

WALKTHROUGH INDICATORS OF DIFFERENTIATION IN ACTION

- Teacher uses a variety of instructional strategies to engage the students in learning.
- Teacher purposefully responds to student differences as they appear during the lesson by reteaching, reinforcing, or extending learning.
- Students are engaged in different tasks but are working on similar goals.
- Students are engaged in the same task but are using readiness-based resources.
- Students are engaged in different tasks at different levels of challenge or complexity.
- Students are engaged in tasks representing different degrees of scaffolding.
- Some students are engaged in tasks that have been modified or adapted for their needs.
- Student activities reflect differences in readiness, interest, or learning preference.
- Technology is being used to provide different learning experiences for some students.
- Teacher is using an informal or formal preassessment strategy (e.g., check-in slips).
- Teacher is gathering formative assessment data (e.g., exit slips).
- Students are purposefully grouped for activities.
- Students are given a choice in content, process, or product.
- Students are given a choice to work alone, with a partner, or in a small group.
- Resources within the classroom reflect differences in depth or sophistication of content.
- Resources within the classroom reflect differences in reading-readiness levels.
- Teacher is appropriately utilizing anchor activities for students who complete work early.
- Students are able to move to independent work when they are ready.
- Workstations represent a range of skill progressions.
- Workstations present print resources reflecting different readiness levels.
- Students are assigned to particular workstations or particular tasks within a workstation.