Learning Styles

1. [Learning Styles Inventory Test](#) - a quick questionnaire designed to determine your personal learning style
2. [Learning Styles Test](#) - more detailed questionnaire with explanations and help to address the weakness and strengths, results shown on a continuum
3. [Learning Styles](#) - for younger children; This chart helps you determine your learning style.
4. [Multiple Intelligences Inventory](#) - a snapshot in time of an individual's perceived MI preferences
5. [Multiple Intelligents Snowflake](#) - Interactive activity designed to show that everyone has all of the Intelligents in various degrees.
6. [Paragon Learning Style Inventory](#) - a self-administered survey that provides a very reliable indication of learning style and cognitive preference
Instructional Theory

1. **AllKindsofMinds** - "Take a close look at the skills that must be mastered, the neurodevelopmental factors that may influence student's success, and common obstacles that students may encounter on the road to mastery"

2. **The Art of Differentiation - Moving from Theory to Practice**

3. **Bloom's Revised Taxonomy** - posters and explanations

4. **Curriculum Differentiation** - An overview of the research into the curriculum differentiation educational strategy

5. **Differentiated Instruction** - What is it?

6. **Differentiated Instruction** - Teaching strategies, lesson plans, understanding the basic concept.

7. **Differentiating Instruction** - Finding Manageable Ways to Meet Individual Needs. When students are diverse, teachers can either "teach to the middle" and hope for the best, or they can face the challenge of diversifying their instruction.

8. **Differentiated Instruction** - Scavenger Hunt

9. **Differentiated Instruction Resources** -

10. **Differentiating Instruction For Advanced Learners In the Mixed-Ability Middle School Classroom** - By Carol Ann Tomlinson

11. **Differentiated Instruction and Implications for UDL Implementation** - from CAST

   1. **Teaching Every Student**
   2. **Tools and Activities** - This section of Teaching Every Student supports strategic learning by offering tutorials, tools, templates, and activities to help teachers put UDL into practice.

12. **Differentiated Instruction** - This article first appeared in *Classroom Connect* magazine, February, 2003. (posted on Dr. Gus' site with permission from Classroom Connect)

13. **Finding Lost Children Through Differentiated Instruction** - Article - “If the work matches my needs, I do better.”

14. **Mapping a Route Toward Differentiated Instruction** - *(by Carol Ann Tomlinson)* striving to maximize the capacity of each learner

15. **Maximizing Learning in Inclusive Classrooms** - Teachers who use a variety of organizational, graphic, and mnemonic aids help all students make better sense of the curriculum (a curriculum update from ASCD)

16. **Reconcilable Differences? Standards-Based Teaching and Differentiation** - Standards-based instruction and differentiated learning can be compatible approaches in today's classrooms. (from the magazine Educational Leadership)


18. **Totally Positive Teaching: A Five-Stage Approach to Energizing Students and Teachers** - Chapter One - Meeting Mutual Needs

19. **What Differentiated Instruction Is, and Is Not**

Practical Tips for the Classroom

1. **Anchor Activities** - what it is and how to use it in the classroom. [Math Anchor Activities]

2. **Differentiated Instruction** - from the Center on Human Policy; Disability Studies for Teachers
3. **Differentiated Instruction** - An approach to planning so that one lesson is taught to the entire class while meeting the individual needs of each child. (also called *Multi-level Instruction*)
4. **Differentiated Instruction** - active ideas for working with all students.
5. **Differentiated Instruction Resources** - Free downloads for teachers
6. **Differentiated Instruction for Science** - What does Differentiated Instruction look like in the Science classroom?
7. **Differentiated Instruction in the English Classroom** - Content, Process, Product, and Assessment
8. **Dimensions of 'Differentiation'** - overview of the different aspects of differentiation
9. **Exit Cards** - quick assessment tool for teachers to help them become more aware of student understanding of concepts taught
10. **Finding Manageable Ways to Meet Individual Needs**
11. **High School Help** (from E-Subjects, *Origami for the Mind*) five practices which address communication and organization
12. **How to Differentiate Instruction** - Plan for differences
13. **How to Plan For Differentiated Instruction** (scroll past the Teachnology membership index)
14. **How to Work Effectively With a Heterogeneous Classroom** - Follow the *flow* of instruction in a differentiated classroom
15. **Instructional and Management Strategies** - many ideas to help individualize lessons
16. **Instructional Strategies That Support Differentiation** - "Teachers must be ready to engage students in instruction through different learning modalities by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity"
17. **Layered Curriculum** - an exciting and effective student-centered teaching method [This page opens in a new window.]
18. **Management of Learning and Differentiation** - The management of learning for a range of individual differences involves three main features: Space, Time, and People
20. **Mapping a Route Toward Differentiated Instruction** - article about how different classrooms incorporate DI ; Annotated link
21. **Nine different strategies for delivering differentiation in history** - "The matching of work to the differing capabilities of individuals or groups of pupils in order to extend their learning." Handbook for the Inspection of Schools
22. **Product Choices** - List of ideas of products using either auditory, visual or tactile
23. **Resources for Teachers** - all sorts of activities and black line masters created for differentiating instruction in your classroom posted by the West Bloomfield School District
24. **Strategies for Differentiating**
25. **Teaching in mixed-ability classrooms** - article from Mary Anne Hess
26. **Ten Tips for Differentiation** - for students who don't "get it," or don’t seem motivated or interested
27. **Tiered Curriculum Project** (from the Indiana Department of Education) - An index of example lessons for each grade K-12
28. **Tools for Differentiation** - Best practices that have helped meet the varying needs of students.
29. **Two Sides of the Same Coin** - explanation and lesson plan of 8th grade

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**Sample Units and Lessons**

1. **Board Game** - Directions for a board game project.
2. **Causes of the Civil War** - a tiered lesson plan
3. **The Cay** - Lesson plan for middle school.
4. **Classrooms@Work** - Models of effective technology integration.
5. **Differentiation Information** - This is a list of sample lessons organized by grade, in MS Word format.
   Number of lessons: K (4), First (9), Second (1), Third (2), Fifth (4), and Eighth (2).
6. **Differentiated Instruction Using Technology** - an example lesson for upper elementary
7. **Differentiated Learning Egyptian Project** - Lesson plan for middle school - a page to print
8. **Differentiated Lessons for Teachers posted by Leon County**
   1. **Elementary**
   2. **Middle/High School**
9. **Patterns** - Math Lesson - middle school
10. **Photojournalism Tiered Lesson Plan (grades 10-12)** - In this lesson, students explore how photographs can be interpreted as conveying rich stories to the beholder.
11. **Sample Layered Curriculum Units** posted by Dr. Kathie Nunley (the page starts with middle/high school but includes most middle/high subjects as well as some K-6 units near the bottom of the page)
12. **Social Studies - 2nd grade lesson** - Community
13. **Language Arts lesson - Heros and Heroines** - 7th grade
14. ★**Layered Curriculum Lesson Plans** - Dekalb County School system

**Multi-Link Sites**

1. **Adjust Your Teaching Styles to Students' Learning Styles** - a list of links from Teacher's Network
2. **Differentiating Instruction** - many articles (posted by the Arizona Department of Education)

**Other Documents (Word, PowerPoint, or Acrobat documents)**

- = a PowerPoint Show | = a document to print | = a Word document | = Adobe Acrobat document

1. **Chaos: Modeling Differentiated Instruction for Pre-service Teachers** - The purpose of this article is to describe an activity the authors developed meant to introduce the construct of differentiated instruction to pre-service teacher candidates.
2. **Curriculum Differentiation** - The Maker Model
4. **Differentiated Instruction: A Research Brief for Practitioners University of Alberta**
5. **Differentiated Instruction in Inclusive Classrooms** - PowerPoint show by Christina E. van Kraayenoord and John Elkins, School of Education, The University of Queensland, Brisbane, Queensland, Australia (23 slides)
6. **Differentiated Instruction in the Foreign Language Classroom** - Meeting the Diverse Needs of All Learners
7. **Differentiated Instruction in Science** - Clone Wars - Gail B. Wartmann; meet the needs of science students with a variety of strengths, weaknesses and readiness.
8. **Differentiated Learning within Groups** - (13 slides)
9. **Introduction to Differentiated instruction**
10. Mapping a Route Toward Differentiated Instruction - "Students can take different roads to the same destination".

11. Sample Project list - Adapted to Learning Style and Student Interest - Topic of Study: Romeo and Juliet

12. Science in All Sizes - Shannon Cde Baca; 

Differentiating Instruction - Brain research confirms what experienced teachers have always known: no two children are alike, no two children learn in the identical way, an enriched environment for one student is not necessarily enriched for another, and in the classroom we should teach children to think for themselves.

http://www.frsd.k12.nj.us/rfmslibrarylab/di/differentiated_instruction.htm

Differentiated Instruction

Essential Question: How do I effectively and efficiently reach all students in a heterogeneous environment

Differentiated Instruction: A Scavenger Hunt

Start here!! Determine your own learning style

Adapt Lessons to Reach All Students

Talking Brain

Differentiated Instruction: A Hotlist of Web Sites

Basic Understandings

What are the specific characteristics and behaviors of a particular group of students?

Learning Styles Multiple Intelligences
### What methods would you use to enhance learning?

#### Teaching Strategies
- **Ways to Differentiated Instruction**
- **Strategies for Differentiating**
- **Layered Curriculum**

#### What does that look like in my classroom?

#### Lesson Plans
- **How to Plan For Differentiate Instruction** - Scroll down for content
- **Planning a Lesson**
- **Lesson Planning Template**

#### Classroom Management
- **Differentiating Instruction - strategies**
- **Graphic Organizers**

#### How do I know I am effectively addressing the needs of my students?

#### Authentic Assessment
- **Authentic Assessment: An Overview**
- **Authentic Assessment Toolbox**

#### Rubrics
- **Middle School Assessment and Evaluation**
- **Student Project Assessment**
- **Rubrics from Midlink**

### Learn about related topics using online tutorials
- **Online Tutorial:** Multiple Intelligences Tutorial
- **Online Tutorial:** Cooperative/Collaborative Learning
- **Online Tutorial:** Inquiry-based Learning

### Additional Resources
- **Multiple Intelligences - 8 Ways of being Smart**
- **Multiple Intelligences - Reflection sheet**
- **Multiple Intelligences**
- **Technology and Multiple Intelligences**
- **Learning Styles and Multiple Intelligences**
- **Critical and Creative Thinking - Bloom's Taxonomy**
- **Sample Lesson Plans and Unit Sheets**
- **Sample lesson plan-The Cay**
- **Differentiated Instruction - Elementary**
- **Lesson-Unit Template**
- **Graphic Organizers**
- **Rubric Generator** - Scroll down to locate information
- **How to Score A Rubric On A Database**
- ** authentictional Assessment: An Overview**
- **Authentic Assessment Toolbox**
- **Middle School Assessment and Evaluation**
- **Student Project Assessment**
- **Rubrics from Midlink**
- **Technology and Multiple Intelligences**
- **Learning Styles and Multiple Intelligences**
Online Tutorial: Constructivism

Free 59 tips on Differentiated instruction

http://tst1160-35.k12.fsu.edu/mainpage.html

Sources of Information
The Differentiated Classroom: Responding to the Needs of All Learners (Summary)
by Carol Ann Tomlinson (Association for Supervision and Curriculum Development - www.ascd.org
How to Differential Instruction in the Mixed Ability Classroom (Summary) Tomlinson ASCD
Florida Inclusion Network
Marching to Different Drummers, 2nd Edition by Pat Burke Guild and Stephen Garger
Differentiating Instruction: Finding Manageable Ways to Meet Individual Needs (Excerpt) by Scott Willis and
Larry Mann Winter 2000
Differentiated Instruction (also called Multi-level instruction) by Verna Eaton (Definition of and tools for)
Teaching in mixed-ability classrooms: Teachers guide students down many paths to a common destination
Teaching Goals Inventory On-line
Learning Styles
Learning Styles and Multiple Intelligences
Sample Lessons
Grades K-12
Tiered Lessons/Units (This website is the gateway to survival in the mixed-ability classroom. Based on
current brain-imaging information, Layered Curriculum is a completely student-centered teaching method,
which uses a triangular-shaped model of 3 layers, each requiring a higher level of understanding.)

Leon County Teachers' Differentiated Lessons

Elementary
Alternative book reporting ideas (Grades 1-3)
Olympic Games (Grade 4)
Reading (Grades K-3)
Social Studies - Presidents (Grade 4)

Middle School
Literature - The Cay

High School

Do you have some great ideas, lesson plans or units that you’d like to share? Click the next button!
Differentiated Instruction Lesson Template
Great Ideas
Behavior Management Ideas for ESE 6-8 grades
Products
Products for Differentiated Instruction from ASCD
Book Resources from ASCD
Other Academic Resources
Reading Quest.org - This site is designed for teachers who wish to more effectively engage their students with the content in their classes.
Learning Styles and Multiple Intelligence
This site provides an explanation of learning styles and multiple intelligences, how to make a learning style work for you, and an interactive learning styles test.
Rubrics: Links to all you ever wanted to know about rubrics
Adequately preparing students for FCAT
Preparing All Learners for Success 21st Century Assessment Dr. Wally Bouchillon, Univ. of West Florida
Multiple Intelligences Product Grid
Everything ESL A new website which was designed for use by ESOL teachers. The site offers teaching tips with classroom activities and a select annotated list of books, CD-ROMS and web sites.
Teaching Resources for Florida Exceptional Student Education FSU's Center for Performance Technology and the Florida DOE features a web site designed to simplify the work of teachers, school administrators, special services staff, parents, and others interested in the progress of all Florida's students.
Internet Search Tools Quick Reference Guide

Send your suggestions for effective teacher websites and samples of your lessons to Linda Oaksford, Leon County Schools, at oaksfordl@mail.leon.k12.fl.us

http://www.resources.8j.net/

http://members.shaw.ca/priscillatheroux/differentiating.html

Differentiating Instruction

Brain research confirms what experienced teachers have always known:

- No two children are alike.
- No two children learn in the identical way.
- An enriched environment for one student is not necessarily enriched for another.
- In the classroom we should teach children to think for themselves.

Consequently, it necessarily follows that although essential curricula goals may be similar for all students, methodologies employed in a classroom must be varied to suit the individual needs of all children: i.e. learning must be differentiated to make it effective.

Differentiating instruction means creating multiple paths so that students of different abilities, interest or learn equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching a learning.

Differentiating is not new, the concept has been around for at least 2 decades for gifted and talented students (strategies for G&T). However, it is now recognized to be an important tool for engaging students and addressing the individual needs of all students. Differentiating instruction is also an essential tool for integrating technology into classroom activities. The most effective way to integrate technology is to consistently take all students into the computer lab to work the same time, and this may well be true for many other subjects. This is not to say that some activities are not appropriate for students at some times. In the interest of expediency, it is sometimes most appropriate to conduct some whole group instruction.

What is important is to recognize that this is just one of many strategies and it is most effective when used a common needs such as the introduction to a new learning unit.

There are generally several students in any classroom who are working below or above grade level and these levels vary between different subjects in school. It is important to offer students learning tasks that are appropriate rather than just to the grade and subject being taught. This means providing 3 or 4 different options for students at some times. In a differentiated classroom all students have equally engaging learning tasks.

In preparation for differentiating, the teacher diagnoses the difference in readiness, interests and learning styles at a common needs such as the introduction to a new learning unit.

For the teacher who is beginning to differentiate learning in the classroom, differentiation may begin by varying processes or product for each group in the class. As the teacher becomes more proficient using these techniques, differentiation can occur at all 3 stages of the process for some students. This is especially appropriate for the more able students.

Students with specific needs/weaknesses should be presented with learning activities that offer opportunities for developing needed skills as well as opportunities to display individual strengths. More advanced students may work on activities with inherently higher level thinking requirements and greater complexity.

**Four Ways to Differentiate Instruction:**

Differentiation can occur in the content, process, product or environment in the classroom.

1. **Differentiating the Content/Topic**

Content can be described as the knowledge, skills and attitudes we want children to learn. Differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction. Students demonstrating understanding of the concept can skip the instruction step and proceed to apply the concepts to the task of solving a problem. This strategy is often referred to as compacting the curriculum. Another way to differentiate content is simply to permit the apt student to accelerate their rate of progress. They can work ahead independently on some projects, i.e. they cover the content faster than their peers.
2. Differentiating the Process/Activities

Differentiating the processes means varying learning activities or strategies to provide appropriate methods for the concepts. It is important to give students alternative paths to manipulate the ideas embedded within the concepts. Students may use graphic organizers, maps, diagrams or charts to display their comprehension of concepts. The complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing abilities.

3. Differentiating the Product

Differentiating the product means varying the complexity of the product (http://www.rogertaylor.com/reference/Product that students create to demonstrate mastery of the concepts. Students working below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or novel ideas. There are many sources of alternative product ideas available to teachers. However, sometimes it is motivating for students to be offered choice of product.

4. Differentiating By Manipulating The Environment or Through Accommodating Individual Learning Styles

There has been a great deal of work on learning styles over the last 2 decades. Dunn and Dunn (http://www.) focused on manipulating the school environment at about the same time as Joseph Renzulli recommended varying teaching strategies. Howard Gardner identified individual talents or aptitudes in his Multiple Intelligences theories. Based on the works of the Myers-Briggs Type Indicator (http://partners.mce.be/wbt/mbti/personal.htm) and Kersley's Temperament Sorter understanding how people's personality affects the way they interact personally, and how this affects the way each other within the learning environment. The work of David Kolb and Anthony Gregorc's Type Delineator follow a simplified approach.

Even though these approaches look at learning styles in vastly different ways, they all have merit for some children. An amalgamation or blending of these concepts is probably more effective than any one approach. Dunn and Dunn be most effectively applied in a building designed to accommodate environmental changes. Many classrooms offer limited opportunities to change the lighting or sound levels, to eliminate visual distracters, or to provide a more casual seating arrangement for students. Varying teaching strategies makes sure that students will occasionally learn in a manner compatible with their own learning preference but also expands their repertoire of alternative learning strategies in turn. The Multiple Int very helpful for helping teachers recognize that students have differing aptitude in different subject areas, but application of the kinds of learning strategies listed here to be effective. The MBTI and Gregorc's Style Delineator recognize how personality differences can either enhance or distract from communication between individuals.

The most significant issue relating to learning styles is the paradigm shift in education in recent years. This paradigm shift is illustrated in the way that curriculum is presently defined in the most recent programs of studies. Curriculum is no longer defined in terms of what a teacher will teach, but rather in terms of what a student will be able to demonstrate. If we are to build on what they already know.

Within these four ways for differentiating there are embedded many learning strategies which are used in conj

- **Strategies for Differentiating Instruction**
- **Links for Differentiating**
Introduction
The links below should be helpful resources for using technology to support differentiated instruction in addition to the book we are using, *Differentiated Instruction Using Technology: A Guide for Middle and High School Teachers* by Amy Benjamin (Larchmont, NY, Eye on Education www.eyeoneducation.com, 2005)

The Internet Resources

- **Apple Computer**

Overview

- **Differentiating Math Instruction** - A general overview of how one can differentiate instruction in math.
- **Eisenhower National Clearing House - Information on Differentiated Instruction** - Link to articles by Carol Ann Tomlinson and other resources
- **Information on Faculty Study Groups** - A clear guide for structuring a faculty study group.
- **Scaffolding for Success by Jamie McKenzie** - How and why to build structures into the research process to support student learning
- **Sue's Blog on Differentiated Instruction**
- **Tiered Lessons - What are they?** - A good description of tiered lessons and practical strategies for their implementation.

Samples

- **A Differentiated Web Site on Explorers** - A very slick site - color coded links for basic, moderate, and advanced level.
• **Bellingham, Washington School's Online Research Investigations** - Outstanding example of web based research investigations using Jamie McKenzie's model for a research cycle (authored and copyrighted by Jamie McKenzie)

• **Bernie Dodge's Web Quest Site** - Bernie Dodge was the originator of the web quest process. His site features high quality web quests in all content areas, background information and training materials

• **Civil War PowerPoints** - We'll look at these PowerPoints when we look at using PowerPoint to establish an eLearning Center. Click on the PowerPoint link on the left hand side.

• **Differentiated Instruction Templates** - These templates may be useful 'as is', to be modified for your particular purposes, or help clarify the concept of differentiated instruction.

• **Emily Thompson's Web Quest Page** - Emily has set up an excellent start page for understanding the purpose of web quests as well as links to the best collections of web quests.

• **High School Math Example of Tiered Instruction** - Here is a good explanation of how tiered instruction works in one class at the high school level.

• **Mrs. Benjamin's Classroom Web Site** - An excellent example of a web site that offers differentiated instruction opportunities.

• **Secret Life of Bees Blog** - Excellent example of a blog used for book discussion.

• **WebQuest Sample on 1920’s Prohibition** - This is the WebQuest outlined in Amy Benjamin’s book, Differentiating Instruction Using Technology, starting on page 132.

**Extended Lessons**

• **Eisenhower National Clearing House - Math links** - An excellent selection of math web sites to use in differentiating instruction in the math classroom.


• **RxWrite** - This is an example of a web-based prescriptive in Amy Benjamin's book Differentiated Instruction Using Technology, p. 94

**Tools**

• **Alan November's Blog Site** - Here is a place you can start an education related web log.

• **Filamentality** - This hot list is being created with Filamentality. One can also create a hunt, scrapbook, sampler, or web quest.

• **For Teachers.org** - This site gives one immediate to access to many free tools developed by R*TEC and HPR*TEC resources like TrackStar, RubiStar, & QuizStar.

• **Lexile Reading Tools on the Web** - Information on using lexiles and some online tools for determining lexile level of reading material.

• **PowerPoint Tutorial** - PowerPoint can be a useful tool in differentiating instruction. If you need help getting started, here's a good place to start. This tutorial is Windows based, but is well organized. Menu commands are mostly the same in both Macintosh and Windows.
- **PowerPoint Tutorial - Includes Macintosh specific instructions** - This tutorial has Macintosh specific instructions. It refers to Office 2001. Office X has virtually the same menus and toolbars.
- **Quia** - Create quizzes, calendars, surveys, web pages and activities. You can view grades, quiz and survey results.
- **School blog site** - You can set up a blog on this site. Students can register to contribute to the blog. Teachers can use a blog site to assess student writing or a discussion.
- **Teacher Web** - An easy to use and customizable tool for creating classroom web sites
- **The Web Wizard** - Templates for web pages posted on line and it's free! You can use pictures and colors as well.
- **Web-N-Flow** - In 1999, Tom March launched Web-and-Flow as a method for helping educators work the Web. This interactive software guides users to design, gather, and format Web activities for their learners.

Content by spalfrey, spalfrey@fps.k12.me.us
Last revised Sun Jun 4 14:26:04 US/Pacific 2006
Sites that help classroom teachers adjust their teaching process...

**Sponsored Links**

**Microsoft Training**
Discover Technology Solutions At Microsoft's Tech Ed in Orlando.
www.Microsoft.com

**Powerpoint Lessons**
Free online course gets you up to speed on MS PowerPoint 2003!
www.hp.com/go/onlineclasses

**Learn PowerPoint Online**
Online training and matching print on-demand courseware.
www.customguide.com

**MS PowerPoint Tutorial**
On sale now. The most comprehensive PowerPoint tutorial available.
www.teachucomp.com

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A PowerPoint Show = a document to print = a Word document = Adobe Acrobat document. Chaos: Modeling **Differentiated Instruction** for Pre-service ...

www.internet4classrooms.com/di.htm - 30k - Cached - Similar pages

PPT

**PowerPoint Presentation**
File Format: Microsoft Powerpoint - View as HTML

*Differentiated instruction* is a teaching philosophy based on the premise that ...

Differentiated Instruction is the result of a synthesis of a number of ...

www.wi-rsn.org/pd/files/Differentiated%20Instruction%20intro.ppt - Similar pages

PPT

**PowerPoint Presentation**
File Format: Microsoft Powerpoint - View as HTML

Implementing **Differentiated Instruction** in your District or School. Start with Committed Staff. Look for Existing Resources/Infrastructure ...

www.k8accesscenter.org/training_resources/documents/3%20hour%20differentiation%20presentation.ppt - Similar pages

**Differentiated Instruction Hotlist**

Click on the PowerPoint link on the left hand side. **Differentiated Instruction** Templates - These templates may be useful 'as is', to be modified for your ...

www.kn.att.com/wired/fil/pages/listdifferensp.html - 9k - Cached - Similar pages

**Principles of Differentiation**

In **differentiated instruction**, classroom teachers make vigorous attempts to ... Sight of the Shore: Differentiating Curriculum and **Instruction PowerPoint** ...

www.manteno.k12.il.us/curriculumdiff/principles.htm - 21k - Cached - Similar pages

PPT

**PowerPoint Presentation**
File Format: Microsoft Powerpoint - View as HTML

CISD Benchmark for Teacher “Practice” of **Differentiated Instruction** ... Differentiation aka **Differentiated Instruction**: 1: that which recognizes a common ...
An obvious feature of the differentiated classroom is that it is “student centered.” Shifting the emphasis from the “teacher and instruction” focus to the...

Whole class instruction is not a part of a differentiated classroom.

Based on the information from slides 9 to 17 in your PowerPoint presentation packet, how can differentiated instruction help you meet your student...
What is Curriculum Differentiation? Why do we need to make a commitment to this philosophy?
What does differentiated instruction look like? What are the goals of a differentiated classroom?
Content  Process  Products  Learning Environment
Effort and Results Grid

The goal of Curriculum Differentiation in Manteno Unit #5 is to address the different learning styles of our students and to provide appropriate challenges for their learning.

**WHAT IS CURRICULUM DIFFERENTIATION?**

"In differentiated instruction, classroom teachers make vigorous attempts to meet students where they are in the learning process and move them along as quickly and as far as possible in the context of a mixed-ability classroom. It promotes high-level and powerful curriculum for all students, but varies the level of teacher support, task complexity, pacing, and avenues to learning based on student readiness, interest, and learning profile.

Differentiation seems a common-sense approach to addressing the needs of a wide variety of learners, promoting equity and excellence and focusing on best practice instruction in mixed ability classrooms.

Differentiated instruction is not a strategy. It is a total way of thinking about learners, teaching, and learning."

Carol Ann Tomlinson, The Education Digest, Jan. 2000

Teachers can differentiate several classroom elements based on student readiness, interest, or learning profile. Click on each element below for modification suggestions.

**Content** - What the student needs to learn or how the student will get access to the information

**Process** - Activities in which the student engages in order to make sense of or to master the content

**Products** - Culminating projects that ask the student to rehearse, apply, or extend what he or she has learned in a unit
**Learning Environment** - the way the classroom looks or feels

This is an excellent PowerPoint explaining the basics of differentiation. **Losing Sight of the Shore: Differentiating Curriculum and Instruction PowerPoint** by Mary Schmidt, School Improvement Consultant, Johnston, IA

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**WHY DO WE NEED TO MAKE A COMMITMENT TO THIS PHILOSOPHY?**

* When learning tasks are consistently too hard, students become anxious and frustrated. When learning tasks are consistently too easy, boredom results. Both boredom and anxiety inhibit a student’s motivation to learn and can eventually harm achievement as well.

* Children already come to school differentiated. Students in today's classrooms represent a broad range of academic readiness, interests, learning profiles, modes of learning, and cultures.

* To maximize the potential for each learner, educators need to meet each child at his or hers starting point and ensure substantial growth during each school term.

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**WHAT DOES DIFFERENTIATED INSTRUCTION LOOK LIKE?**
### Differentiated Instruction is...  Differentiated Instruction is not...

1. Assessing students before a unit of instruction to determine what they already know

1. All students in the class completing the same work for a unit/chapter

2. Adjustment of the **core** curriculum by content (below to above grade level), process (concrete to abstract), and product (simple to complex).

2. Limiting how and what is taught by teaching to the average student

3. Providing assignments tailored for students of different levels of achievement

3. Assigning more work at the same level to high achieving students

4. Having high expectations for **ALL** students

4. Focusing on student weaknesses and ignoring student strengths

5. Educational experiences which extend, replace, or supplement standard curriculum

5. Activities that **all** students will be able to do

6. Structuring class assignments so they require high levels of critical thinking and allow for a range of responses

6. Giving the same kind of problems or questions and expecting more

7. Students participating in respectful work

7. Creating more work-extra credit, do when done

8. Students and teachers collaborating in learning

8. Using higher standards when grading

9. Putting students in situations where they don’t know the answer- often

9. Providing free-time challenge activities

10. Differing the pace of instruction

10. Using capable students as tutors

11. A blend of whole class, group, and independent learning

11. Using individualized instruction

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**GOALS FOR A DIFFERENTIATED CLASSROOM**

(Thanks to Wilmette Public Schools District 39)

**For ALL Students**
- to make the curriculum richer and more meaningful
- to enhance motivation
- to remove artificial boundaries
- to develop skills in critical and creative thinking and problem solving

**For ANY Students Who Have Mastered the Core Curriculum**
*to meet individual needs' and to respond to individual differences
*to extend learning experiences beyond the core curriculum
*to explore multi-faceted dimensions and nuances of the content

For the Gifted

*to tailor learning experiences to the characteristics that distinguish gifted students from their more typical age-mates
*to provide complex and stimulating learning experiences for gifted students who are capable of stretching well beyond the learning abilities of others
*to provide appropriately challenging work for gifted students who can master basic skills or acquire information faster than others
*to make appropriate use of the wealth of knowledge and broader perspectives that gifted students bring to the classroom
*to explore the content in greater breadth and depth, going wider and deeper in order to accommodate specific interests of gifted students
*to help gifted students use their time productively
*to help gifted students maximize their capabilities in meaningful ways

This page was created for educators in the Heartland AEA service area to learn more about differentiated curriculum and instruction. All educators in the Heartland service area are welcome to use the materials cited.

We have added a PowerPoint presentation created by Mary Schmidt (Heartland AEA School Improvement Consultant) called Losing Sight of the Shore. If you have PowerPoint on your computer, click here for the presentation. If you don’t have PowerPoint, click here to view the presentation. (Added 1-4-02.)

Heartland AEA Professional Library Materials
Click here for a minicatalog of books and a minicatalog of inservice videos for learning more about differentiation and
Differentiated Curriculum Journal Articles

Click on the title to read full-text journal articles on best practices, research, and programs. Please use Netscape 3.0 or higher or Internet Explorer 4.0 or higher to view the full-text articles. Depending on your Internet access, you may be asked to enter a username/password. Use the username/password provided for the EBSCO database (your school librarian will have that information).


Differentiating Cooperative Learning. By: Schniedewind, Nancy; Davidson, Ellen. Educational Leadership, Sep2000, Vol. 58 Issue 1, p24, 4p


Shifting into High Gear. By: Schneider, Evelyn. Educational Leadership, Sep2000, Vol. 58 Issue 1, p57, 4p


It's time; Sandra N Kaplan; Gifted Child Today, Waco; Spring 2001
Differentiated curriculum and the nature of open-ended activities; Anonymous; Gifted Child Today Magazine, Waco; Mar/Apr 1999

Accountability for gifted students; James J Gallagher; Phi Delta Kappan, Bloomington; Jun 1998

Differentiated instruction: Can it work?; Carol Ann Tomlinson; The Education Digest, Ann Arbor; Jan 2000

Mapping a route toward differentiated instruction; Carol Ann Tomlinson; Educational Leadership, Alexandria; Sep 1999

How to use thinking skills to differentiate curricula for gifted and highly creative students; Andrew Johnson; Gifted Child Today, Waco; Fall 2001


Research Summaries
Research Link: Preparing Teachers for Differentiated Instruction by John Holloway

Web Wonders: Differentiation in the Classroom by Carolyn Pool

The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson

ERIC Digests
ERIC Digests are 3-4 page summaries of the latest educational research. They often include extensive bibliographic references.

Differentiating Curriculum for Gifted Students

Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom

Differentiation of Instruction in the Elementary Grades

Web Sites
Here are some demos from ASCD's online course on differentiated instruction.

Lesson 1: What is Differentiated Instruction?

Enhance Learning with Technology: Differentiated Instruction http://www.cssd.ab.ca/tech/otn/learn/differentiating.html

What is Differentiated Instruction? http://www.scusd.edu/gate_ext_learning/differentiated.htm
Teaching in Mixed-Ability Classrooms

AASA Leadership for Differentiated Classrooms

Issues for Administrators in Differentiated Instruction

Student Portfolio Basics: Differentiated Instruction
http://www.cedu.niu.edu/tedu/portfolio/diffclass.htm

Differentiated Instruction Concept Map
ideanet.doe.state.in.us/gt/pdf/pdweb.pdf

Principles of a Differentiated Curriculum for Gifted/Talented
http://www.ih.k12.oh.us/MSHERRMANN/PRINDIFF.htm

Gifted and Talented: Differentiated Curriculum
http://www.eddept.wa.edu.au/centoff/gifttal/giftdiff.htm

A Different Place: Differentiated Curriculum
http://www.adifferentplace.org/differentiated.htm

Created by Heartland AEA (last update 4-13-2004).
Differentiated Instruction

Unfortunately, our images of school are almost factory images, so school is very standardized. But kids don't come in standard issue. The challenge is having teachers question the standardized notion of school and then helping kids realize there's a better way to do school. . . In a way, it's just shaking up the classroom so it's a better fit for more kids. --Carol Ann Tomlinson, from an interview with Leslie J. Kiernan, 1996.

What is Differentiated Instruction?

Key Characteristics of a Differentiated Classroom

- Teachers and students accept and respect one another's similarities and differences
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work--work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning.
- The teacher uses a variety of instructional strategies to help target instruction to student needs. Students are assessed in multiple ways, and each student's progress is measured at least in part from where that student begins.

Learning Styles

How to adjust your teaching style to students' learning styles
http://www.teachnet.org/ntol/howto/adjust/

Learning Styles Chart
http://www.chaminade.org/inspire/learnstl.htm

Multiple Intelligences--8 Ways of Being Smart
http://www.gigglepotz.com/mi8.htm

Multiple Intelligence and Learning Style
http://www.casacanada.com/mulin.html

Multiple Intelligences: It's Not How Smart You Are, It's How You're Smart!
http://www.education-world.com/a_curr/curr207.shtml

Technology and Multiple Intelligences
http://www.eduscapes.com/tap/topic68.htm

What is Your Child's Primary Learning Style? (online test)
http://www.familyeducation.com/quiz/0,1399,3-32740,00.html
http://www.familyeducation.com/quiz/0,1399,3-2740,00.html

Teaching Strategies

Creativity Web: Resources for Creativity and Inspiration

Critical Thinking on the Web
http://www.austink.org/critical/

Differentiating Instruction For Advanced Learners. In the Mixed-Ability Middle School Classroom
http://www.lausd.k12.ca.us/lausd/offices/di/Burleson/workshops/differentiate/ECDigest_E536.htm

How To Differentiate Instruction (tutorial)
http://www.teach-nology.com/tutorials/teaching/differentiate/planning/

Layered Instruction
http://www.help4teachers.com/

PowerPoint Presentations on DI Strategies
http://www.mcps.k12.md.us/curriculum/enriched/giftedprograms/instructionalstrategy.shtm

Success for All Students with Technology
http://www.sonoma.edu/users/p/philan/404/success.htm

Tiered Lessons: What are They?
http://clermont.tapinternet.com/files/IM9_02wordforweb.pdf

Using Technology to Differentiate Instruction
http://www.lakelandschools.org/EDTECH/Differentiation/home.htm

Bibliography of Resources

ASCD Resources of Differentiating Instruction
http://www.ascd.org/portal/site/ascd/menuitem.e50c461dbbfeacbbf3fddf62108a0c/

Challenging Gifted Students in the Regular Classroom
http://ericec.org/digests/e513.html

Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom
http://ericec.org/digests/e536.html

Different Strokes for Little Folks: Carol Ann Tomlinson on "Differentiated Instruction"

What Does An Inclusive Classroom Look Like?
http://www.uni.edu/coe/inclusion/strategies/inclusive_classroom.html

Training and Teaching Materials

Blank Cube
Blank Matrix
**Differentiated Instruction**

**Table of Contents**

1. Define it – what is it?
2. What is the theoretical/research background for this instructional method?
3. How does it work?
4. An Example
5. **Discussion – what experiences have you had with this method?**

6. **Conclusion – cautions, other points of view from research**

7. **List of references – journal articles with brief descriptions**

8. **List internet resources, software, books, etc. with brief descriptions**

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**Define it – what is it?**

On a simple level, differentiated instruction is teaching with student variance in mind. It means starting where the kids are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is “responsive” teaching rather than “one-size-fits-all” teaching.

A fuller definition of differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. (Tomlinson, 2003, p. 151)

Link to a short video of Carol Ann Tomlinson

http://college.hmco.com/education/cooper/class/7e/instructors/resources/ch06.html

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**What is the theoretical/research background for this instructional method?**

A rationale for differentiated instruction comes from theory, research, and educational common sense. Consider the following.

- Today’s classrooms are becoming more academically diverse in most regions of the United States (and elsewhere, for that matter). Many, if not most, classrooms contain students representing both genders and multiple cultures, frequently include students who do not speak English as a first language, and generally contain students with a range of exceptionalities and markedly different experiential backgrounds. These students almost certainly work at differing readiness levels, have varying interests, and learn in a variety of ways.

- Psychologists tell us that a student learns only when a task is a little too hard for that student. When a student can do work with little effort, and virtually independently, that student is not learning, but rather rehearsing the known. When a student finds a task beyond his or her reach, frustration, not learning, is the result. Only when a task is a bit beyond the student's comfort level, and the student finds a support system to bridge the gap, does learning occur. This optimum degree of difficulty for learning is referred to as a student's zone of proximal development. Considering today's diverse classrooms, it is unlikely that a teacher will be consistently able to develop one-size-fits-all learning experiences that are in the zones of proximal development of all students in a particular class.

- Brain research suggests that when tasks are too hard for a learner, the brain "downshifts" to the limbic area of the brain that does not "think," but rather is designed to protect an individual from harm. Also, when tasks are too easy for learners, those learners do not show thoughtful brain activity. But rather displays patterns that look
more like the early stages of sleep. Only when tasks are moderately challenging for an individual does the brain “think” in a way that prompts learning. Once again, teachers will find it difficult to consistently find single tasks that are moderately challenging for all learners in a class that includes a range of readiness and experiential levels.

- It is likely that male and female learning patterns and preferences vary. The variance probably has biological, cultural, and environmental origins. There is also, of course, great variety among both male and female populations in regard to learning. Nonetheless, it is likely counterproductive to assume that gender is an irrelevant factor in what individuals learn and how they learn.

- Culture has an important bearing on how individuals learn. While it is clearly not the case that all members of a given culture learn in similar ways, it is the case that learning environments and procedures that are comfortable for many members of one cultural group may not be so to many members of other cultural groups. Students whose classrooms are a cultural misfit often do poorly in school In classrooms where varied cultural groups are represented, a single approach to teaching and learning is unlikely to serve all students well. In fact, because students in any cultural group also vary, even classrooms that are more culturally homogeneous would benefit from multiple approaches to teaching and learning.

- Student motivation and task persistence increase when students can work with topics that are of personal interest. Modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence. Encouraging students to link required learning to that which is personally interesting to them seems an important modification for teachers in most classrooms.

- The opportunity to learn in ways that make learning more efficient is also likely to make learning more effective. Attention to a student’s preferred mode of learning or thinking promotes improved achievement.


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How does it work?

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<th>Challenged</th>
<th>Average</th>
<th>Gifted</th>
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<tr>
<td>CONTENT What</td>
<td>Three crucial points</td>
<td>All aspects of the topic</td>
<td>In-depth study</td>
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<td>Three concepts</td>
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<td>PROCESS How</td>
<td>Direct instruction of each step in the research process</td>
<td>Modeling</td>
<td>Minimal instruction with probing questions for independent study</td>
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<td>Review and practice</td>
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<td>PRODUCT Evaluation</td>
<td>Group paper of one page</td>
<td>Five page paper</td>
<td>Power point presentation with computer generated graphics and tables</td>
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Using Bloom’s Taxonomy of Cognitive Educational Outcomes allows the teachers to design projects around the Content, Process, and Product that meet the needs of all levels of students in the class.

In general, several guidelines need to be followed in order to create an effective classroom of diverse learning:

1. The classroom teacher and the educational team, made up of support staff and administrators, must view diversified learning as a positive experience for students.

2. The classroom teacher and the educational team must believe that students from a variety of educational, cultural, and socioeconomic backgrounds enhance the learning climate for all students.

3. An atmosphere of cooperation (and not competition) must be established for both students and staff.

4. Teachers must utilize all available resources to support learning activities. This requires individualizing learning for each student by arranging the classroom and the entire school for small-group, large-group, and independent learning. A fluid building is developed, students are able to utilize the entire school as their classroom, and teachers can promote student movement throughout the school as determined by learning needs and curriculum considerations. (Norlund, 2003, p. 5)

Teacher Roles in Differentiated Instruction

Classroom teacher

Determines the core concepts and key skills to be learned

Determines the most important aspects of a unit that should be included for each child

Curriculum Design

Kameenui and Simmons (1999) summarized six principles of effective curriculum design:

concentration on “big idea,”

conspicuous strategy instruction,

mediated scaffolding,

guided practice,

linkage of concepts, and

judicious review.
These principles benefit instruction to all students but are particularly useful for classrooms that include students with learning disabilities.

**Instructional Strategies for Differentiating Instruction**

**Resource Room Teacher**

Determines how to teach the child and whether this child is able to master concepts

*Tutor the student in the standard curriculum*

*Remediate deficient skill area*

*Teach study and metacognition skills*

**As a Tutor**

Assists the student with

- completing assignments,
- studying for tests, and
- understanding the content areas.

Provides extended time or a quiet place for working or testing.

Reinforce the concepts taught in class.

When the learning disability is severe, the resource teacher must work collaboratively with the classroom teacher to determine the core concepts that must be taught to the student and which concepts are not essential to learning.

**As a Remedial Instructor, teach**

phonics,

comprehension,

math facts, or

writing syntax

Instruction

is individualized to meet the specific needs of each student

uses multi-sensory approach to learning basic skills,
teamed with direct instruction.

**In addition, teach the skills of metacognition and learning strategies**

Metacognition is developing an understanding of how one learns.

Learning Strategies are specific skills necessary to make that child an effective learner.

The ultimate goal of metacognitive instruction is self-regulation, such as goal setting, self-instruction, self-monitoring, and self-reinforcement (Graham, Harris, and Reid 1992). Students who are able to determine how to learn and then evaluate the effectiveness of their chosen strategy are successful in new learning situations.

**Testing (both teachers and other support personnel)**

Modifying testing should not interfere with the integrity of the assessment.

Modifications

Tests read

Verbal tests

Shortened tests

Literal levels of questioning

More frequent tests

Extended time for test completion

Scribe for written responses

Quiet place for testing

IEP goal achievement as a basis of testing

Course project rather than a written test

Development of an instructional packet with a variety of activities to demonstrate knowledge

*A Comparison of Differentiated Instruction for Students Identified as Learning Disabled and Slow Learners*

*Chart: Alternative assessments for ESL students*

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An example:

http://www.learner.org/resources/series175.html

Evaluating Lesson Plans for Differentiating Instruction

Discussion – what experiences have you had with this method?

Conclusion – cautions, other points of view from research

When first starting to design differentiated instruction, it is important that all teachers and support staff are willing to devote the time, energy, and resources to design and implement a successful program. Roles need to be clearly defined, schedules need to be made in advance and adhered to as much as possible, and collaboration/cooperation needs to replace competition at all levels.

In the beginning, redesigning curriculum and teacher roles for differentiated instruction is very labor intensive. However, using technology, future planning can be streamlined, teachers can use what was successful in the past and adjust activities that may need more clarity, and spend more time on the instruction of each student according to her/his needs.

In a classroom where teachers use differentiated instruction, the responsibility for learning is shared by all. It becomes a community of learners, characterized by

- complex, challenging learning environments and authentic tasks;
- social negotiation and shared responsibility as a part of learning;
- multiple representations of content;
- understanding that knowledge is constructed; and

Based on theory and research, classrooms using differentiated instruction can meet the needs of most students.

List of references – journal articles with brief descriptions (Save digital copies of all the reference articles! These will be included on a CD of the Handbook)


The purpose of this column is to introduce readers to professional development resources for learning more about differentiated instruction. In addition, we'll examine the
research supporting differentiation as an effective instructional strategy as well as web sites that allow teachers to explore theory in practice.


This article describes a plan called "Differentiation plus," which combines differentiated instruction and time differentiation, involves differentiating what students learn, how students learn, and when students learn, as well as extending the school day or the school year. Advice on how differentiation can help developmentally or chronologically young students, impoverished students, English-as-a-second-language students, and students with disabilities is provided.


Because all students must be included in state-mandated assessments, they must also be included in the implementation of the standards-based curriculum. As a result, curriculum differentiation or adaptation for students with learning and behavior problems must occur more frequently within the guidelines established by standards based teaching. This article outlines procedures for curriculum differentiation within a standards based framework.


The methods described in this article are designed for modifying secondary curriculum to meet the individualized goals for students with severe intellectual disabilities.

Suggestions presented pay specific attention to the following issues that remain troublesome for many teachers:

- Making multilevel instructional decisions (e.g., who learns at what level?) in a way that is manageable within a standards-based instructional context.

- Devising additional supports for struggling learners, especially resources that can be provided with or without additional staff assigned to the general education classroom.

- Providing an appropriate education for students with special gifts and talents and for students with severe disabilities, who both may be members of the same heterogeneous, inclusive classrooms.

- Differentiating primarily within whole-class lessons, avoiding separate, parallel tasks as much as possible.


This is advice for principals about establishing a plan for school wide differentiation to meet state requirements.

The author devised a Multiple Intelligences/Revised Bloom’s Taxonomy matrix as a
guide to developing objectives and to suggest learning activities and questions that
range from simple to complex thinking in each of the MIs. In the study reported here
teachers used the matrix to design learning outcomes and activities so that their
students could demonstrate what they understood through different intellectual domains
at the same or different levels of cognitive complexity.


In this article, four gifted and talented students, aged 9 to 12, are studied over a 1- to 3-
year period to examine the nature of their educations and the differentiation offered to
them. Based on problems in these students’ school programs that were unearthed
through the case studies, systematic interventions were implemented to improve
differentiation for each student on a personal level. Results support personalized
differentiation as the optimal means for accommodating the needs of the diversity of
gifted and talented youth in schools.


Does your philosophy of education include the following assertions?

· Students are more effective learners when classrooms and schools create a sense of
  community in which they feel significant and respected.

· The central job of schools is to maximize the capacity of each student.

Then differentiation of instruction is the ticket for you! This Educational Leadership
includes many suggestions for varying instructional strategies to meet the needs of all
students--through differentiation.


This article discusses various topics that can be addressed when deciding how to
differentiate instruction. The topics addressed are: The learning environment, identifying
curriculum essentials, and working from student needs. Activities that might be useful
are stations, tiered activities, compacting, and flexible grouping. The author also
discusses learning styles and using multiple intelligences. The most useful parts are the
sections that utilize a series of questions that can be asked to determine what needs to
be done and how to do it.

65(5) 25-31.

The Sheridan Public Schools, in Englewood, Colorado, began its journey toward
differentiation by ensuring that the five-member board of education and central-office
administrators and principals first understood the key concepts before moving on to
teaching the staff. While not all district-level leaders need be experts on differentiation,
they mustn’t ask teachers to undertake a significant change about which they
themselves are vague or ill-prepared. This article describes several areas of preparation
that make good sense.
List internet resources, software, books, etc. with brief descriptions

**Internet Resources**

These are various resources on Differentiated Instruction. These methods are based on research and practical applications, and offer suggestions and guidelines that will be useful in general and special education classrooms.

**Books**


These classroom-proven strategies empower the teacher to target instructional modifications to the content, process, and products for students with learning disabilities in the general and the special education classroom. These best practices are the most up-to-date tactics available and specify numerous ways to differentiate instruction for students with learning disabilities. Invaluable for teachers in both inclusive and individual classes, this book provides numerous ideas and examples to help

- Stress the brain-compatible teaching guidelines for varied instruction
- Create practical, flexible lessons by varied instructional tactics, including webbing, cubing, scaffolded instruction, metacognitive tactics, and many other strategies
- Foster the attention of diverse learners via self-monitoring, self-management, and responsibility strategies
- Institute various peer tutoring systems that are practical and manageable in the inclusive class
- Implement performance assessment and portfolios to diversity evaluation
- Enhance social skills through group projects, role-play, and sharing tutoring responsibilities

The use of these research-proven practices will result in academic enhancement in your classroom. Whether your challenging students are identified as learning disabled or low-achieving, these strategies and tactics can lead to significant gains for you in reading comprehension, language arts, and math.


This book shows you how to vary your instruction so you can respond to the needs of individual learners. The examples and classroom activities in this book focus on

- reading fiction - reading non-fiction - vocabulary
- spelling - penmanship - map and globe skills
- math - science - the arts

Also included is coverage of –

- differentiated instruction for English language learners
- brain-based learning and multiple intelligences
- the impact of differentiated instruction on high stakes testing

Benjamin, A. (2002). Differentiated Instruction: A guide for middle and high school
This book shows you how to vary your instruction so you can respond to the needs of individual learners. The concrete examples in this book demonstrate how you can use differentiated instruction to clarify:

- the content (what you want students to know and be able to do)
- the process (how students are going to go about learning the content)
- and the product (how they will show you what they know.)

This book is uniquely interactive. It features "Reflections" to help you understand your teaching style and guide you towards developing habits of mind which result in effective differentiated instruction.

Also included is a chapter on teaching students whose native language is not English. Administrators (as well as teachers) will benefit from a chapter which highlights examples of how middle and high school administrators can successfully institute, motivate, and sustain differentiated instruction in their schools.


Differentiated Instruction contains 101 classroom-tested, easy-to-implement strategies. This well-indexed resource provides you with easy access to a variety of ideas to help out in different problem areas. Strategies are arranged by grade level within each of the following sections: Classroom Management, Community Building, Teacher's Toolbox, Literacy, Math, and Assessment. Also includes helpful graphics, time-saving reproducibles, and a comprehensive resource list. Available from www.crystalsprings.com


This book presents the practical techniques and processes that teachers can use to adjust learning based on individual students' knowledge, skills, experience, preferences, and needs. The most recent and best practices in pedagogy--the ones that make a real and positive difference in student achievement--are explored in-depth, including:

- Creating a climate for learning
- Knowing the learner
- Assessing the learner
- Adjusting, compacting, and grouping
- Instructional strategies for student success

A variety of curriculum approaches, including Centers, Projects, Problem-Based Learning, Inquiry Models, and Contracts are all featured, complete with explanations and examples. A planning model is included as well, to help teachers make the right decisions about instruction and assessment on an individual basis.

Norlund, M. (2003). Differentiated instruction: Meeting the educational needs of all students in your classroom. Lanham, MD: Scarecrow Education.

This text deals with topics ranging from general methods of differentiating instruction to specific methods for students with attention deficit/hyperactivity, learning disabilities, above average intelligence, cognitive impairments, autism, behavioral challenges and those who are at-risk. The information is well rounded in research. and the
explanations of what to do and why are simple and to the point. This would make an excellent starting point to begin a program of differentiated instruction at any level.


To teach all students in a class effectively, a teacher must take into account the variety of ways in which students differ from one another, and offer instruction that responds to this variety. Differentiated instruction is teaching with student variance in mind. According to the author, “… differentiated instruction is ‘responsive’ teaching rather than ‘one-size-fits-all’ teaching.”

In this highly interactive chapter with many examples from real classrooms, Tomlinson helps the reader develop a personal rationale for teaching to address learner needs; provides specific ways to differentiate content, activities, and products in response to student readiness, interest, and learning profile; and helps the reader think about practical ways to become a responsive teacher.

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http://www.sunshineconnections.org/strategies/differentiated_instruction/differentiated_instruction.htm
Differentiated Instruction

This area presents relevant links and documents pertaining to techniques in gearing instruction toward the specific needs of each learner's individual style of receiving and processing information. Resources on creating an environment where each student can understand the concepts of the lesson and retain the skills and ideas will be provided here.

CAST Research Article
A research paper on differentiated instruction by Tracey Hall, Ph.D., Senior Research Scientist, National Center on Accessing the General Curriculum

Differentiated Instruction in Florida's Reading First Classrooms
This presentation can either be downloaded and viewed, or saved to your computer. If you do not have a way to view Power Point presentations, use the link at the bottom of this page to obtain the Power Point viewer.

Differentiated Instruction Research Articles
Find research articles about how differentiated instruction occurs when teachers respond to academic differences among learners in the classroom. It's a flexible and individual approach to instruction.

Florida Inclusion Network
The Florida Inclusion Network provides learning opportunities, consultation, information, and support to educators, families, and community members resulting in the inclusion of all students.

Leon County Schools, Tallahassee, FL Differentiated Instruction Website
Included are background information, related academic resources and sample lessons generated by part workshops and seminars, as well as links to other related differentiated instruction websites. We hope that assists teachers as they begin to differentiate in their classrooms.

Contact Us
For questions & comments regarding education issues: Commissioner@fldoe.org | DOE Home