

# Getting Started with Differentiation

Differentiation of instruction does not mean that you individualize instruction or provide something “different” from the normal lesson for struggling or advanced students. It means that you think proactively and, from the beginning, the “normal” lesson includes more than one avenue for success. It means that you think about the diversity of your learners when you are planning and don’t fall into the trap of thinking that “one size fits all.” Use what you know about the **SBE Planning Process** and the needs of your diverse learners to answer the following questions.

1. Identify a standard/benchmark/indicator you will be addressing in the near future.
2. What assessment opportunities might you give students to demonstrate what they have learned about the above concept?
3. Given the task analysis, what information and skills should all students experience? List a few instructional strategies and practice and/or processing activities which would facilitate that learning.

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## Multiple pathways thinking begins here!

4. What might you do to extend and expand the thinking of students ready to and/or interested in going beyond what you've planned? Include both inside and outside of class possibilities.
  
5. What do you know about your struggling learners that you need to address up front? What about your ESL students? Your special education students? List specific examples of instruction strategies, adaptations, support systems that would be helpful to small groups?
  
6. What might you do to re-teach or help students having difficulties in understanding this concept? Include both inside and outside of class possibilities.