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
1. 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!”)