

Differentiated Instruction Design Template

	Gifted and High-Ability Learners	Traditional Learners	Struggling Learners
Preference: The match between students and learning style or interest			
Content: The knowledge, understanding, and skills students will learn			
Process: Activities through which students make sense of content, including varying the pace of instruction and instructional strategies			
Product: How students demonstrate what they know, understand, and can do after learning			
Environment: Classroom organization, grouping, and the use of other settings			

Sources: Adapted from Johnsen, S. K., & Ryser, G. R. (1996). An overview of effective practices with gifted students in general-education settings. *Journal for the Education of the Gifted*, 19(4), 379–404; Sousa, D. A., & Tomlinson, C. A. (2011). Differentiation and the brain: How neuroscience supports the learner-friendly classroom. Bloomington, IN: Solution Tree Press; Tomlinson, C. A., & Imbeau, M. B. (2010). Leading and managing: A differentiated classroom. Alexandria, VA: Association for Supervision and Curriculum Development.