its tenets in our classrooms
- A response to learner needs
- A recognition of students' varying background knowledge/preferences
- Instruction that acknowledges student differences

### Establishing

### Differentiated Instruction in our Schools

- ❖ Start with quality curriculum and instruction
- ❖ Develop differentiation as an instructional process
- ❖ Build an equitable classroom learning environment
- ❖ Build a culture of high performing schools

Differentiation is sustained through Professional Learning Communities (PLCs) throughout DoDEA

# DIFFERENTIATED INSTRUCTION

## Examples of Instructional and Management Strategies Teachers Use to Differentiate

<p><b>Multiple intelligences</b></p> <p>Jigsaw Taped material Anchor activities Varying organizers Varied texts</p> <p>Varied supplementary materials</p> <p>Independent study</p>	<p><b>Tiered lessons</b></p> <p>Tiered centers</p> <p>Tiered products</p> <p>Learning contracts</p> <p>Small group instruction Group investigation</p> <p>Literature circles</p> <p>Guided reading</p>	<p><b>Varied questioning strategies</b></p> <p>Interest centers</p> <p>Interest groups</p> <p>Varied homework</p> <p>Compacting</p> <p>Varied journal prompts</p> <p>Complex instruction</p>
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### Where are we now?

- How do you currently differentiate instruction in your classroom?
- What seems to be working?
- What successes can you share?

### Next Steps

- What will I change in my classroom?
- What will “look and sound different?”
- What will be my first step?
- What will I do tomorrow?
- Who can assist me with this?

“Differentiated Instruction is responsive teaching rather than one size fits all teaching. To increase student achievement, educators proactively plan varied approaches aligned to what students need to learn, how they will learn, and how they will show what they have learned.”

### The Five Tenets of Differentiated Instruction

- **Quality Curriculum**
- **Positive Classroom Environments**
- **Challenging Tasks**
- **Flexible Grouping**
- **Ongoing Assessment & Data**

### Important Links and Resources:

Additional materials and information is accessible via:

DoDEA Professional Development Branch  
:

<https://webapps.dodea.edu/pddi/index.cfm>

This tool is intended to provide an overview of DoDEA’s professional development focus: Systemic integrating of Differentiated Instruction, systemic implementation of professional learning communities to sustain professional development, and systemically building a culture of high performing schools.