

Figure A.1
Guides for Planning Differentiated Instruction

(Use portions applicable to your teaching/learning needs.)

1. Are you clear on what you want the student to

- Know (facts, information)?
- Understand (principles, generalizations, ideas)?
- Be able to do as a result of this/these learning experience(s)?

2. In deciding on content, have you thought about and selected

- Alternate sources/resources?
- Varied support systems (reading buddies, tape recordings, digests, direct instruction groups, organizers, extenders)?
- Varied pacing plans?

3. Have you made plans to pre-assess student readiness so you can prepare appropriate content and/or activity? (Does the pre-assessment give a picture of understanding and skills vs. facts only? Does the pre-assessment focus squarely on items in No. 1 above?)

4. As you assign students to groups or tasks, have you made certain

- Student assignments to groups vary from previous recent ones?
- Students are encouraged to “work up”?
- Provisions are made (if appropriate) for students who need or prefer to work alone?
- Group-size matches student need?

5. As you created differentiated activities, have you made certain

- All of them call for high-level thinking?
- All of them appear about equally interesting to your learners?
- If readiness based, they vary along the continuum of the equalizer?
- If interest based, students have choices to make about how to apply skills and understandings or how to express them?
- There are opportunities for varied modes of learning to accommodate varied learning profiles?
- Each activity is squarely focused on one (or a very few) key concepts and generalizations?

Figure A.2—continued
Guides for Planning Differentiated Instruction

- Student choice is provided within teacher-generated parameters needed for focus and growth?
- Appropriate skills have been integrated into the activity requirements?
- Expectations for high-quality task completion are clearly delineated for students?
- You have a plan for gathering ongoing assessment data from the activity?
- You have a plan/mechanism for bringing closure and clarity to the tasks?

6. When creating assignments for differentiated products, have you made certain

- They vary along the continuum of the equalizer based on student readiness?
- They require all students to use the key concepts, generalizations, ideas, and skills to solve problems, extend understandings, and create meaningful products?
- They provide student choice options within parameters necessary to demonstrate essential understandings and skills?
- They include a core of clearly delineated and appropriately challenging expectations for the *content of the product* (what understandings and skills it must demonstrate, what sorts of resources must be used, etc.), *processes involved in production* (planning, goal-setting, time-line use, use of a process log, self-evaluation, drafts/stages, etc.), and *production requirements for the product* (e.g., what will constitute an effective video, speech, proposal, or photo essay, etc.)?
- They provide for additional criteria for success to be added by the student, and by the teacher for individual students?
- There are plans for formative evaluation and modification of the product?
- There are plans for summative evaluation by teacher, student, peers, and others (e.g., parents, “real audience”) based on the product criteria?
- You have involved and informed parents as appropriate?

7. Have you also thought about

- Use of instructional strategies such as contracts, centers, interest groups, compacting, etc., that might help you vary learning options?
- Use of small groups for direct instruction (reteaching, extension)?
- Sampling students to assess understanding, group processes, and production needs?
- Meaningful tasks for reinforcement, extension, and exploration when students complete required work?

Figure A.1
Teacher/Peer Reflection on Differentiation

The following scale may be useful

- (1) little or no evidence
- (2) to some degree
- (3) demonstrates competence
- (4) demonstrates proficiency
- (5) demonstrates exemplary performance

GENERAL

Pre-assesses students to determine level of understanding.	1	2	3	4	5
Assesses student interests.	1	2	3	4	5
Identifies students' learning profiles.	1	2	3	4	5
Develops a student-centered classroom.	1	2	3	4	5
Ensures respectful assignments for all learners.	1	2	3	4	5
Consistently uses flexible grouping.	1	2	3	4	5
Varies the pace of learning for varying learner needs.	1	2	3	4	5
Utilizes active learning.	1	2	3	4	5
Demonstrates escalating expectations.	1	2	3	4	5
Students' grades reflect individual growth and progress.	1	2	3	4	5

CONTENT

Differentiates using major concepts and generalizations.	1	2	3	4	5
Uses a variety of materials other than the standard text.	1	2	3	4	5
Various support mechanisms (e.g., reading buddies, organizers, study guides).	1	2	3	4	5

PROCESS

Activities necessitate that students <i>do</i> something with their knowledge (apply and extend major concepts and generalizations as opposed to just repeating it back).	1	2	3	4	5
Uses higher-level tasks for all learners (e.g., application, elaboration, providing evidence, synthesis) to provide appropriate challenge.	1	2	3	4	5

Figure A.3—continued
Teacher/Peer Reflection on Differentiation

Uses tiered activities.	1	2	3	4	5
Activities involve all learners in both critical and creative thinking.	1	2	3	4	5
Varies tasks along continuum of the equalizer.	1	2	3	4	5
Varies tasks by students interests.	1	2	3	4	5
Varies tasks by learner profile.	1	2	3	4	5

PRODUCT

Provides opportunities for student products to be based upon the solving of real and relevant problems.	1	2	3	4	5
Allows for a wide range of product alternatives (e.g., oral, visual, kinesthetic, musical, spatial, creative, practical).	1	2	3	4	5
Product assignments differ based on individual (or group) readiness, learning needs, and interest.	1	2	3	4	5
Teacher supports students in using a wide range of varied resources.	1	2	3	4	5
Product assignment necessitates that students conduct research.	1	2	3	4	5
Product assignment balances structure and choice.	1	2	3	4	5
Encourages students to use different avenues of exploration and a variety of media.	1	2	3	4	5
Works with individual students (or groups) to determine what form the product will take.	1	2	3	4	5
Necessitates that students apply key understandings and skills of the subject to their own interest areas.	1	2	3	4	5
Works with individual students to apply key understandings and skills of the discipline by which the product will be judged.	1	2	3	4	5
Uses both formative and summative evaluation.	1	2	3	4	5