

Five Features of Differentiated Instruction



1. Opportunities for Students to Respond

Why is this important?

- To increase student engagement
- To monitor student progress



2. One-Minute Check-In

Why is this important?

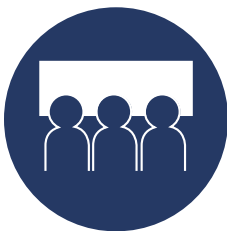
- To monitor student progress
- To identify gaps in knowledge



3. Targeted Feedback

Why is this important?

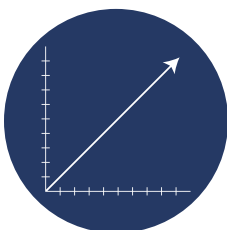
- To provide information on the quality and accuracy of responses



4. Explicit Instruction

Why is this important?

- To facilitate students' understanding of a concept or task



5. Growth Mindset

Why is this important?

- To instill in students that they can change their learning outcomes

I. Opportunities for Students to Respond

What do I do or say?

- Provide students with tools for responding (e.g., small dry-erase board and marker).
- Have students respond to a prompt using response tools and then share with a partner, small group, or the whole class.
- Example: Say, “We value all voices in this classroom. Turn and tell your partner what you thought about this passage.”

2. One-Minute Check-In

What do I do or say?

- Circulate and check in with students while they respond.
- Gather information from students’ responses to determine what to reteach or review.
- Highlight various students’ contributions in a whole-class setting.
- Examples:
 - Write notes from your observations: Who needs a challenge? Who needs review?
 - Say: “All of you are becoming experts in [skill]. Before we move to the next level, let’s review how to complete the final step in [skill].”

3. Targeted Feedback

What do I do or say?

- Offer immediate and specific feedback, describing why an answer is correct or incorrect.
- Help students develop ways to improve their responses.
- Examples:
 - Carry sticky notes to quickly provide tangible feedback.
 - Say: “I noticed that many of you missed question 3 on the quiz. Let’s review the text to determine the correct answer.”
 - Say: “That is correct. Wheat grew in the middle colonies because of the region’s fertile soil and mild temperatures.”

4. Explicit Instruction

What do I do or say?

- Use examples to connect new content to prior learning.
- Implement consistent instructional routines and expectations.
- Model using small steps. Check for understanding.
- Examples:
 - Use a partner reading protocol throughout the year, so even if the instruction changes, the routine is familiar.
 - Say: “We have been learning about topic A. What do we know so far about topic A?” [*Students respond.*] Today you will learn about topic B. As you learn, notice how topic A relates to topic B.

5. Growth Mindset

What do I do or say?

- Give behavior-specific feedback focused on process and growth.
- Embrace challenges and cultivate effort as a pathway to mastery.
- Examples (inspired by *Mindset* by Carol Dweck):
 - Say: “This is challenging, and that means we can learn and grow! How fun!”
 - Say: “You read your notes and made flashcards, and that really worked.”
 - Say: “I’m proud of the work you put into this project.” (Avoid: “You are so smart!” or “You are so good at math!”)