

School Name: _____

Evaluator: _____

Date: _____

SAMPLE LOOK FORs

Process Indicator - Differentiation

School staff members adapt programming and instruction to meet individual student needs and maximize individual student growth.

Programming	Instruction	Assessment and Evaluation	Professional Skills	Healthy School Climate Character Education Program
<p>Evidence might include:</p> <ul style="list-style-type: none"> Staff "talks the talk" (they easily explain how adapting programming and instruction helps improve student achievement and growth). The staffing plan lists resource teachers and/or reading teachers. Individualized Reading Inventories are used. Jr Great Books (elem school only). Sample documents identifying school programs that meet specialized learning needs of students. 	<p>Evidence might include:</p> <ul style="list-style-type: none"> Sample documents from classroom teachers (core) showing a list of students in the class and the diagnosis for each (re: skills, styles, interests) Sample lesson plans from classroom teachers showing specific standards referenced in the lesson and a list of accommodations and modifications. Standards-based lesson plans; Examples of how teachers routinely use data in planning; List of students with specific identifications – e.g. ESL, IGO, SPED, ILP, Examples that show that instructional groups regularly "churn" within classrooms (based on the results of assessments) 	<p>Evidence might include:</p> <ul style="list-style-type: none"> Sample documents showing how evidence from different forms of classroom assessments is combined to measure growth and progress of all students. (e.g., could include Tungsten, DIBELS, 6 Trait, Adams 50, ITED, IRIs, STAR, etc.) If any three teachers randomly selected could cite (or show documents) how students have meaningful and diverse choices in how they demonstrate understanding (can show rubrics). Examples of bodies of evidence that show longitudinal growth. Examples of performance assessment rubrics. Sample tests providing students latitude in how they demonstrate their understanding. Examples of alignment between the taught and tested curriculum. Teachers use pre- and post-assessments. 	<p>Evidence might include:</p> <ul style="list-style-type: none"> If teachers (3) chosen at random can accurately identify students currently in their class who are receiving spec ed services (master list of students provided who are receiving special ed service) and/or ESL service and/or Title I service and/or special reading support. 3 random teachers can cite typical and exceptional development patterns of children served. Random sample of 3 teachers can discuss/share examples of differentiation (to include attention to content, process and product). Staff readily identify specific student's needs. Staff can articulate multiple ways to differentiate the curriculum that includes attention to content, process and product. Staff articulate high expectations for all students. Staff provide multiple assignments tailored for students with differing levels of achievement. Class assignments reflect opportunity for student choices and reflect high levels of critical thinking. Activities are geared to different learning styles, and interests. Flexible student grouping. 	<p>Evidence might include:</p> <ul style="list-style-type: none"> Lesson plans that reflect individual or small group attention based on needs related to gender, ethnicity or culture (e.g., ILPs, Curriculum compacting, Jigsaw learning, Tiered assignments, Acceleration, etc.) Counseling and/or building leadership interviews that highlight services tailored to diverse student needs. Materials from support programs such as Project Start. Teacher staff development is focused on needs of diverse students; Learning needs are charted over time based on data.