

**By addressing student**

**READINESS**

**INTERESTS/  
PASSION**

**LEARNING  
PROFILE**

**We can differentiate the**

**CONTENT**

**PROCESS**

**PRODUCT**

**LEARNING  
ENVIRONMENT**

# READINESS

## REFERS TO A STUDENT'S

- Knowledge, understanding and skill related to a particular sequence of learning

## INFLUENCED BY

- Student's cognitive proficiency
- Prior learning
- Life experiences
- Attitudes towards school

# INTERESTS/ PASSION

## TOPICS

- that evoke curiosity and passion in students
- in which students want to invest time & energy

# LEARNING PROFILE

*-how a student learns best -*

## PREFERENCES FOR LEARNING ARE SHAPED BY

- Intelligence preferences (MIs - Gardner)
- Culture
- Gender
- Learning Style
- Grouping Preference
- Environmental Preferences

# CONTENT

## REFERS TO WHAT STUDENTS NEED TO LEARN

- major concepts, principles and skills that are taught
- all learners have access to the same content
- teachers adjust level of complexity via diverse instructional processes to teach the content

*i.e. complexity of vocabulary, literature aligned to reading levels, engaging student interest, real world application, etc.*

# PROCESS

## THE WAYS IN WHICH THE CONTENT IS TAUGHT

- the activities that help students understand and eventually own the concepts and skills being taught
- **FLEXIBLE GROUPING** - learners are sometimes grouped by readiness levels, sometimes by interests and sometimes by learning profiles

*i.e. tools to access material - primary/secondary resources, videos, web-based activities, manipulatives, graphic organizers*

# PRODUCT

**ALLOW STUDENTS TO DEMONSTRATE WHETHER THEY HAVE LEARNED THE KEY CONCEPTS AND SKILLS OF A UNIT and TO APPLY THE LEARNING TO SOLVE PROBLEMS/TAKE ACTION**

- **students given choices of products - student self-selects; uses product to demonstrate mastery**
- **products related to real problems, concerns, and audiences**
- **products synthesize rather than summarize information**

*i.e. the performance task, the instructional activity, the task, etc.*

# LEARNING ENVIRONMENT

**Review classroom routines, space and pace in order to provide students with the best conditions for learning**

- **provide choice in materials, assignments, pacing and grouping**
- **consider what materials will be available for student use**
- **plan procedures for accessing materials**
- **explain the procedures when working in small groups, whole group or individually**
- **assist students with ways to keep track of assignments**
- **role-play what students should do when they need help and/or when the teacher is working with a small group**
- **explain the choices student can make about where and how they work**
- **consider how to manage flexible pacing**
- **teach students to keep track of their goals and accomplishments**
- **provide meaningful and engaging “anchor activities” - work that students can do if they finish before other students**