

Differentiated Instruction Coach's Observation Guide

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Keys to Success	Specific Indicators of Success
Preparation	
<ul style="list-style-type: none"> The teacher is clear about what students are to know, understand, and be able to do 	
<ul style="list-style-type: none"> Students are aware of learning goals 	
<ul style="list-style-type: none"> Students are engaged in activities that are aligned with the learning goals 	
<ul style="list-style-type: none"> The teacher uses a variety of resources, consistently choosing ones that are appropriate for the readiness levels, interests, and/or learning profiles of individual students 	
Assessment	
<ul style="list-style-type: none"> The teacher uses a variety of pre-assessments to discover students' learning profiles, interests, and readiness levels 	
<ul style="list-style-type: none"> The teacher uses a variety of formative assessments to keep track of student progress and to adjust instruction as needed 	
<ul style="list-style-type: none"> The teacher uses assessment results to make instructional decisions 	
<ul style="list-style-type: none"> Students are aware of how they will be assessed 	
<ul style="list-style-type: none"> Students receive timely and specific written and/or verbal feedback in relation to the learning goals 	
<ul style="list-style-type: none"> The teacher encourages students when providing feedback 	
<ul style="list-style-type: none"> Students set personal learning goals when appropriate 	
<ul style="list-style-type: none"> Students are involved in self-assessment when appropriate 	
<ul style="list-style-type: none"> Students' progress toward learning goals is recognized and celebrated 	
Differentiating for Learning Profile	
<ul style="list-style-type: none"> The teacher is aware of the various social and emotional factors, such as language spoken at home, cultural differences, health, and family circumstances, that can affect student learning and takes steps to address them when planning instruction 	

<ul style="list-style-type: none"> • The teacher has a robust tool kit of strategies to address the diversity of learning styles and multiple intelligence patterns within the classroom 	
<ul style="list-style-type: none"> • The teacher matches a strategy to the particular learning style and multiple intelligence pattern of a student when appropriate 	
<ul style="list-style-type: none"> • The teacher provides students with opportunities to access the content, make sense of the content, and show they know the content according to each one's unique learning style and multiple intelligence pattern 	
<ul style="list-style-type: none"> • The teacher makes classroom instruction and practice meaningful and engaging for students by incorporating a variety of strategies and activities that address their diverse learning styles and multiple intelligences 	
Differentiating for Student Interest	
<ul style="list-style-type: none"> • The teacher utilizes interest inventories, observations, and classroom dialogue to assess students' interests 	
<ul style="list-style-type: none"> • The teacher makes learning relevant for all students by relating content to their interests and their lives 	
<ul style="list-style-type: none"> • The teacher supports students in developing their own questions about content when appropriate 	
<ul style="list-style-type: none"> • Students are given choices, when appropriate, about how they access the content, make sense of the content, and/or show they understand the content 	
Differentiating for Student Readiness	
<ul style="list-style-type: none"> • The teacher uses tiered activities and assignments that focus on the standard or concept for the lesson 	
<ul style="list-style-type: none"> • The teacher matches students to activities and assignments that vary in complexity according to each one's readiness for the content 	
<ul style="list-style-type: none"> • The teacher plans for and provides activities and assignments that are equally engaging and challenging for all students 	
<ul style="list-style-type: none"> • The teacher changes the nature of assignments rather than the workload to address differences in readiness 	
<ul style="list-style-type: none"> • All students are involved in higher-level thinking as appropriate 	
<ul style="list-style-type: none"> • The teacher utilizes curriculum compacting when appropriate for students who have demonstrated mastery of material 	

Managing the Differentiated Classroom

<ul style="list-style-type: none">• The teacher uses a variety of grouping patterns in the classroom (i.e., whole group, small homogeneous groups, heterogeneous groups, cooperative learning groups, individual work)	
<ul style="list-style-type: none">• The teacher plans for and purposefully utilizes small, flexible groups when appropriate, based on students' learning profiles, interests, and/or readiness for the content	
<ul style="list-style-type: none">• Rules and procedures for behavior and tasks are evident in the classroom (e.g., getting help, transitions, use of material and equipment, voice levels)	
<ul style="list-style-type: none">• Meaningful anchor activities are provided for students to work on when they finish an assignment	
<ul style="list-style-type: none">• Daily schedules, group assignments and individual assignments, roles, jobs, etc., are posted for students	
<ul style="list-style-type: none">• Responsibility for learning is shared with students (e.g., student contracts, portfolios, self-assessments)	
<ul style="list-style-type: none">• Students understand and follow rules, procedures, and directions	
<ul style="list-style-type: none">• The arrangement of physical space in the classroom supports differentiation (e.g., centers, reading areas, independent work areas, small-group work areas)	