**Central California Conference**

**Teacher Self Assessment on Differentiated Instruction**

**Teacher** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **I. Preparation** | ***In Place*** | ***Working Stage*** | ***Not Yet*** |
| * The teacher is clear about what students are to know, understand, and be able to do. |  |  |  |
| * Students are aware of learning goals and outcomes. |  |  |  |
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| **II. Differentiating for Learning Profile & Student Interest** | ***In Place*** | ***Working Stage*** | ***Not Yet*** |
| * Teacher is aware of the various social and emotional factors that can affect student learning and addresses them when planning instruction. |  |  |  |
| * Teacher makes classroom instruction and practice meaningful and engaging for students by incorporating a **variety of strategies** and activities that address their **learning styles** and **multiple intelligences**. |  |  |  |
| * Teacher utilizes interest inventories, observations, and classroom dialogue to assess students’ interests. |  |  |  |
| * The teacher makes learning **relevant** for all students by relating content to their interests and their lives. |  |  |  |
| * Students are given **choices** when appropriate, about how they access, make sense, and/or show their understanding of the content. |  |  |  |
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| **III. Differentiating for Student Readiness** | ***In Place*** | ***Working Stage*** | ***Not Yet*** |
| * The teacher uses **tiered** activities and assignments that focus on the standards or concepts for the lesson. |  |  |  |
| * The teacher matched activities and assignments that vary in **complexity** according to the student’s readiness for the content. |  |  |  |
| * The teachers plan for and provide activities and assignments that are equally **engaging** and challenging for all students. |  |  |  |
| * The teacher changes the nature of the assignment rather than the workload to address differences in readiness. |  |  |  |
| * All students are involved in **higher-level thinking** as appropriate. |  |  |  |
| * The teacher utilizes curriculum **compacting** when appropriate for students who have demonstrated mastery of material. |  |  |  |
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| **IV. Managing the Differentiated Classroom** | ***In Place*** | ***Working Stage*** | ***Not Yet*** |
| * Teacher uses a variety of grouping patterns in the classroom (i.e., whole group, small group, cooperative groups). |  |  |  |
| * Teachers use a **flexible** approach to teaching “make room” for student variance. |  |  |  |
| * Procedures and rules for behavior and tasks are evident in the classroom and understood by the students. |  |  |  |
| * Meaningful **anchor activities** are provided for students to work on when they finish an assignment. |  |  |  |
| * Daily schedules, group assignments and individual assignments, roles, jobs, ect., are posted for students. |  |  |  |
| * The arrangement of physical space in classroom supports differentiation (e.g. centers, reading areas, small group areas). |  |  |  |
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| **V. Assessment** | ***In Place*** | ***Working Stage*** | ***Not Yet*** |
| * Teacher uses a variety of **pre-assessments** to discover students’ learning profiles, interests and readiness levels. |  |  |  |
| * Teacher uses **summative assessments** to help students express what they know, understand, and can do relative to essential outcomes. |  |  |  |
| * Students receive timely and specific written and/or verbal **feedback** in relation to the learning goals. |  |  |  |
| * Students are involved in **self-assessment** when appropriate. |  |  |  |
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| **VI. Adventist Education Goals Supported** | ***In Place*** | ***Working Stage*** | ***Not Yet*** |
| * Journey to Excellence goals & standards addressed |  |  |  |
| * NAD K-12 Key Learnings |  |  |  |
| * NAD Secondary Standards |  |  |  |
| * NAD Commoncore Standards |  |  |  |
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