

## Differentiated Instruction Continuum

Use this self-identification tool to determine your level of readiness with respect to the classroom application of differentiated instruction.

PREIMPLEMENTATION Developing Instructional Routines and Skills	IMPLEMENTATION Expanding Instructional Routines and Skills	BUILDING CAPACITY Developing the Routines, Habits, and Skills for Differentiated Instruction	SUSTAINING CAPACITY Sustaining a Differentiated Instruction Culture in the Classroom
Modeling to Learners 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.	Shared Practice With Learners I design instruction, assessment, evaluation, and the learning environment based on curriculum expectations and a general sense of the learning needs of the class.	Guided Practice With Learners 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.	Independent Practice by Learners 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.
I model while students observe and try to understand. All students learn and demonstrate their learning in the same way all or most of the time.	I work together with students. I model and help students complete the activities. Students experience, over time, a variety of ways to learn and/or ways to demonstrate their learning.	Students complete the activities while I help them. Students have a choice of ways to learn and/or ways to demonstrate their learning on an ongoing basis.	Students work independently by adopting my model while I observe. 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.
<b>Examples:</b> Anticipation guide, exit card, graphic organizers, supplementary materials	<b>Examples:</b> Activities for all that address different learning styles or intelligences on different days, multiple entry points for all Over time, varied supplementary materials	<b>Examples:</b> Differentiation structures that offer choice: centers, Choice Boards, RAFT* assignments Choice of supplementary materials	<b>Examples:</b> Differentiation structures such as RAFT* and tiered assignments Provision of, or as appropriate, student choice of supplementary materials based on their needs
<b>Same for all students</b>		<b>Different options for different students</b>	
<b>LITTLE DIFFERENTIATION</b>		<b>MUCH DIFFERENTIATION</b>	

\*RAFT = role, audience, format, topic

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