

OPTIONS FOR DIFFERENTIATION OF INSTRUCTION

To Differentiate Instruction By Readiness

- * "Equalizer" adjustments (complexity, open-endedness, etc.)
- * add or remove scaffolding
- * vary difficulty level of text & supplementary materials
- * adjust task familiarity
- * vary direct instruction by small group
- * adjust proximity of ideas to student experience

useful instructional strategies:

- tiered activities
- tiered products
- compacting
- learning contracts
- tiered tasks/alternative forms of assessment

To Differentiate Instruction By Interest

- * encourage application of broad concepts & principles to student interest areas
- * give choice of mode of expressing learning
- * use interest-based mentoring of adults or more expert-like peers
- * give choice of tasks and products (including student designed options)
- * give broad access to varied materials & technologies

useful instructional strategies:

- interest centers
- interest groups
- enrichment clusters
- Group Investigation
- choice boards
- MI options
- internet mentors

To Differentiate Instruction by Learning Profile

- * create an environment with flexible learning spaces and options
- * allow working alone or working with peers
- * use part-to-whole and whole-to-part approaches
- * vary teacher mode of presentation (visual, auditory, kinesthetic, concrete, abstract)
- * adjust for gender, culture, language differences

useful instructional strategies

- multi-ability cooperative tasks
- MI options
- Triarchic options
- 4-MAT

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