

Differentiation of Instruction Guidelines

All information provided in this section regarding the school, personnel, families, and students must be kept anonymous so that no individual can be identified from the student's descriptive information. Use pseudonyms for the school, community, and all individuals. You may assign numbers or letters for each student in your class to identify them.

This section describes the diversity of students in your class. It also outlines your plans for differentiation of instruction to meet your students' needs.

Description of Learners:

_____ Description of **each individual learner with special needs**, including TAG-identified students, English language learners, students on IEPs or 504 plans, learners from diverse cultural and social backgrounds, and any other students who require special attention or instruction.

Description of Adaptations/Accommodations:

_____ Description of adaptations that you would make for each student. Include accommodations to every part of the learning environment you consider important including, but not limited to: instructional strategies, cognitive demand of tasks or instructional materials, assessment, seating arrangements, access to materials in the classroom, etc.

_____ Description of the kinds of support offered by the school and district for each of these learners as well (ie: classroom aides, pull-out programs, additional study halls, modified schedules, etc.).

Differentiation of Instruction Scoring Guide

Criteria	Meets Expectations	Exceeds Expectations	Needs Revision
Description of students	<ul style="list-style-type: none"> Describes students in terms of factors that affect learning in school settings. 	<ul style="list-style-type: none"> Describes students in terms of factors that affect learning in school settings. The nature of potential learning needs is highlighted. 	<ul style="list-style-type: none"> Describes students in terms of standard demographics such as gender, ethnicity, SES, and culture but says little about potential learning needs.
Adaptation of instruction	<ul style="list-style-type: none"> Describes adaptations for each student based on needs and evidence. Applies strategies presented in course work or based on practicum resources and insights. . Some mention is made of teacher actions mediating student learning. 	<ul style="list-style-type: none"> Describes adaptations for students attending to the learning environment. Design shows sensitivities to the interaction of student learning and instructional strategies mediated by specific teacher actions. 	<ul style="list-style-type: none"> Class resources, if mentioned, are not clearly applied to adaptations of instruction. Description of instruction design not based on need or evidence or vaguely connected to need/evidence. Little if any mention is made of specific teacher actions related to design.