

A CHECKLIST FOR REFLECTING ON THE EIGHT STEPS FOR DIFFERENTIATING COMMON CORE INSTRUCTION

Tomlinson, C. & Imbeau, M. (2104). *A differentiated approach to the common core*, ASCD.

RESPONSE KEY:

+ I do this consistently while continuing growth in this area.

√ I'm moving in the right direction here, but I know I need to improve.

? My work in this area is questionable and I need to grow significantly.

STEP I: PLANNING TO "TEACH UP" AS A CATALYST FOR CHALLENGE AND SUCCESS

_____ I see human differences as positive and enriching in the classroom.

_____ I believe virtually all students have the capacity to succeed academically.

_____ I accept responsibility for each student's growth and success.

_____ I work to know and respond to each student's culture, interests, and perspectives.

_____ I continually study my content to understand it for meaning and relevance.

_____ I continually study my students to understand them as learners.

_____ I exhibit high expectations and high support for each student.

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STEP II: DEVELOPING LEARNING TARGETS FOR CHALLENGE AND SUCCESS

_____ I think deeply about the meaning and relevance of the content I teach.

_____ I select and group standards to help students learn dynamic content.

_____ I unpack standards to determine their explicit and implicit knowledge, understandings, and skills.

_____ I add additional KUDs to represent important meaning in the disciplines I teach.

_____ I think about the students I'll teach as I write KUDs.

STEP III: DESIGNING LESSONS FOR CHALLENGE AND SUCCESS

_____ I use the narrative/ story in what I teach to help students make meaning.

_____ I ensure that lessons tightly align with the KUDs I have written.

_____ I consider the students I'll teach as I develop lessons.

_____ I build flexibility into lesson plans that allows attention to student needs.

_____ I package and deliver KUDs for student engagement and understanding.

_____ I order content in the way I feel will best support student understanding.

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STEP IV: ASSESSING FORMATIVELY TO GUIDE INSTRUCTION FOR CHALLENGE AND SUCCESS

_____ I regularly use pre-assessments and ongoing assessments to understand student proximity to the KUDs.

_____ I ensure that formative assessment aligns with KUDs.

_____ I emphasize student understanding in formative assessment questions.

_____ I create formative assessment measures that sample rather than exhaustively measure student progress.

_____ I use varied forms of formative assessments.

_____ I consider differentiating formative assessment tools so students have the best opportunity to demonstrate their learning.

_____ I give students feedback on formative assessment results to guide their work.

STEP V: REFINING INSTRUCTION FOR CHALLENGE AND SUCCESS

_____ I keep associated KUDs in mind as I study formative assessment results.

_____ I study student responses to find patterns of strength and need related to the KUDs.

_____ I decide best instructional responses to address the patterns I find.

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STEP VI: SCAFFODLING & EXTENDING CHALLENGE

_____ I continually think about the evolving status of each of my students as they master the KUDs.

_____ I ensure that teaching/ learning plans are tightly aligned with the KUDs.

_____ I ensure that teaching/ learning plans are engaging and focus students on understanding, application, and transfer of the KUDs.

_____ I use a wide range of scaffolding in teaching/ learning to ensure access to robust curriculum for students still working to master the KUDs.

_____ I use a wide range of extensions in teaching/ learning to ensure depth and breadth of learning growth with content for students who demonstrate mastery of the KUDs.

STEP VII: ASSESSING SUMMATIVELY TO DETERMINE SUCCESS WITH CHALLENGE

_____ I ensure that summative assessments align tightly with the KUDs.

_____ I emphasize student understanding rather than only/ largely information and skill in summative assessments.

_____ I use varied forms of summative assessments.

_____ I design formative assessments to ensure opportunities for students to demonstrate fully what they have learned.

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STEP VIII: LEADING AND MANAGING FOR SUCCESS WITH CHALLENGE

_____ I actively plan time and space to address students' varied learning needs.

_____ I trust in my students' capacity to work with increasing independence and productivity.

_____ I lead students to be my partners in creating a classroom that works for everyone.

_____ I manage classroom routines and procedures to allow attention to students' varied learning needs.