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GARDNER'S INTELLIGENCES

Verbal/Linguistic: to use the core operations of language

Musical/Rhythmic: to use the core set of musical elements

Logical/Mathematical: to use inductive and deductive reasoning, solve abstract problems, and understand complex relationships

Visual/Spatial: to perceive the visual world accurately and recreate one's visual experiences

Naturalist: to survive in and adapt to one's environment

Bodily/Kinesthetic: to control and interpret body motions, manipulate physical objects, and establish harmony between the body and mind

Interpersonal: to interact with others toward one goal

Intrapersonal: to form an accurate model of oneself

Figure 1.1

and dance or physical movement. An individual's predominant learning modality does not negate the presence of the other modalities; teachers should provide multimodal activities throughout their lessons.

Cognitive Levels

Learners engage in types of thinking that range from a simple literal level to more complex abstract levels (Bloom 1984). These levels are not distinct but overlap and are used simultaneously by students in learning situations (Good and Brophy 1997). All students need and benefit from learning activities that challenge them to use complex thinking and reasoning.

Background of Experiences

Students who have a rich background of experiences and are able to connect new experiences into patterns of meaning seem to learn and retain concepts better than those who do not (Caine and Caine 1991; Jensen 2000). Teachers help students make sense of learning by connecting new learning to what is already known. When students know little about a topic, it is important to build the background that will enable them to benefit from instruction. When students have extensive knowledge of a topic, instruction should enrich and extend what they already know.

Personal Interests

Students develop an interest in a particular topic or area for a variety of reasons. Some interests are fleeting, some last a lifetime. Regardless of what or why, interests do motivate and sustain learning. The teacher who allows students choices and opportunities to select learning activities capitalizes on personal interests that lead students into learning and studying a topic (Diamond and Hopson 1998).

The Differentiated Classroom

A differentiated instructional design may be used for a part of the school year for certain units or it may become an overarching philosophy toward which all classroom instruction is geared. The associated planning and teaching techniques incorporated in differentiated instructional design evolve as teachers become experienced and comfortable with this approach. Teachers who use differentiated instruction generally begin by implementing short units, which are modified and expanded over time. Planning differentiated instruction coordinates student learning characteristics (how students learn) with learning standards (what students learn). Darling-Hammond (1997, 74) states, "...there is no prepackaged set of steps or lessons that will secure under-

Summary of General Steps for Differentiated Instruction

The Differentiated Instructional Design Planning Guide contains the detailed description of how to plan for differentiated instruction. The steps below are a general outline of the process.

1. Think through the process of differentiated instruction using the Differentiated Instructional Planning Guide.
2. Determine the rationale for using a differentiated instructional approach.
3. Determine categories for differentiation. Fill in categories on the Differentiated Instructional Design Matrix (Figure 2.1).
4. Determine what learning standards will be addressed. Fill in learning standards on the Differentiated Instructional Design Matrix (Figure 2.1).
5. Develop activities based on category for differentiation and learning standard. Fill in activities on the Differentiated Instructional Design Matrix (Figure 2.1).
6. Develop mini-lessons as needed.

Reflective Practice

Merely following an outline or filling in a template is not sufficient to develop skill in instructional design. Instructional design is a metacognitive, reflective process where the teacher thinks, reflects, adjusts, and fine-tunes the various components until a powerful lesson plan emerges. When reflection is an intrinsic part of the instructional planning process and teachers take time to analyze their planning efforts, they learn through their experiences, and future planning becomes more effective and efficient.

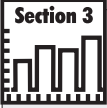
 Section 3 PLANNING GUIDE—DIFFERENTIATED INSTRUCTION EVIDENCE OF LEARNING Use these questions as a thinking guide to plan a differentiated instructional design.		
Planning Questions and Decisions	Information and Data Sources	Notes and Comments
1. How will students demonstrate their learning?	Refer to curriculum resource information and best practices information related to types of assessment.	Refer to your planning notes in section one as decisions regarding assessment are finalized.
2. How will the assessment be scored?		Design appropriate rubrics to show criteria and expectations for performance. Consider student participation in design of rubrics. A differentiated classroom may have common assessments, however, students should be held responsible only for what they have been taught.
3. How will the assessment be reported?	Check schoolwide or districtwide requirements and policies related to grading.	If a schoolwide grading scale is required, be sure to align rubric levels with the grading scale. Consider the development and use of student portfolios as a means of providing feedback to students and parents.
4. How will the assessment results be used?		Use assessment results to determine student strengths and weaknesses and plan the next lessons.

Figure 3.5