

Evidence Differentiation

- ☐ The teacher has screened the class and makes instructional decisions based on data.
- ☐ The teacher provides a variety of ways for students to demonstrate learning and understanding.
- ☐ There is a plan for interventions based on data.
- ☐ There is a clear plan for IIP students, and the teacher has resources including alternate books, assignments, and technology for these students.
- ☐ Students work in small groups to accommodate work suited to their needs. There are various levels of scaffolding within assignments and instruction. Some students/groups may receive more instruction, different instruction, parallel tasks, alternative instruction.
- ☐ Some groups of students receive different instruction based on their needs.
- ☐ There is a plan for enrichment.
- ☐ Students are given choice in assignments and assessment or are given assignments and assessments adjusted to their needs.
- ☐ There are various levels of scaffolding within assignments and instruction. Some students/groups may receive more instruction, different instruction, alternative instruction, videos, technology, and EA support.
- ☐ There is evidence of differences in content, process, and product.
- ☐ Parents are aware of the plan for their children, and the teacher reports on progress accordingly.
- ☐ The teacher directs EAs in the room according to student needs and differentiated learning plans.
- ☐ Students see themselves in the classroom. There is culturally responsive pedagogy. The teacher has made connections with students and established a mathematical community in the room.