

*Differentiation of Instruction--  
the teacher's response to the learner's needs . . .*

classroom management

**BASED ON TEACHER'S KNOWLEDGE OF STUDENTS':**

**READINESS**

- as opposed to ability
- students are ready to do different tasks at different times

**INTERESTS**

Knowledge of students' interests

**LEARNING PROFILE**

- strengths / weaknesses
- test scores
- special categories i.e. GATE, Spec Ed

**DIFFERENTIATION / MODIFICATIONS OF :**

**CONTENT**

According to the student's  
interest  
skill  
knowledge

**PROCESS**

Activities  
or  
Assignments

**PRODUCT**

- may /may not involve grouping
- choices
- does not have to be going on all the time

**RESPECTFUL WORK**

- meets standards
- what do students really need to know?
- never condescending

**ON-GOING ASSESSMENT**

- all year long
- variety
- center of foundation

**FLEXIBLE GROUPING**

- students are NOT locked into an ability group all the time

foundation

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*Differentiation is both a process and a goal---with up to 180 students over the course of a day, a teacher cannot possibly differentiate for every student's needs every day. Rather, lesson plans, assignments, and activities vary with groupings/ categories of students, and the anecdotal record-keeping and on-going assessments allow the teacher to try to tailor instruction to suit each student as best he/she can for the students to meet the standards and grow as learners*