

A Differentiated Instruction Continuum

Self Assessment for Classroom Teachers

Developing Instructional Routines and Skills	Expanding Instructional Routines and Skills	Developing the Routines, Habits and Skills for Differentiated Instruction	Sustaining a Differentiated Instruction Culture in the Classroom
I design instruction, assessment evaluation and the learning environment for the class as a whole based on curriculum expectations and my own strengths and preferences.	I design instruction, assessment evaluation and the learning environment based on curriculum expectations and a general sense of the learning needs of the class.	I design instruction, assessment evaluation and the learning environment based on curriculum expectations and a general sense of the learning needs of the class. I try to design a variety of options for my students.	I design instruction, assessment evaluation and the learning environment based on curriculum expectations and on the specific learning needs of the students in the class. I try to ensure that the learning experiences I provide are a “good fit” for each of my students.
All students learn and demonstrate their learning in the same way all or most of the time.	Students experience, over time, a variety of ways to learn and/or ways to demonstrate their learning.	Students have a choice of ways to learn and/or ways to demonstrate their learning on an ongoing basis.	Students are routinely provided with, or choose when appropriate, ways to learn and/or ways to demonstrate their learning that are designed for their particular learning needs.
Examples: Anticipation guide, exit card, graphic organizers, supplementary materials	Examples: Activities for all that address different learning styles or intelligences on different days, multiple entry points for all Over time, varied supplementary materials	Examples: Differentiation structures that offer choice: centres, choice boards, RAFT* assignments Choice of supplementary materials	Examples: Differentiation structures such as RAFT* and tiered assignments Provision for student choice of supplementary materials based on their needs, as appropriate
		*Role, audience, format topic	*Role, audience, format topic

Some for All Students

Different Options for Different Students

LITTLE DIFFERENTIATION

MUCH DIFFERENTIATION

Implementing DI

IMPLEMENTING DIFFERENTIATED INSTRUCTION IN THE CLASSROOM

Begin planning your approach to differentiated instruction by referring to the continuum on the left. Consider where you are now and the steps you could take to increase your effectiveness and your responsiveness to learners' needs.

Developing Instructional Routines and Skills

Identify your own learning preferences and those of your students by using inventories, observations in a variety of learning situations and discussion. Deliberately plan part of a lesson so that it appeals to a learning preference that you do not usually address.

Expanding Instructional Routines and Skills

Determine ways of learning that motivate your students the most. Over several days, provide the class with learning experiences that introduce them to different ways of learning and allow you to observe which opportunities work for which students. For example, using a multiple intelligences approach, engage students in learning that is primarily visual/spatial, follow up with opportunities that are kinesthetic and interpersonal, and then provide experiences that focus on logical/mathematical, intrapersonal and verbal/linguistic intelligences. This may be done using a centres/stations approach in which all students have experiences at all centres over a period of several days.

Developing the Routines, Habits and Skills for Differentiated Instruction

Begin by providing a single alternative to a standard assignment, making sure that each alternative is equally respectful, takes roughly the same amount of time and satisfies the same expectations. Later, provide a few alternatives/options, supporting students as necessary as they work at their choices. Create an assessment that will allow you to give meaningful feedback to the student regardless of the choice made, and the student to engage in meaningful assessment as learning.

Sustaining a Differentiated Instruction Culture in the Classroom

Routinely encourage student reflection and involve students in activities that require them to engage in assessment as learning. Talk with students about times they will want to use areas of strength. Challenge students to stretch beyond their comfort zone and experiment with other ways of learning when they are working on concepts that they understand.

Along with your students, reflect on what helps to engage them and respond by refining your instructional approaches.