

***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
<p>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)</p>	<p><input type="checkbox"/> tiered assignments of differing depth (Orbitals, curriculum compacting, WebQuests)</p> <p><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)</p> <p><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: _____</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If No, describe what was observed:</p>	<p style="background-color: yellow;">If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5</p> <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Process	Possible Observations/Artifacts	Evident?	Principles of DI Reflected? Comments
<p>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)</p>	<p><input type="checkbox"/> tiered assignments or parallel tasks at varied difficulty levels tasks matched in complexity with student understanding and skill</p> <p><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)</p> <p><input type="checkbox"/> activities that require using essential skills/information/activities to answer an essential question/perform activities with varying levels of scaffolding (support)</p> <p><input type="checkbox"/> evidence of learning logs, graphic organizers, “cubing,” role playing, learning centers, mind-mapping, model making, and/or learning labs other: _____</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>If No, describe what was observed:</p>	<p style="background-color: yellow;">If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5</p> <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



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Data Source for DI	Possible Observations/Artifacts	Principles of DI Reflected? Evident in this visit?
<p><b>Readiness Level</b> <i>The use of academic diagnostic data to inform differentiation.</i></p>	<p><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</p> <p>If observed, used to differentiate for:            ___ content ___ process ___ product ___ learning environment</p>	<p>If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5</p> <p>Comments:            _____            _____            _____            _____</p>
<p><b>Learning Styles</b> <i>The use of data regarding each student's most effective learning style to inform differentiation.</i></p>	<p><input type="checkbox"/> Learning style inventory responses  <input type="checkbox"/> Teacher observation/interview notes  <input type="checkbox"/> Student choice options</p> <p>If observed, used to differentiate for:            ___ content ___ process ___ product ___ learning environment</p>	<p>If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5</p> <p>Comments:            _____            _____            _____            _____</p>
<p><b>Interests</b> <i>The use of data regarding collective and individual interests to inform differentiation.</i></p>	<p><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</p> <p>If observed, used to differentiate for:            ___ content ___ process ___ product ___ learning environment</p>	<p>If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5</p> <p>Comments:            _____            _____            _____            _____</p>
<p><b>Student Personal Goals</b> <i>The use of student-established and articulated goals to inform differentiation of instruction.</i></p>	<p><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</p> <p>If observed, used to differentiate for:            ___ content ___ process ___ product ___ learning environment</p>	<p>If evident, check: <input type="checkbox"/> P1 <input type="checkbox"/> P2 <input type="checkbox"/> P3 <input type="checkbox"/> P4 <input type="checkbox"/> P5</p> <p>Comments:            _____            _____            _____            _____</p>

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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.**