

Key Features of Differentiated Instruction



1. Flexible Learning Groups

Sample Indicators:

- ◆ Groupings are based on prior assessment of student learning, interests and/or learning preferences
- ◆ Groupings are sometimes determined by the students, sometimes by the teacher and sometimes randomly
- ◆ Students are comfortable working in groups and follow collaborative group norms
- ◆ Students are grouped and regrouped, frequently and flexibly, based on their:
 - Readiness to learn a concept
 - Interest in a concept
 - Learning preferences in working with or thinking about a concept

2. Choices

Sample Indicators:

- ◆ Choices provided are based on prior assessment of student learning, interests and/or learning preferences
- ◆ Students are taught how to make choices (e.g., assignment, learning center task, resources) based on their readiness, interests, and learning preferences
- ◆ Students have opportunities to make choices (e.g., assignments, learning center tasks, resources) based on their readiness, interests, and learning preferences
- ◆ Students have opportunities to select preferred conditions for learning (e.g., individually, in a quiet location away from others, in an active area of the room, as part of a group)
- ◆ All choices address the same curriculum expectations (Some tasks, designed for students on an IEP, may address modified curriculum expectations)
- ◆ All choices are designed to take approximately the same amount of time ☐ The amount of choice being offered is reasonable, not overwhelming

3. Respectful Tasks

Sample Indicators:

- ◆ All choices/tasks are interesting and engaging
- ◆ All choices/tasks require the students to work at the edge of their current readiness
- ◆ All choices/tasks are based on the same learning goal
- ◆ All choices/tasks can be assessed using the same success criteria, which have been identified, shared with, and understood by students
- ◆ Students having difficulty with a concept are engaged in learning opportunities that are just as interesting and appealing as those of other students

3. Shared Responsibility for Learning

Sample Indicators:

- ◆ Students have opportunities to think/talk about/ identify the ways they learn best
- ◆ Students have opportunities to think/talk about/ identify their interests
- ◆ Students can articulate the learning goal
- ◆ Students co-construct the criteria for assessment with the teacher
- ◆ Students are taught how to self-assess
- ◆ Students are provided with opportunities to self-assess
- ◆ Students advocate for conditions that support their learning
- ◆ Students seek feedback and respond to suggestions