The Planning Process for Differentiating Instruction

1. **SELECT:**
   - **Content Standard**: what students should know, be able to do, and care about
   - **Benchmarks**: expectations for grade-level clusters
   - **Performance Indicator(s)**: students’ demonstration of the content standards

2. **DETERMINE:**
   - **Evidence and task(s)**: what student will do to reflect learning
   - **Criteria**: what quality performance looks like
   - **Tool(s)**: what instruments will be used - rubric, checklist, etc.

3. **ASSESS** the learners: (to create CLASS/STUDENT PROFILE)
   - **Interests**
   - **Readiness**
   - **Learning styles/preferences**

4. **DESIGN** instructional by differentiating:
   - **Learning Environment**: the context(s) in which learning occurs
   - **Content**: how content will be delivered
   - **Process**: methods of engaged learning and sense-making
   - **Product/Performance**: the means by which students will communicate understanding

5. **IMPLEMENT** the instructional plan:
   - **Monitor student learning**
   - **Reflect upon lesson effectiveness**

6. **ASSESS** the learning:
   - **Evidence of understanding**: conclusions about student achievement
   - **Data used to guide instructional decisions**

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Differentiation Overview
Defining: Differentiating Instruction

What is your definition of “differentiating instruction”?

After reflecting, sharing, and discussing with others, how has your definition of “differentiating instruction” changed?