



Principal's Implementation Checklist

Differentiating Instruction in a High School Inclusion Setting

Session Objectives:

Participants will gain knowledge about:

- Defining differentiated instruction
- Teacher requirements for effective differentiation of instruction
- Strategies for differentiating content, process and product

During a brief classroom “walkthrough” observation, the school principal can use the following checklist to note activities and strategies taught in the session and implemented in the classroom.

Teacher:	Date:	School:			
	Degree of Implementation				
<i>Strategies</i>	<i>1 (low)</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 (high)</i>
Teacher clearly communicates learning outcomes for the unit of study.					
Teacher conducts pre-assessment prior to beginning unit of study.					
Teacher presents content thoroughly and explicitly.					
Teacher models his/her own thinking about learning tasks with students.					
Teacher provides students texts at varying levels.					
Teacher uses tiered activities.					
Teacher allows multiple choices for students to demonstrate learning.					
Teacher conducts ongoing assessments during unit of study.					
Teacher provides final assessments, allowing varying options for diverse					

