

Self-assessment – From Tomlinson, C, Allan, S. (2000). Leadership for Differentiating Schools and Classrooms, ASCD, Alexandria : Virginia.

Figure A.1

Individual Differentiation Diagnostic (KWL)			
Component:	What I Know/ Can Do	What I Want to Know/ Learn to Do	What I Learned
The rationale for differentiating instruction			
Evidence that supports differentiated instruction			
Setting up student expectations for a differentiated classroom			
Diagnosing student needs and assessing progress			
Using groups in the classroom			
How to manage a differentiated classroom			
Specific instructional strategies useful in differentiating instruction			
Various models of differentiated lessons			
How to select key concepts, principles, and skills for a lesson or unit			
How to differentiate content			
How to differentiate activities			
How to differentiate products			
How to talk with parents and students about differentiation			
What to do about assessment and grading in a differentiated classroom			
How to build a differentiated curriculum			
Other			

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