

DIFFERENTIATION IS

AN IDEA AS **OLD**
AS EFFECTIVE TEACHING

Lessons
designed around
**PATTERNS OF
STUDENT NEED**

USE OF
WHOLE-GROUP,
SMALL-GROUP &
INDIVIDUAL TASKS
**BASED ON
CONTENT
AND
STUDENT
NEEDS**

VALUING
and
PLANNING
for
DIVERSITY
in
**HETEROGENEOUS
SETTINGS**

Necessary
for success with
standards for a
*broad range
of learners*

PURPOSEFUL USE OF
**FLEXIBLE
GROUPING**

A **STUDENT-FOCUSED**
WAY OF THINKING ABOUT TEACHING AND LEARNING

TEACHING
UP

**AT THE
CORE
OF QUALITY
TEACHING**



Designed to
ADDRESS LEARNING & AFFECTIVE NEEDS
that *all* students have

→ → → Learn more about the book at www.ascd.org/differentiatedclassroom.

Source: Used with permission from Carol Ann Tomlinson, author of *The Differentiated Classroom, 2nd Edition*.

DIFFERENTIATION IS NOT

**TRACKING OR GROUPING STUDENTS
INTO CLASSES BY "ABILITY"**

**INCOMPATIBLE
with STANDARDS**

**BLUEBIRDS,
BUZZARDS &
WOMBATS**
(ability grouping
within a classroom)

**DUMBING
DOWN**
teaching for some students

Something
extra
on top of
good teaching

Mostly for students
identified as
GIFTED

A SET OF
**INSTRUCTIONAL
STRATEGIES**

MOSTLY FOR STUDENTS
WITH IDENTIFIED
LEARNING
CHALLENGES

**INDIVIDUALIZED
INSTRUCTION**

IEPs FOR ALL



>>>>>> A SYNONYM FOR <<<<<<<<
GROUP WORK



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