

### *Principled DI: Aligning Action with Theory*

This **reflection tool** is designed to assist the **alignment** process between the conceptual framework, or theory, behind Differentiated Instruction, with what is actually taking place, or action(s), in your classroom. This multi-purpose reflection tool incorporates information presented in the VESi Course, *Try DI!: Planning & Preparing a Differentiated Instruction Program*, and draws from numerous sources. This tool has several potential uses: (1) It can be used as a **pre-planning template** for teachers reflecting on specific lesson plans, units, activities (etc.) to proactively plan for diverse student needs; (2) It can be used for **informal observations** by teaching colleagues (in a non-evaluative role) to provide constructive feedback; (3) It can be used as a **cumulative record** or DI portfolio guide across time to document evidence of comprehensive understanding of DI methods linked to DI principles; (4) It can be shared with students/parents/staff as a **communication tool** regarding a teacher's Personal Teaching Philosophy; and (5) It can be used in conjunction with a **professional development or evaluation process** that includes classroom observations focusing on the implementation of a DI approach. Through ongoing reflection and discussion about evidence-based practice, this tool may become instrumental in assisting teachers to identify areas of expertise and potential growth opportunities, and to provide insight into ways to best meet the needs of a diverse learning population.

Teacher:	Date of Observation:	Observer:	
Content Area:	Grade Level:	Time in: _____ Time Out: _____	

  

Content	Possible Observations/Artifacts	Evident?	Principles of DI Reflected? Comments
Addressing student needs by strategically <b>adapting the depth, pace, and delivery mode</b> of what is taught and providing <b>various avenues for students to access</b> the content while still aligning with all elements of the curriculum standard(s)	<input type="checkbox"/> tiered assignments of differing depth (Orbitals, curriculum compacting, WebQuests) <input type="checkbox"/> re-teaching to small groups based on formative assessment evidence of making content accessible through support (audio/video delivery of written content, note-taking organizers, use of adult/peer mentors) <input type="checkbox"/> student interview responses that reveal accessible content documents or presentation materials that indicate modification of content to ensure equitable access to learning other: _____	<input type="checkbox"/> Yes  <input type="checkbox"/> No  If No, describe what was observed:	If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5  Comments: _____ _____ _____ _____ _____
Process	Possible Observations/Artifacts	Evident?	Principles of DI Reflected? Comments
Addressing student needs by <b>strategically creating student learning experiences</b> that allows for <b>differing student processes</b> , while still aligning with all elements of the curriculum standard(s)	<input type="checkbox"/> tiered assignments or parallel tasks at varied difficulty levels tasks matched in complexity with student understanding and skill <input type="checkbox"/> evidence of matching activity and/or flexible grouping with student learning style (Entry Points/MI, Jigsaw, or verbal, spatial, kinesthetic, auditory modalities considered) <input type="checkbox"/> activities that require using essential skills/information/activities to answer an essential question/perform activities with varying levels of scaffolding (support) <input type="checkbox"/> evidence of learning logs, graphic organizers, “cubing,” role playing, learning centers, mind-mapping, model making, and/or learning labs other: _____	<input type="checkbox"/> Yes  <input type="checkbox"/> No  If No, describe what was observed:	If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5  Comments: _____ _____ _____ _____ _____

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Product	Possible Observations/Artifacts	Evident?	Principles of DI Reflected? Comments
Addressing student needs by <b>strategically designing student performance tasks</b> that will result in <b>differing student work products</b> while still aligning with all elements of the curriculum standard(s)	<input type="checkbox"/> performance tasks designed with clear, incremental requirements, accessible to all learners (evidence of materials in students’ primary languages and/or strong system in place for language translation) <input type="checkbox"/> tasks that require students to rethink, use, and extend what they have learned over a long period of time/student-created products that show evidence of learning <input type="checkbox"/> opportunity for students to present information to diverse and appropriate audiences <input type="checkbox"/> initial and ongoing assessments of student readiness and growth (formative and summative)/evidence of an assessment implementation plan for differentiated assessment <input type="checkbox"/> evidence of technology use and multimedia other: _____	<input type="checkbox"/> Yes  <input type="checkbox"/> No  If No, describe what was observed:	If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5  Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Learning Environment</b>	<b>Possible Observations/Artifacts</b>	<b>Evident?</b>	<b>Principles of DI Reflected? Comments</b>
Addressing student needs by strategically <b>adjusting the learning environment</b> (physical space, protocols/structures, furniture and materials and time, while still instructing all students for mastery of standard(s))	<input type="checkbox"/> established protocols used by students to efficiently transition to and operate within different work configurations <input type="checkbox"/> adjusted time for some students and/or student groups to complete a given work task. <input type="checkbox"/> flexibility of structures that allow for changes to the grouping, seating, materials, time, or structures as student needs change or dictate <input type="checkbox"/> differing teacher feedback that addresses level of specificity and depth needed by the student or student groups <input type="checkbox"/> non-visible learning environment made palpable (by communicated high expectations, positive interactions, respect for all, risk-free learning climate) other: _____	<input type="checkbox"/> Yes  <input type="checkbox"/> No  If No, describe what was observed:	If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5  Comments: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Data Source for DI	Possible Observations/Artifacts	Principles of DI Reflected? Evident in this visit?
<b>Readiness Level</b> <i>The use of academic diagnostic data to inform differentiation.</i>	<input type="checkbox"/> small group instruction (groups determined by readiness, Jigsaw, Cubing) <input type="checkbox"/> homework options and/or tiered/scaffolded assignment <input type="checkbox"/> graphic organizers <input type="checkbox"/> negotiated criteria If observed, used to differentiate for: ___ content ___ process ___ product ___ learning environment	If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5  Comments: _____ _____ _____ _____ _____
<b>Learning Styles</b> <i>The use of data regarding each student's most effective learning style to inform differentiation.</i>	<input type="checkbox"/> Learning style inventory responses <input type="checkbox"/> Teacher observation/interview notes <input type="checkbox"/> Student choice options If observed, used to differentiate for: ___ content ___ process ___ product ___ learning environment	If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5  Comments: _____ _____ _____ _____ _____
<b>Interests</b> <i>The use of data regarding collective and individual interests to inform differentiation.</i>	<input type="checkbox"/> Interest inventory responses <input type="checkbox"/> Student choice based on interest (WebQuest, Orbitals) <input type="checkbox"/> Student and teacher discussions (Interviews, Student-led Conference) <input type="checkbox"/> "Bridging" of familiar ideas and experiences to academic content If observed, used to differentiate for: ___ content ___ process ___ product ___ learning environment	If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5  Comments: _____ _____ _____ _____ _____
<b>Student Personal Goals</b> <i>The use of student-established and articulated goals to inform differentiation of instruction.</i>	<input type="checkbox"/> Student Growth Portfolios <input type="checkbox"/> written student goals <input type="checkbox"/> spoken student goals <input type="checkbox"/> student responsibility contracts <input type="checkbox"/> progress charts with student goals marked If observed, used to differentiate for: ___ content ___ process ___ product ___ learning environment	If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5  Comments: _____ _____ _____ _____ _____

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***Principles of VESi Course: Try DI!: Planning & Preparing a Differentiated Instruction Program***

**Principle 1: Teachers are students of their students.**

**Principle 2: Teachers share the responsibility of creating the conditions for success by partnering with students.**

**Principle 3: Teachers use qualitative and quantitative data to lead students to an increasing awareness of their readiness, interests, and learning profile.**

**Principle 4: Teacher's approach conveys to students that learner diversity in all its forms is understood, planned for, and welcomed.**

**Principle 5: Teacher ensures all students know their success is defined by maximal individual growth in relation to standards.**