

## Checklist for Differentiating Instruction

### In general have I ...

- considered students' individual needs and learning profiles to determine the accommodations, modifications and adaptations necessary for success?

### With regard to the selection and scope of outcomes, have I ...

- selected fewer outcomes or made allowances for partial outcomes for some students?
- aligned the planned activities to the level of learner support associated with the outcomes in question?
- decided how students will apply their learning?
- determined what the students will be able to demonstrate as a result of this learning activity?
- decided where and how the lesson plan can be adjusted to accommodate new needs, ideas or information?

### With regard to key concepts, have I ...

- identified the key concepts of the unit to be taught and activities used to support these concepts?
- made the key concepts explicit to the students?
- made a clear link between the key concepts being presented and those related concepts that were previously addressed in the course?
- provided opportunities for students to relate the key concepts to their own experiences or understanding?
- incorporated opportunities to allow students to make connections between what they know and what they are learning?
- presented and supported the key concepts, using demonstration, oral, visual and written support as well as illustrative examples?
- highlighted key points of the lesson orally and visually?
- ensured that students have accurately taken notes of each day's key points for future reference?

### With regard to planned learning activities, have I ...

- selected appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes?
- selected extension activities that will reinforce and extend learning?
- provided opportunities for students to use different learning modalities; e.g., visual, auditory, kinesthetic, interpersonal, intrapersonal?
- considered how the students will be organized for instruction?
- selected the type of grouping that will be most effective for a particular activity or a particular end goal?
- made decisions about grouping students based on learning profile, interest, readiness or need?
- presented and supported instructions using demonstration, oral and written steps and exemplars of completed assignments?
- broken down assignments or tasks into smaller, more manageable parts?
- given clear, concrete instructions and repeated them where necessary?
- supported written instructions with picture prompts?

- modelled the type of actions or strategies expected of students when they are engaged in the assigned learning activity?
- highlighted directions using a colour-coding system or other type of visual support?
- provided a visual reference of the sequence of key steps in completing the assignment?
- asked students to recall the instructions in sequence or to indicate in some other way that they have understood the directions?
- provided a checklist of assignment parts so that students may monitor their progress through the instructions as they complete the specified steps or tasks?
- audio recorded presentations or directions for playback as needed?
- written assignments and homework on a chart or blackboard?
- ensured that students write down assignments in their agendas?

**With regard to resources, have I ...**

- decided on the resources that will be used for the learning activity, including oral, print, media texts and community resources?
- determined Web-based supports where helpful; e.g., animated language structures, learning objects, simulations, audio texts?
- considered using a graphic organizer to present information?
- provided an advance organizer for note-taking; e.g., fill-in-the-blank, cloze style?
- located necessary materials and resources to support different learning styles and student needs?
- located or prepared necessary materials and resources to support students with learning difficulties or those working with different reading levels:
  - by highlighting passages of text?
  - by providing an enlarged copy of material?
  - by rewriting materials at a lower reading level?
  - by reformatting handouts and tests to include larger spaces and lines for written responses as necessary?
- ensured that students have the assistive tools and devices required to support their learning style or needs, such as rulers, overlays, recordings, computers, or access to a scribe for major assessments where needed?
- helped students stay on task by employing a cueing strategy?
- checked in with students regularly to ensure that the task is understood and provided feedback and clarification on specific aspects of the assignment?

**When it comes to timelines, have I ...**

- determined an approximate timeline for the learning activity?
- prepared an assignment sheet with task increments and a timeline to guide students' completion of the assignment?
- considered the pace of the learning activity and the needs of the students?
- determined whether there is a need to compact or extend the study, based on student needs?
- considered ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary?

- provided opportunities for frequent breaks, if necessary?
- provided students with time warnings for task completion?
- extended deadlines for those students who require more time to complete assignments?
- recorded important assignments and test due dates on a master calendar?
- had students write dates for upcoming assignments and tests into their agendas?
- shown students how to plan for longer assignments by back-planning on a calendar?

**With regard to assessment, have I ...**

- determined the best way for students to demonstrate their learning?
- defined the focus of the assessment and decided not to penalize students for errors related to other matters?
- considered necessary alternate assessment options to accommodate different learning styles, interests or strengths?
- provided assessment options for students to show what they know?
- shared assignment criteria, checklists, standards and exemplars with students?
- selected or developed rubrics, exemplars and checklists to support student assessment?
- provided immediate, specific and constructive feedback?
- emphasized the quality of work and perseverance rather than the quantity of work?
- provided opportunities for student self-reflection and self-assessment?
- shown students how to turn the list of key concepts and other course notes or activity handouts into their own study guide of important skills and concepts?
- shown students how to study for an upcoming test?
- made necessary preparations for alternative testing procedures, timelines, resources and materials for individual students?

**With regard to students with specific attention difficulties, have I ...**

- provided alternative seating (e.g., near teacher, facing teacher, between well-focused students, away from distractions)?
- provided additional or personal work space (e.g., quiet area, extra seat or table, time-out spot, study carrels)?
- permitted movement during class activities and testing sessions?
- provided oral directions in written form?
- provided checklists to track progress of tasks that are part of long, detailed assignments?
- set time limits for specific task completion?
- checked in with the student regularly to help monitor progress?
- used place markers to allow the student to maintain position better or to focus attention?
- allowed the student to wear noise buffer devices such as head phones to screen out distracting sounds where permitted?