DIFFERENTIATION IC MAP

(A tool to survey understanding and utilization of differentiation or responsive teaching.)

The IC map below should be used while observing differentiation in a classroom or during instruction. Each area of differentiation is identified and examples are provided as to what is being looked for. Documentation of strategies utilized should be kept. Each area has a list where items may be checked off if it is evidenced. Once the observation is completed, an indication of your use of differentiation is compiled for each of the five areas using the table below. It is best practice to observe several times to formulate a clear picture of whether or not differentiation is being utilized. If there has been more than one observation, an average score is formulated. Circle level of proficiency below.

<table>
<thead>
<tr>
<th>Proficient / 70%</th>
<th>Moderate / 50%</th>
<th>Basic / 30%</th>
<th>Limited / 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many of the principles of differentiation are constantly or consistently applied, used and integration is clearly seen.</td>
<td>Some principles of differentiation are used in the classroom and understanding is evidenced.</td>
<td>Few principles of differentiation are witnessed in the classroom with some understanding evident.</td>
<td>There is little or no evidence of differentiation witnessed in the classroom.</td>
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</tbody>
</table>

ASSESSMENT: Differentiated instruction is rooted in assessment and a teacher must know his/her students in order to teach effectively. Students may be assessed through modes of readiness, interest and ability level. Assessment tools should address differentiation in the context of high quality curriculum and instruction and be closely aligned with district goals and prioritized curriculum goals and objectives.

___1. Student readiness is pre-assessed.
___2. Conversations are held with students.
___3. Classroom discussions are evident.
___4. Formal assessments are utilized.
___5. Graphic organizers and rubrics used.
___7. Teacher and student reflections are used consistently.
___8. Student Portfolios reflect growth.
___10. Individual and achievement goals are used to assess growth.

CONTENT: This area consists of many areas (ways) the teacher utilizes when a teacher plans for students to learn and how the students gain knowledge the teacher expects the learner to gain. Facts, concepts, attitudes, skills, and materials used should be subject related. Below are characteristics of differentiation to be looked for.

___1. Major concepts and themes are clearly focused on and differentiated.
___2. Other materials are used other than the main text and text is varied.
___3. Acceleration is seen.
___4. Levels of difficulty are increased as warranted.
___5. Alternative content is available and applied when needed.
___6. High expectations are demonstrated.
___7. Curriculum is modified to meet students’ varying needs, and assignments are respectful.
___8. Assignments are aligned with the NC Standard Course of Study.
___9. Multiple avenues for learning content are employed.
___10. Best practices are based on research and data analysis.
DIFFERENTIATION IC MAP

PROCESS: This area consists of many areas the teacher utilizes when delivering a lesson and how the learner comes to make sense of and understand the key concepts of the subject and gains an ownership. The teacher should begin by focusing on student interest and readiness. Lesson designs will be tiered in nature to match student learning styles. Process also includes the many ways a teacher will decide to group students during the process of instruction.

___1. Varied texts and/or supplemental resources are used. (graphic organizers, peer tutors, etc.)
___2. Anchor activities are relevant and build on prior knowledge.
___3. Tiered lessons reflect student’s varying levels of readiness.
___4. Small group instruction allows for acceleration and remediation.
___5. Group investigation encourages student engagement.
___6. Varied questioning strategies initiate critical thinking.
___7. Interest groups allows for collaboration.
___8. Activities encourage students to apply and/or extend concepts.
___9. Tasks are varied according to learner need.
___10. Activities apply critical and/or creative thinking.

PRODUCT: This area consists of many ways the teacher allows for a wide range of product alternatives and how the student can demonstrate what he or she has come to know and understand. A good product causes a student to rethink what has been learned, apply the skill or knowledge, and extend their understanding in a critical and creative way. Products should be based on solving real and relevant problems. Products should allow for both formative and summative evaluation.

___1. Classroom activities involve solving real and relevant problems
___2. Product alternatives may be oral, visual, kinesthetic, musical, spatial, and/or creative.
___3. Products are based on readiness, learning needs, and interest.
___4. Products necessitate research, exploration, and varied resources.
___5. Products balance structure and choice.
___6. Products encourage exploration.
___7. Products necessitate understanding of key skills and concepts.
___8. Products vary from simple to complex.
___9. Product designs have essential learning goals.
___10. Various working arrangements are allowed.

INSTRUCTIONAL MANAGEMENT: This area includes differentiating instruction as well as classroom management strategies and groupings. Students should be actively engages in thought provoking activities and lessons which promote problem solving and higher order thinking.

___1. Student readiness is pre-assessed.
___2. Student learning contracts / independent study are utilized.
___3. There is evidence of interest centers and groups.
___5. Teacher collaborates with students.
___6. Students have input in planning.
___7. Pace of learning varied to meet student needs.
___8. High expectations are demonstrated and modeled.
___9. There is a utilization of active learning.
___10. Classroom rules are adhered to and reinforcement is used positively.
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___9. Tasks are varied according to learner need.
___10. Activities involve critical and/or creative thinking.

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<tr>
<td>Documentation by observer</td>
<td>Many of the principles are evidenced or observed in differentiating for process and instruction is clearly based on student interest and readiness. Lessons are tiered and flexible grouping is evident.</td>
<td>Some principles of differentiation of process are witnessed.</td>
<td>Few principles of differentiation of process are witnessed.</td>
<td>There is no evidence of differentiation of process witnessed in the classroom.</td>
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<td>Many of the principles of differentiation are evidenced or observed in the instructional and classroom management in the classroom and is clearly based on student interest and readiness.</td>
<td>Some principles of differentiation are witnessed in instructional and classroom management.</td>
<td>Few principles of differentiation are witnessed in instruction and classroom management..</td>
<td>There is no evidence of differentiation witnessed in instruction and classroom management.</td>
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2. Conversations are held with students.
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<td>Many of the principles of differentiation are evidenced or observed through assessment which is ongoing and data is used for instructional and planning purposes.</td>
<td>Some principles of differentiation through assessment are witnessed.</td>
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1. Major concepts and themes are clearly focused on and differentiated.
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3. Acceleration is seen.
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<td>Many of the principles of differentiation are used in the classroom with a clear focus on the major concepts of skills of the content being taught.</td>
<td>Some principles of differentiation are observed in the area of teaching key concepts and skills of the content and an understanding of differentiation is evident.</td>
<td>Few principles of differentiation are observed in the area of teaching key concepts and skills of the content.</td>
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<td>Many strategies of differentiating product are evidenced in the classroom with a clear presence of integration and for students to think, do and apply.</td>
<td>Some strategies of differentiating product are evident and observed and integration is clearly observed.</td>
<td>Few strategies concerning product development are employed.</td>
<td>No evidence of differentiation in product development is observed.</td>
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