

Differentiation Strategies

Differentiated instruction is a framework that teachers can use to implement a variety of evidence-based strategies into the classroom during whole group or small group instruction. These strategies include effective classroom management procedures, flexible grouping, assessing readiness, and teaching to student’s zone of proximal development. Teachers who differentiate instruction often assess students on an ongoing basis, use assessment results to adjust instruction as needed, and provide a variety of ways for how students can learn and demonstrate their knowledge.

The table below highlights several strategies that teachers can use to differentiate the knowledge and skills students need to master (content), the activities students use to master the content (process), and the method students use to demonstrate their knowledge (product).

Content	<ul style="list-style-type: none"> • Tiered content • Multiple teaching modes • Scaffold instruction • Compacting • Modeling • Leveled questioning • Supplementary resources • Varied texts • E-learning programs
Process	<ul style="list-style-type: none"> • Tiered activities • Learning centers • Graphic organizers • Jigsaw activities • Manipulatives • Peer practice • Anchor activities • Varied pacing • Workshops for reteach and extend learning • E-learning programs
Product	<ul style="list-style-type: none"> • Tiered products • Learning menus • Work alone, with a group • Choice boards • Rubrics • Homework options • Leveled tests and quizzes • Varied modes of expression • E-learning programs

*This document was adapted from the following learning module.
The IRIS Center. (2010). Differentiated Instruction: Maximizing the learning of all students. Retrieved from <https://iris.peabody.vanderbilt.edu/module/di/>*