Principles of Differentiated Instruction

Learning experiences are based on student readiness, interest or learning profile.

Assessment of students’ needs is ongoing, and tasks are adjusted based on assessment data.

All students participate in respectful work.

The teacher is primarily a coordinator of time, space and activities rather than primarily a provider of information.

Teaching and learning are focused on key concepts, understandings and skills.

Students work in a variety of group configurations. Flexible grouping is evident.

Time use is flexible in response to student needs.

The teacher uses a variety of strategies to help target instruction to student needs.

Clearly established criteria are used to help support student success.

Student strengths are emphasized.