

Generally speaking, we as educators (especially school psychologists, 504 Team Leads, and special educators) reserve the word "modify" or "modification" to mean changing the expectation of meeting the standards. We tend to only use it for our more challenged students with special needs who are not expected to be learning the CCR standards, but show progress through meeting their IEP goals. The following links have definitions that may be better understood by our stakeholders.

<http://www.readingrockets.org/article/what-differentiated-instruction>

"Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction."

<https://education.cu-portland.edu/blog/classroom-resources/examples-of-differentiated-instruction/>

"Carol Ann Tomlinson ... describes differentiated instruction as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students, from those with learning disabilities to those who are considered high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student."

<http://www.ascd.org/publications/books/117032/chapters/What-Differentiated-Instruction-Is%E2%80%94and-Isn't.aspx>

This is from the book "How to Differentiate Instruction in Academically Diverse Classrooms, 3rd Edition" by Carol Ann Tomlinson, "At its most basic level, differentiating instruction means 'shaking up' what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively."

<file:///H:/NASP%20or%20NCSP/KnoffChapter1.pdf>

I have attached this chapter excerpt I found at NASPonline.org (National Association of School Psychologists) from "Implementing Response-to-Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Academic and Behavioral Interventions," by Howard M. Knoff, PhD.

"...differentiated classroom instruction [is] where teachers use evidence-based curricular materials and approaches that are matched to students' learning styles and needs."