# Differentiation CHECKLIST

DATE	SUBJECT
LESSON	

	CONTENT
	PRE-ASSESSMENT
	PRE-TEACHING/RE-TEACHING
	INCREASED/DECREASED PACING
	CONCRETE, SYMBOLIC, AND/OR ABSTRACT INSTRUCTION
	MULTISENSORY RESOURCES (EX: videos, graphics, audio books)

PROCESSES
VARYING LEVELS OF BLOOM'S TAXONOMY
SCAFFOLDING INSTRUCTION
GUIDED CENTERS
HOMEWORK "BINGO"
USE OF MANIPULATIVES AND/OR VISUALS
MULTISENSORY ACTIVITIES
REPEATED OPPORTUNITIES FOR PRACTICE

PRODUCTS
☐ USE OF LEVELED RUBRICS
VARIED TYPES OF ASSESSMENTS (EX: book report video, mural, monologue, etc.
□ PROJECT-BASED LEARNING
☐ STUDENT-DEVELOPED PROJECTS
ASSIGNMENTS BASED ON "REAL WORLD" IDEAS OR CURRENT EVENTS
☐ CHUNKING ASSIGNMENTS

ENVIRONMENT	
	FLEXIBLE SEATING
	REPRESENTATIONS OF MULTIPLE CULTURES
	GUIDELINES FOR GROUP OR INDIVIDUAL WORK
	DEDICATED SPACES FOR GROUP AND INDIVIDUAL WORK
	ROUTINES AND SCHEDULES
	FIDGETS
	CALMING CORNER

# **Differentiation Accommodation Checklist**

Jiyuan Zhang

# **Differentiation Accommodation Checklist:**

Leveled Texts for Differentiated Content-Area Literacy: World Cultures Through Time Kit ,2010-09-24 Differentiate content process and product and promote content area literacy with this dynamic kit about world cultures through time This kit provides leveled informational texts featuring key historical themes and topics embedded within targeted literacy instruction Teachers can assess comprehension of informational text using the included Culminating Activity Additionally teachers can use multimedia activities to engage students and extend learning The 60 colorful Leveled Text Cards in this kit are written at four distinct reading levels each card featuring subtle symbols that denote differentiated reading levels making differentiation strategies easy to implement Leveled Texts for Differentiated Content Area Literacy World Cultures Through Time Complete Kit includes Leveled Text Cards digital resources Lessons a Culminating Activity Tiered Graphic Organizers Assessment Tools and audio recordings of thematic raps and leveled texts Differentiating Instruction Jacqueline S. Thousand, Richard A. Villa, Ann I. Nevin, 2014-11-14 The ultimate guide to leaving no child behind newly updated Now in its second edition this best selling book is your one stop resource for differentiated instruction Whether you re new to the concept or just looking to improve your approach you ll find tools to meet the needs of all your students in a way that works for you You ll discover how innovative approaches such as Universal Design for Learning UDL and retrofitting can help you adapt general education curriculum to fit diverse learning styles Featuring case studies at the elementary middle and high school levels this new edition offers More easy to use strategies to differentiate instruction in mixed ability classrooms A new chapter on collaborative planning and evaluation plus a discussion of co teaching and differentiation Updated lesson plans tied to the Common Core A greater emphasis on cultural proficiency ELLs and gifted students New technology references and resources A strengthened link to RTI Every student is different and every classroom is different too With multiple options to differentiate instruction at any point along the way this essential guide will help you create the path to success for every student Thousand Villa and Nevin take three very big ideas in education Universal Design Collaboration and Differentiated Instruction and combine them in a novel and engaging way And they practice what they preach the information and examples speak to someone just beginning to differentiate instruction as well as the expert who wants to further refine his or her craft Douglas Fisher Professor San Diego State University The extensive emphasis on technology case studies and lesson plans throughout the book provide a rich resource to the readers of this exciting text Administrators university instructors and staff developers will find this a valuable tool to support their students and colleagues on their differentiation journey Mary Falvey Retired Dean and Professor Emeritus California State University Los Angeles **Teaching for Results** Matthew J. Jennings, 2012-08-02 Collaborative teaching has the potential to improve the performance of both students and teachers However this method is not regularly capitalized in many schools because teachers who are assigned to co teach often lack task specific knowledge and skills to better prepare them Fortunately these

skills can be learned In addition to establishing a solid foundation of teamwork skills Teaching for Results will explain how to use the structure of co teaching to practically and effectively implement differentiated instruction in their classrooms This essential guide will demonstrate to readers how to use best practices in differentiated instruction in order to effectively co manage co assess co plan and co instruct a diverse group of learners in any general education classroom Assessment Evangeline Harris Stefanakis, Deborah Meier, 2010-11-29 A comprehensive assessment system for working with underperforming students This book describes a comprehensive assessment system especially appropriate for multilingual and differentiated classrooms with large numbers of underperforming students Drawing from Multiple Intelligences theory the approach is specifically aimed at helping teachers understand how each student learns and how best to tailor instruction to serve individual students needs Although the program makes use of conventional standardized tests and disability screenings it places special importance on two approaches in particular Student Portfolio Assessments and Personalized Learning Profiles Provides detailed guidance and practical tools including a DVD for implementing successful portfolio and profile practices in the classroom Includes real world examples of model assessment programs from five schools Explains how to integrate assessment into the instructional process as well as how the portfolio program can be used Formal profiles provide vital information about each student s cultural background interests strengths and capabilities as well as their Differentiated Assessment Strategies Carolyn Chapman, Rita King, 2012 This individual learning and language needs updated edition includes a generous selection of user friendly strategies that help teachers assess struggling learners students with special needs children who are performing at grade level and advanced learners Included are practical tools that improve student performance and help them take responsibility for their own learning pub desc Differentiated Instruction, Grades 4-9 Kathy Tuchman Glass, 2009-01-14 The book provides helpful background information as well as a wide variety of examples of differentiated lessons resource guides reproducible templates and a selection of grading tools ranging from rubrics to graphic organizers Allan Varni Instructor and Regional Coordinator Division of Continuing Education University of San Diego Glass examines the constructs of masterful teaching and makes them accessible to all Her intensely practical and forthright approach allows readers to immediately translate the concepts of differentiation into their classrooms Modell Marlow Andersen Director of Educational Services Hillsborough City School District CA Develop effective differentiated lessons that meet students individual learning needs Differentiation allows teachers to target student needs and engage all students according to their learning preferences Designed for teachers who are new to differentiating instruction this book provides step by step guidance for creating meaningful lessons in language arts math science and social studies at the upper elementary and middle school levels Kathy Tuchman Glass helps teachers develop confidence and expertise in differentiating lessons units and assessments and provides a detailed planning template numerous examples and reproducibles This user friendly resource Provides an overview of differentiation based on the

backward design model Discusses strategies for differentiating content process and product Helps teachers organize lessons around guiding or essential questions for students to explore Shows how to take students learning characteristics readiness interests learning styles into consideration when planning lessons Lesson Design for Differentiated Instruction Grades 4.9 helps teachers plan differentiated lessons that will promote learning for every student The Early Childhood Inclusive Education Checklist: Jacqueline Thousand, Richard Villa, 2019-10-15 The research is clear early childhood inclusive education settings provide higher quality learning experiences and result in greater growth in the cognitive and social domains than disability only settings for young children eligible for special education services Positive outcomes cut across the range of disability categories varying intensity of support needs and types of inclusive early childhood education and care settings In The Early Childhood Inclusive Education Checklist A Self Assessment of Best Practices co authors Jacqueline Thousand and Richard Villa who have spent over four decades advocating for and supporting school communities to initiate implement and sustain inclusive education best practices synthesize their experience and extensive research to provide educators with an insightful and practical tool for implementing assessing and optimizing inclusive education The book provides 13 early childhood inclusive education best practices which represent a checklist of essential components or indicators of quality early childhood inclusive education To determine current level of implementation of best practices readers are instructed to rate the degree to which each indicator occurs in their school Directions are provided on how to calculate and interpret the total score mean score and range of scores Each of the best practices interrelate and build upon one another to achieve the overarching goals of access participation supports and success for all young children The data derived from using the checklists can be used to plan for continuous program improvement By sharing the information in this book and conducting self assessments related to the best practices described in its chapters home school and community partners will establish common conceptual frameworks knowledge and skills among the stakeholders that lead to increased opportunities for young children to flourish in inclusive environments **Differentiated Instruction Guide for Inclusive Teaching** Anne M. Moll,2003 Focuses on specific questions and corresponding actions teachers must take for differentiating instruction in the general ed curriculum for students with disabilities for all other students who are experiencing difficulty learning Using Formative Assessment to Differentiate Middle School Literacy Instruction Leslie Laud, Pooja Patel, 2012-11-28 We all recognize the countless benefits of differentiated instruction The challenge is in its implementation Faced with a classroom of 25 students each with very different needs how can we possibly keep every student on track and motivated Through formative assessment and efficient follow up instruction This start to finish guide will show you how through seven classroom tested practices for maximizing student learning Experts on this subject Leslie Laud and Pooja Patel demonstrate how to Establish new classroom norms Involve students in the use of assessment data and feedback to inform their next steps Clarify end of unit criteria to help map learning progression Apply assessment data to group students for tiered activities

Differentiate assignments based on student readiness characteristics and interest Best of all Using Formative Assessment to Differentiate Middle School Literacy Instruction is packed with vignettes sample worksheets and charts to assist you through each step in the process Armed with this tool kit you ll quickly discover new ways to keep all students engaged in their learning Book jacket Teachers' Perception of the Use of Differentiated Instruction Strategies on Teacher Practice and Student Learning Dr. Althea Seivwright-Lue,2019-11-20 This qualitative case study was developed to explore teachers perceptions of the use of differentiated instructional strategies and the impact it had on teacher practice and student learning after engaging in a professional development initiative Teachers were trained using two professional development modules a 90 minute face to face module and or an eight hour book club The research questions addressed how targeted professional development in differentiated instruction changed teacher instructional practice and how teachers who used differentiated instructional strategies and techniques perceived these strategies impacted student learning Data instruments included teacher perception surveys demographic surveys classroom observations lesson plan checklists semi structured questionnaires and book club evaluations were collected over a two month time period were analyzed from themes using a manual coding system Based on the multiple sources of data collected teachers needed change for their instructional practices and more differentiated instructional strategies in their daily lesson delivery models

Unveiling the Magic of Words: A Overview of "Differentiation Accommodation Checklist"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is actually aweinspiring. Enter the realm of "**Differentiation Accommodation Checklist**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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