

Teacher Inventory on Differentiation Practices and Strategies

Check the level at which you teach.

Grades K-2

Grades 3-5

Grades 6-8

Grades 9-12

Read each statement below. Circle the response that most closely describes the extent to which you use the practice in your classroom. Use the following scale:

1 = never/almost never

2 = seldom

3 = sometimes

4 = frequently, consistently

Differentiation Practices and Strategies	Level of Usage
CURRICULUM	
1. I review my state/province's academic standards before I determine a curriculum unit's goals (KUDOs) or the goals for a lesson	1 2 3 4
2. I determine the assessments that I will use before I plan my unit activities so that there is alignment between curriculum, assessment, and instruction.	1 2 3 4
3. I ensure that all student tasks and products focus on clearly stated learning goals (KUDOs).	1 2 3 4
INSTRUCTIONAL PLANNING	
4. I preassess students to determine their readiness for each new unit or series of lessons.	1 2 3 4
5. I use ongoing (formative) assessment to adjust my instructional plans to respond to differing learning needs.	1 2 3 4
6. I use assessment data provided by my state or province or school to inform my instructional planning.	1 2 3 4
7. I gather information about my students' interests in curriculum topics.	1 2 3 4
8. I know my students' learning preferences (multiple intelligences).	1 2 3 4
FLEXIBLE INSTRUCTION	
9. I use a variety of instructional strategies in my teaching.	1 2 3 4
10. I engage all my students in challenging learning experiences based on their specific needs.	1 2 3 4
11. I adjust the pace of instruction to students' learning needs, not everyone is doing the same thing on the same day every day.	1 2 3 4
12. I provide additional time, instruction, and support (e.g., scaffolding) to students based on their specific needs.	1 2 3 4

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FLEXIBLE INSTRUCTION CONTINUED				
13. I adjust curriculum topics and learning tasks to best meet my students' needs and ensure a challenging learning experience.	1	2	3	4
14. I match resources to my students' reading-readiness levels (e.g., Lexile scores).	1	2	3	4
15. I match resources to my students' level of knowledge about a curricular topic.	1	2	3	4
16. I use choice in topics, processes, or products to motivate my students.	1	2	3	4
17. I use a variety of choice formats with my students including activities such as tic-tac-toe boards, cubing, and RAFTS (Role/Audience/Format/Topics).	1	2	3	4
18. I use tiered assignments to match students with "just right, right now" tasks based on their learning needs.	1	2	3	4
19. I offer tasks reflecting my students' interests.	1	2	3	4
20. I design tasks based on student readiness; some students need more time, instruction, practice; others are "there" early.	1	2	3	4
21. I design tasks reflecting different learning preferences (multiple intelligences).	1	2	3	4
22. If I use centers or stations, I either assign particular students to particular centers or match students with particular activities in each center based on their learning needs.	1	2	3	4
23. I plan and use flexible grouping in my classroom to organize students by their instructional needs.	1	2	3	4
24. I use a variety of ways to group my students (e.g., by interest, readiness, learning preference).	1	2	3	4
MY NEXT STEPS IN DIFFERENTIATION				
Differentiation strategies I most frequently use:				
Strategies I rarely or never use:				
Circle two strategies from the bottom list that you are committed to try out in your classroom. Number them in the order you will implement them.				