Differentiated Instruction Checklist

	Program Strength	Program Need
• We devote time to collegial discussions about our students' learning needs and interests.		
• We reflect regularly on how our school's program enhances the learning of all students.		
• We regularly offer students a variety of human, print and media resources for learning.		
• We regularly offer students a variety of learning activities to learn and to demonstrate learning.		
• We frequently employ observational and formal assessment information about individual students to plan appropriate instruction for all students.		
• We regularly challenge students to determine preferred personal strategies to complete learning tasks.		
• We regularly employ varied instructional formats—full class, small groups, independent learning and peer learning.		
• We consider individual student interests and background knowledge in the planning of instruction.		
• We frequently challenge students to self-assess their learning and to set related goals.		
• We offer choices in projects, resources, learning activities and display of learning.		

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	Program Strength	Program Need
• We provide students with extra time and additional adult or peer support to complete assignments.		
• We employ resources with a range of challenge (e.g., levelled books) and in a variety of formats (e.g., taped readings) as well as manipulatives (e.g., blocks, sentence strips, sticky notes).		
• We regularly model strategies and challenge students to identify strategies that work best for them to complete specific learning tasks.		
• We regularly make exemplars of student work available to show students what is possible and what is expected.		
• We modify assessment tools including rubrics for individual students completing tasks.		
• We inform parents about differentiation strategies and invite parents to be meaningfully involved in their children's learning.		
• We consider ongoing assessment of work-in-progress as well as culminating assessments and standardized assessment of student progress to guide our planning.		
• We regularly offer individual students positive feedback and encouragement as well as focused, specific suggestions for improvement.		

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