

DI Self-Assessment

Please take a moment to self-assess what level of Differentiated Instruction you are currently implementing. By reviewing the strategies in all four of the following stages of Differentiated Instruction, rate yourself on each strategy according to the following: Rarely, Sometimes, Most of the Time.

*Stage 1: Early Implementation

	Rarely	Sometimes	Most of the Time
Begin learning about student interest and learning profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish classroom management procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Start using pre-assessments to find out the students' readiness level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Begin using formative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiment with flexible grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Stage 2: Intermediate Implementation

	Rarely	Sometimes	Most of the Time
Design activities to target student interests and learning profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate learning contracts for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data from pre-assessments to design lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data from formative assessments to guide instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore types of flexible grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Begin using anchor activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* Stage 3: Full Implementation

	Rarely	Sometimes	Most of the Time
Target students interest and learning profiles regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continue to use data from pre and formative assessments to design lessons and guide instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement student-led formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiment with tiering assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broaden use of flexible grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Stage 4: Advanced Implementation

	Rarely	Sometimes	Most of the Time
Compact curriculum for some students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share responsibility of learning with the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure all assessments are in alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create tiering activities as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address grading questions/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coach colleagues who are at different levels of implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We hope this self-assessment has helped you to determine which stage of Differentiated Instruction you have already accomplished as well as areas for improvement. Your educational leaders at the conference and union level will be reviewing this information to determine the best way to support you in furthering your Differentiated Instruction experience.

Thank you!