

DIFFERENTIATING INSTRUCTION TO MEET DIVERSE LEARNING NEEDS



TEACHING & LEARNING – QUICK REFERENCE

	DIFFERENTIATION	WHEN BEST USED	HOW TO USE / EXAMPLES	TIPS
	Content: what students learn or access	When students start at different skill or knowledge levels	• Vary materials (text, audio, video) • adjust complexity • provide scaffolds • self-paced vs. teacher-led	Ensure all students still reach the same learning goal
	Process: how students engage with content	When students have different learning styles or preferences	• Offer choice of activities (discussion, hands-on, role-play, digital tools) • Use flexible grouping (individual, pairs, or small groups) • adjust pacing	Design tasks that fit varied learning styles and offer clear guidance for making choices
	Product: how students show learning	When students benefit from flexible options to demonstrate what they know and can do	• Allow choice of format (essay, poster, video, slideshow, performance) • adjust complexity • provide supports (rubrics, templates)	Keep success criteria clear and consistent across options

Quick Reminders: Differentiation: small, intentional adjustments, not completely separate lessons | Aim for progress, engagement, and accessibility for all students