

By addressing student

READINESS

**INTERESTS/
PASSION**

**LEARNING
PROFILE**

We can differentiate the

CONTENT

PROCESS

PRODUCT

**LEARNING
ENVIRONMENT**

READINESS

REFERS TO A STUDENT'S

- Knowledge, understanding and skill related to a particular sequence of learning

INFLUENCED BY

- Student's cognitive proficiency
- Prior learning
- Life experiences
- Attitudes towards school

INTERESTS/ PASSION

TOPICS

- that evoke curiosity and passion in students
- in which students want to invest time & energy

LEARNING PROFILE

-how a student learns best -

PREFERENCES FOR LEARNING ARE SHAPED BY

- Intelligence preferences (MIs - Gardner)
- Culture
- Gender
- Learning Style
- Grouping Preference
- Environmental Preferences

CONTENT

REFERS TO WHAT STUDENTS NEED TO LEARN

- major concepts, principles and skills that are taught
- all learners have access to the same content
- teachers adjust level of complexity via diverse instructional processes to teach the content

i.e. complexity of vocabulary, literature aligned to reading levels, engaging student interest, real world application, etc.

PROCESS

THE WAYS IN WHICH THE CONTENT IS TAUGHT

- the activities that help students understand and eventually own the concepts and skills being taught
- **FLEXIBLE GROUPING** - learners are sometimes grouped by readiness levels, sometimes by interests and sometimes by learning profiles

i.e. tools to access material - primary/secondary resources, videos, web-based activities, manipulatives, graphic organizers

PRODUCT

ALLOW STUDENTS TO DEMONSTRATE WHETHER THEY HAVE LEARNED THE KEY CONCEPTS AND SKILLS OF A UNIT and TO APPLY THE LEARNING TO SOLVE PROBLEMS/TAKE ACTION

- **students given choices of products - student self-selects; uses product to demonstrate mastery**
- **products related to real problems, concerns, and audiences**
- **products synthesize rather than summarize information**

i.e. the performance task, the instructional activity, the task, etc.

LEARNING ENVIRONMENT

Review classroom routines, space and pace in order to provide students with the best conditions for learning

- **provide choice in materials, assignments, pacing and grouping**
- **consider what materials will be available for student use**
- **plan procedures for accessing materials**
- **explain the procedures when working in small groups, whole group or individually**
- **assist students with ways to keep track of assignments**
- **role-play what students should do when they need help and/or when the teacher is working with a small group**
- **explain the choices student can make about where and how they work**
- **consider how to manage flexible pacing**
- **teach students to keep track of their goals and accomplishments**
- **provide meaningful and engaging “anchor activities” - work that students can do if they finish before other students**