Differentiated Instruction
Getting to the Core
Differentiated Instruction

- Presented by
  - Dr. Maria Aida Alanis
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Differentiated Instruction

- The process of addressing the needs of all learners in the classroom while accessing to a high standard based educational curriculum.
Learners in the Classroom

- Struggling Learners
- Advanced Learners
- Students with varied cultural heritages and languages
- Students with different background experiences
Teachers

- Teachers in differentiated classrooms are more in touch with students and view teaching more as an art than as a mechanical exercise.
Teachers

- Begin where students are
- Understand that learners differ in important ways
- Use different learning modalities
- Use varied rates of instruction and varied degrees of complexity
- Hold students to high standards
Teachers

- Use time flexibly
- Utilize a range of instructional strategies
- Prescribe the best instruction to match the learner needs
- Do not force fit learners to a standard mold
Recognize that learners not only bring commonalities to the classroom but that they bring differences that distinguishes them as individuals.
Principles of Differentiation

- Respectful tasks
- Flexible groups
- Continuous assessment and adjustments
Differentiate In.....

- Content
- Process
- Product
Learner Considerations

- Readiness
- Interests
- Learning Profiles
● Teachers need a range of instructional and management strategies to differentiate instruction and meet the needs of all learners.
Instructional

- Multiple Intelligences
- Varied Texts
- Tiered Lessons
- Small group instruction
- Varied Organizers
Management

- Interest Centers
- Small-group Instruction
- Interest Groups
- Compacting
- Varied Journal prompts
Concluding Thoughts

- “Differentiated instruction isn’t a strategy. It’s a way of thinking about all you do when you teach and all that kids do when they learn.”

- The Differentiated Classroom
  - Carol Ann Tomlinson