Questions to Guide Planning for Differentiation

(Use any or all applicable to your teaching/learning needs)

1. Are you clear on what you want the student to:
   □ know (understand, facts)?
   □ understand (principles, generalizations, ideas)?
   □ be able to do as a result of this/these learning experiences?

2. In planning for content, have you thought about:
   □ alternate resources?
   □ varied pacing plans?
   □ varied support (reading buddies, tape recordings, organizers, small group direct instruction, extensions)?

3. In planning pre-assessment for student readiness,
   □ does it show understanding or skill/facts only?
   □ does it fit what you want from # one?

4. As you assign students to groups or tasks, have you made certain:
   □ students are encouraged to "work up"?
   □ there are opportunities for students to work alone if needed or preferred?
   □ the group size matches the student need?
   □ group assignments vary from previous ones?

5. As you create activities, have you made certain:
   □ they call for high level thinking?
   □ each activity requires all students to make sense of own key concepts and generalizations?
   □ if readiness based, the activities are varied in pace, content, process, or product?
   □ if interest bases, students have choices to make about how to show understanding?
   □ expectations for high quality task completion is clear?
   □ skills are a part of the activity?
   □ there's a plan for gathering assessment data from the activity?

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6.   When creating assignments for products, have you checked that:

- □ they require all students to use key concepts, generalizations, ideas and skills to solve problems, extend understandings, and/or create meaningful products?
- □ they provide additional options for success to be added by the student and by the teacher for individual students?
- □ they provide for student choice within the parameters needed to demonstrate understandings and skills?
- □ they include clearly stated descriptors for content (understandings and skills), for process (i.e. time-line, drafts, self-evaluation), product requirements
- □ there are plans for evaluation that is formative and summative

7.   Have you ever considered:

- □ use of contracts, centers, compacting?
- □ use of small groups for direct instruction for re-teaching or extension?
- □ meaningful tasks when a student completes required work that offers reinforcement, extension, or exploration?

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