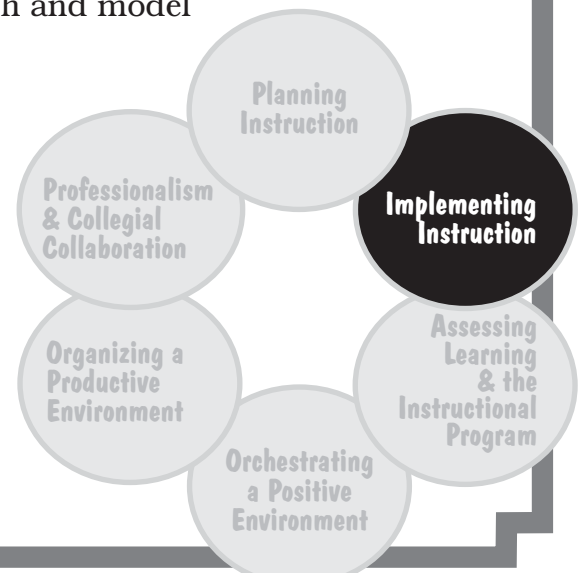


Differentiation of Instruction

New Teacher Self-Assessment and Goal Setting

- ___ Keep learning and assessment for all students focused on essential-to-know concepts and skills as identified in state and district standards
- ___ Differentiate instructional support systems but not expectations for student learning
- ___ Ensure that learning experiences and types and degree of teacher support are selected based on a task analysis that includes an analysis of the skills and knowledge embedded in the task, plus the level of understanding required by the task
- ___ Use an analysis of student readiness/background knowledge levels, interests and information processing styles to identify appropriate learning experiences and teacher support systems
- ___ Provide sources of information at various reading levels, in different languages, and in varying formats to match the needs of learners
- ___ Engage all students in meaningful tasks that provide balance between skill building and meaning making
- ___ Provide a balance of student and teacher choice of working conditions, sources of information, methods of processing learning, and demonstrating that learning
- ___ Use a variety of instructional approaches to include individual, small group, and whole class instruction
- ___ Use flexible grouping; create groups based on a variety of factors, including readiness levels and interests
- ___ Give students precise, public, and prior guidelines for assignments, performance tasks, assessments, and behavior
- ___ Provide models or exemplars of products; teach and model processes



See Chapter VIII in *Instruction for All Students*.