

## **Checklist of Questions for Planning & Observing Differentiated Instruction**

### **Building a safe environment**

- ◇ Do students feel safe to risk and experiment with ideas?
- ◇ Do students feel included in the class and supported by others?
- ◇ Are tasks challenging enough without undue distress?
- ◇ Is there an emotional “hook” for the learners?
- ◇ Are there novel, unique, and engaging activities to capture and sustain attention?

### **Recognizing and honoring diversity**

- ◇ Does the learning experience appeal to the learners’ varied and multiple intelligences and learning styles?
- ◇ May the students work collaboratively and independently?
- ◇ May they “show what they know” in a variety of ways?
- ◇ Does the cultural background of the learners influence instruction?

### **Assessment**

- ◇ Are pre-assessments given to determine readiness?
- ◇ Is there enough time to explore, understand and transfer the learning to long-term memory? Is there time to accomplish mastery?
- ◇ Do they have opportunities for ongoing, “just in time” feedback?
- ◇ Do they have time to revisit ideas and concepts to connect or extend them?
- ◇ Is metacognitive time built into the learning process?
- ◇ Do students use logs and journals for reflection and goal setting?

## **Instructional strategies**

- ◇ Are the expectations clearly stated and understood by the learner?
- ◇ Will the learning be relevant and useful to the learner?
- ◇ Does the learning build on past experience or create a new experience?
- ◇ Does the learning relate to their real world?
- ◇ Are strategies developmentally appropriate and hands on?
- ◇ Are the strategies varied to engage and sustain attention?
- ◇ Are there opportunities for projects, creativity, problems and challenges?

## **Numerous curriculum approaches**

- ◇ Do students work alone, in pairs, and in small groups?
- ◇ Do students work in learning centers based on interest, need or choice?
- ◇ Are some activities adjusted to provide appropriate levels of challenge?
- ◇ Is pre-testing used to allow for compacting/enrichment?
- ◇ Are problems, inquiries, and contracts considered?

Gregory, Gay H., Chapman, Carolyn. Differentiated Instructional Strategies: One Size Doesn't Fit All.