

Differentiated Instruction is a complex practice. The following classroom indicators will not be present in every classroom and at all times. The list is offered as a way to assess progress and provide a common vocabulary for teachers and principals.

Classroom Indicators of Differentiated Instruction	Teacher Self-Assessment	Principal or Peer Assessment
	<i>Evidence Notes</i>	<i>Evidence Notes</i>
Teacher Dispositions and Skills	Someone observing my teaching could see my:	The teacher demonstrates:
Acceptance of and response to differences Flexibility Ability to multi-task Depth of content knowledge Facilitative approach to instruction Ability to convey an understanding of the philosophy of differentiated instruction Ongoing communication with students about their work		
Classroom Environment and Management	Someone evaluating my teaching could observe:	The teacher creates an environment of:
Movement and flow from whole group to small group to individual instruction Routines for flexible movement among groups Multiple levels of instruction managed through techniques such as learning centers, tiered activities, and independent study. Students initiating and choosing work Students being able to explain why they are working on projects that may vary from student to student		
Instructional Practice & Assessment	Someone evaluating my teaching could see that .my:	In the classroom :
Students are pre-assessed for learning styles and interests. Instruction reflects learning styles and interest assessment. Teachers use a variety of instructional practices and groupings Students are assessed for content knowledge and skills Instruction reflects different levels of complexity. Assignments/assessments are related to an essential learning goal Students are engaged in activities/assessments reflecting the work of practitioners.		