

Differentiation Instruction Packet

An Integration of Theory and Practice

Tomlinson, C., & Imbreau, M. (2013). Differentiated Instruction: An Integration of Theory and Practice. In *The Handbook of Educational Theories* (pp. 1098-1117). Charlotte, NC: Information Age Publishing.

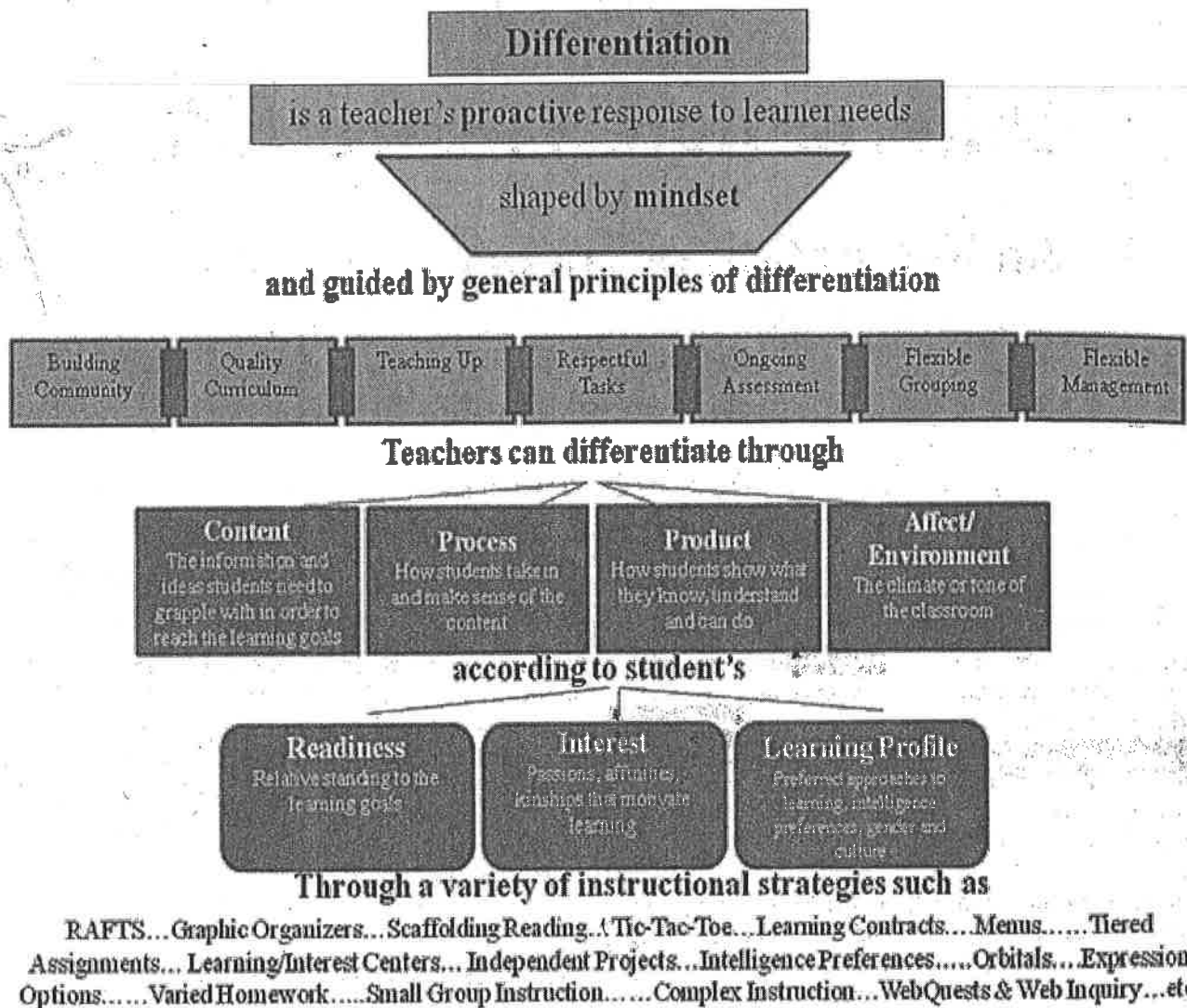


Figure 99.1. A flowchart of the elements of differentiated instruction.

- The process begins when a teacher reaches out in some way to address the needs of particular students which, at the time, appear somewhat different from the needs of others in the class.
- The teacher's capacity to attend to learner variance is shaped by the teacher's "mindset" (Dweck, 2000)—or beliefs about the malleability of human potential. A teacher's mindset impacts students' mindsets.
- The most effective differentiation is likely to be proactively planned rather than reactive or improvisational. Although improvisation plays a role in understanding and attending to learner needs, solely or largely improvisational differentiation is not powerful enough to address the learning needs of many students.
- Developing the classroom as a community of learners in which students support one another's growth makes the environment safe for students to risk learning and helps students achieve a sense of belonging or affiliation.
- The power of what a teacher differentiates (quality of curriculum) impacts the power of the differentiation (quality of instruction).
- Quality curriculum includes: (a) clarity about precisely what students must know, understand, and be able to do as the result of any segment of learning, (b) a plan to engage students, (c) and an emphasis on student understanding of content.
- Persistent use of preassessment and ongoing assessment that are tightly aligned with essential knowledge, understanding, and skill should inform teacher understanding about student learning needs, teacher planning to address those needs, and students' ability to address their own success.

LOOK-FORS IN AN EFFECTIVELY DIFFERENTIATED CLASSROOM

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Background

This tool is designed to help school coaches and leaders better understand how differentiation might look when it is effectively implemented in classrooms. It is also designed to help teachers reflect on their own practice and set goals for continuing growth as they work to meet the needs of varied learners in their classrooms.

No teacher should be expected to display all of these attributes at a given time. Rather these are elements toward which strong teachers persistently work and many of which strong teachers regularly demonstrate in their teaching. Guiding questions in this document are useful in conversations with teachers as catalysts for their thinking about their work with differentiation.

Differentiated instruction is a proactively planned, interdependent system marked by a positive community of learners; focused, high-quality curriculum; frequent formative assessment; flexible instructional arrangements; and respectful tasks.

- Student needs are the motivation for differentiated instruction.
- Building a sense community among students and the teacher in a positive learning environment is the foundation for differentiated instruction.
- Focused, high-quality provides the compass for differentiated instruction. (High-quality differentiation is necessary for high-quality differentiation.)
- Frequent formative assessment is the primary tool for gathering information about how and why to differentiate instruction.
- Well-managed, flexible grouping provides a mechanism for differentiated instruction.
- A variety of low-prep and high-prep strategies can be used to design and deliver respectful tasks that adjust content, process, and products for students' readiness, interests, and learning profiles.

CATEGORIES, LOOK-FORS, RUBRICS, AND GUIDING QUESTIONS

LOOK FOR 1: CLASSROOM ENVIRONMENT

CATEGORY: THE TEACHER BUILDS A FOUNDATION FOR DIFFERENTIATED INSTRUCTION ON A SOLID CLASSROOM COMMUNITY AND A POSITIVE LEARNING ENVIRONMENT.

INDICATORS:

- The physical and affective characteristics of the classroom set a positive tone for learning.
- The teacher fosters respect for individual differences and preferences.
- The teacher and students share ownership of and responsibility for the classroom.

EVIDENCE:

- The teacher communicates explicitly and implicitly to students that they are multi-faceted individuals whose needs, preferences, and strengths are dynamic.
- The teacher communicates implicitly and explicitly to students that they and their contributions are valuable and necessary in order for the classroom to function well.
- The teacher helps students get to know one another well.
- The teacher encourages creativity of thought and expression.
- The teacher structures activities so that students see one another in varied contexts and in varied roles.
- The teacher assists students in setting their own personal and class goals for learning and behavior.
- The teacher solicits student input in making decisions that will affect the whole class.
- The teacher frequently asks students for feedback on how the class is working for them, and for suggestions about how they and the teacher could work together toward improvement.
- The teacher designs and assigns roles for students to assume in making the routines and systems flow smoothly.

RUBRIC:

Classroom Environment

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|--------------|--|
| Advanced 4 | <ul style="list-style-type: none"> a. The affective and physical attributes of the classroom environment inspire students to achieve their personal best and to take initiative in learning. b. The teacher empowers students to view their and each other's differences as assets to the classroom community such that students view one another as equals. c. The teacher and students are equal partners in sharing responsibility for the classroom. |
| Proficient 3 | <ul style="list-style-type: none"> a. The affective and physical attributes of the classroom environment equip students to succeed in achieving the teacher's high expectations. b. The teacher honors student differences, nurtures student strengths and preferences, and provides opportunities for students to compensate for their weaknesses. c. The teacher shares his/her roles and responsibilities with students, allowing them to control many aspects of classroom routines |
| Basic 2 | <ul style="list-style-type: none"> a. The affective and physical attributes of the classroom environment convey ambiguous messages about how the teacher views the student's role in the learning process. b. The teacher recognizes student differences, but does not build on them to foster a positive classroom environment. c. The teacher allows students to share some of his/her roles and responsibilities. |

Classroom Community—Questions for Reflection

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|---------------|---|
| Advanced 4 | Compare the way your current classroom looks and feels with how it looked and felt in your first year of teaching. How do you encourage students to apply and transfer what they learn in your classroom about student differences to the real world? What would it look like to allow students to have even more control over the classroom? |
| Proficient 3 | How do student differences impact your decisions about the physical aspects of your classroom (e.g., how the room is set-up, the messages students see on the walls)? How do you capitalize on the strengths and maturity level of this age group to help daily routines run more smoothly? |
| Basic 2 | How do you help students see one another as equally valuable to the classroom community? In what ways do you communicate to students that this is their classroom? How do you decide which classroom roles responsibilities to give to students, and which to keep in your control? |
| Below Basic 1 | What are some ways that students in your class differ from one another, and from you? What are some concrete ways you communicate to them that those differences are assets to the classroom community? What are the most flexible aspects of your physical classroom space? |

LOOK FOR 2: CURRICULUM

CATEGORY: THE TEACHER USES HIGH-QUALITY, COHERENT CURRICULUM AS A COMPASS FOR DIFFERENTIATED INSTRUCTION.

INDICATORS:

- The teacher plans curriculum so that important conceptual ideas are at the forefront of a unit of study. Essential facts and skills are used to help students make sense of these ideas.
- The teacher uses the curriculum as a point of engagement, of motivation, and of access to powerful ideas.
- The teacher ensures that the curriculum is an authentic reflection of the discipline being studied.

EVIDENCE:

- Tasks give all students access to the same clear, high-quality lesson/unit goals.

- Tasks require students to mimic or approximate the skills, thinking, habits, dispositions, or work of real-world professionals (e.g., mathematicians, biologists, writers).
- Tasks require all students to use higher-level thinking skills (e.g., analyzing, judging, defending).
- Tasks are equally appealing and engaging from the students' perspective.
- The teacher scaffolds tasks using a variety of techniques.

RUBRIC:**Respectful Tasks**

Advanced 4	<p>a. The teacher plans tasks that are focused on the same learning goals and mimic the work of an expert/professional in the discipline.</p> <p>b. The teacher articulates a continuum of criteria based on student readiness and provides multiple scaffolds to ensure successful, high-quality completion of the tasks by the full range of students.</p> <p>c. Side-by-side, the tasks are equally challenging and intriguing.</p>
Proficient 3	<p>a. The teacher plans tasks that are focused on similar learning goals and suggest the work of an expert/professional in the discipline.</p> <p>b. The teacher articulates clear criteria and provides scaffolding to ensure successful, high-quality completion of the tasks.</p> <p>c. Side-by-side, the tasks are comparatively challenging and intriguing.</p>
Basic 2	<p>a. The teacher plans tasks that are not aligned to the same learning goals and are loosely tied to the work of an expert/professional in the discipline.</p> <p>b. The teacher's criteria for successful completion are confusing or incomplete. The teacher provides some scaffolding, if students compel a need for it.</p> <p>c. Side-by-side, one task may be more/less challenging and intriguing than another.</p>
Below Basic 1	<p>a. The teacher plans tasks without considering what all students should know, understand, and be able to do, or how an expert/professional in the discipline works. Tasks may be tangential to unit content.</p> <p>b. The teacher does not articulate criteria for quality or provide scaffolding for success.</p> <p>c. Tasks bore or frustrate students.</p>

Respectful Tasks—Questions for Reflection

Advanced 4	What steps do you take in planning differentiated tasks to make sure each student is optimally challenged? How do you involve students in the process of determining task criteria? How do you decide what supports students might need?
Proficient 3	What are the similarities between what the students are doing and what practicing professionals in the discipline (e.g., writers) do? If you have two or more versions of a task, which version do you design first? Why? How do you adjust the tasks for readiness, interest, or learning profile?
Basic 2	Describe your process for planning a task or lesson that is differentiated for student readiness. How do ensure all students produce work that is high-quality and meets your expectations? When you give a choice between differentiated tasks, how do you prevent your students from choosing an "easy" option?
Below Basic 1	What do you want all students to know, understand, and be able to do upon completing these tasks? How do you decide what makes a worthwhile task? How might students' differences in readiness, interest, and learning profile affect their capacity to complete a task successfully?

DIFFERENTIATED INSTRUCTION IMPLEMENTATION MATRIX-MODIFIED

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Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
1. Quality and clarity of the lesson objectives: What students should know, understand, and be able to do.	Objectives are not clearly articulated for the lesson.	Lesson objectives might be informed by national or state standards, but do not include big ideas meaningful to the content area.	Lesson objectives include big ideas, issues, or problems specific and meaningful to the content area. Objectives are informed by national or state standards.	Lesson objectives are informed by national or state standards and the important ideas, issues, or problems specific and meaningful to the content area. Objectives extend learning in authentic ways.
2. Alignment of lesson objectives and lesson activities	The activities are mildly related to the objectives, It is not likely that students will master the objectives.	The activities of the lesson are unevenly related to the objectives. It is likely that only some students will master the objectives after successful completion of the activities.	The activities of the lesson are clearly related to the objectives. Most students are likely to master the objectives after successful completion of the activities.	The activities of the lesson are clearly and strongly related to the objectives. All students will master the objectives after successful completion of the activities.
3. Communication of learning goals and outcomes to students	Lesson objectives and desired outcomes are not communicated to the students.	Lesson objectives and desired outcomes are listed for students but not referred to during the lesson or connected to lesson components.	Lesson objectives and desired outcomes are clearly articulated to students, but the connection between the objectives, desired outcomes, and the lesson components is not evident to students.	Lesson objectives and desired outcomes are clearly articulated to students, and it is clear to students how the lesson components are related to these goals.

Domain 2: Planning and Response to Learner Needs

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
1. Preassessment and Proactive Preparation	The lesson demonstrates very little consideration of student needs.	The lesson demonstrates that the teacher considered various student needs when planning the lesson.	The lesson demonstrates that the teacher used preassessment data in advance of the lesson to plan for the needs of the students.	The lesson demonstrates that the teacher used multiple sources of preassessment data and student learning profiles in advance of the lesson to plan for the needs of the students.

<p>2. Scaffolding for struggling learners; Spec. Ed., ELL, reading, etc.</p>	<p>Struggling learners are given irrelevant tasks of poor quality that do not require higher order thinking. Struggling learners may be grouped together most of the time.</p>	<p>Struggling learners are given tasks of moderate quality or better quality tasks with little or no scaffolding and may not reach the lesson's learning goals, especially the big ideas and understandings of the lesson. Struggling students may be grouped together a lot of the time.</p>	<p>Struggling learners are given tasks of good quality and thoughtfulness with appropriate scaffolding and are expected to approximate the lesson's learning goals. Struggling learners experience variety of grouping strategies.</p>	<p>Struggling learners are given tasks of high-quality and thoughtfulness with appropriate scaffolding to reach the same learning goals as other students. Multiple indicators are used when grouping students so that struggling learners experience a variety of grouping strategies.</p>
<p>3. Challenging Advanced Students</p>	<p>Academically advanced students are assigned more or irrelevant work. They are used to tutor less advanced students.</p>	<p>Advanced students may be challenged with probing questions and challenging tasks, but are sometimes assigned more work. They may be used to tutor less advanced students.</p>	<p>Academically advanced students are appropriately challenged at higher levels of quality, not quantity. Occasionally, they are used to academically anchor a flexible group.</p>	<p>Academically advanced students are appropriately challenged at higher levels of complexity and quality, not quantity. Experiences as an academic anchor in a flexible group enhance their understanding. Options are available for compacting into independent study on the topic.</p>

Domain 3: Instructional Practices

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
<p>1. Lesson Organization</p>	<p>The lesson is unfocused and/or disorganized. The activities do not follow a logical progression.</p>	<p>The lesson has an identifiable structure, although the logic of that structure may be unclear. Progression of the activities is uneven.</p>	<p>The lesson is organized in a sensible manner, progressing in a fairly even manner.</p>	<p>The lesson is organized in a coherent (organized, unified, and sensible) manner, producing a unified whole.</p>
<p>2. Modes of Instruction</p>	<p>The lesson uses a single mode of instruction that may meet the needs of some students in the class.</p>	<p>The lesson uses multiple modes of instruction on a limited basis, some of which may encourage active learning with the intention of providing variety for the students.</p>	<p>The lesson uses multiple modes of instruction that encourage active learning and match the perceived learning profiles of the students.</p>	<p>The lesson uses multiple modes of instruction that require active learning and the exploration of the lesson's understandings and intentionally matches the learning profiles of the students.</p>

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Domain 3: Instructional Practices Continued

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
3. Instructional Strategies and Best Practice	The lesson may focus on one or more strategies or activities which are not based on best practices in that content area.	Some of the strategies and activities used in the lesson reflect best practices in that content area.	The strategies and activities are used during instruction to meet the learning needs of the students and to promote higher order thinking. Most strategies and activities reflect best practices in that content area.	The strategies and activities are used flexibly during instruction to meet the learning needs of the students and to promote higher order thinking for all students. The strategies and activities reflect best practices in that content area.
4. Engagement Capacity of Activities	Lesson components are not engaging and do not connect to the students lives.	Lesson components are somewhat interesting to learners, but do not necessarily connect with students prior learning, experiences, and/or goals.	Lesson components are engaging to learners and may be linked to students prior learning or experience, and may connect with their lives and/or goals. The teacher helps students make connections between lesson content, practical applications, current events, the real world, or other aspects of the content area.	Lesson components are stimulating, motivating, and engaging to learners, linked to students' prior learning or experiences, and clearly connect to their lives and/or goals. Students explicate connections between lesson content, practical applications, current events, the real world, or other aspects of the content area.
5. Intellectual Development ¹	Activities are designed with little regard to student readiness, interest, and/or learning profile. Few students are likely to learn as a result of the activities. The lesson design does not provide work that is challenging for most of the students.	Students with a particular readiness, interest, and/or learning profile will likely learn, but other students will find it difficult or impossible to learn. The lesson design is inconsistent in its ability to challenge students at the highest level of which they are capable.	Students with varied readiness, interest, and/or learning profiles have an opportunity to learn at some point during the lesson. A few students are able to find loopholes in the lesson design which permits them to avoid completing their highest quality work.	Each student works at levels of readiness, interest, and/or learning profile that are appropriately challenging. The lesson is designed so that all students are compelled to do their best and complete high-quality work.

1. Levels of performance are paraphrased from Strickland, C. (2006). *Differentiated lesson observation rubric*. Unpublished manuscript.

Domain 4: Classroom Routines

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
1. Flexible Grouping * Grouping practices may not be observed in every lesson. If it is not observed, it should be rated N/O not novice.	Lesson may use a grouping strategy, but groups are not differentiated in any intentional way. Student groupings, which may have been created using some student data, are not flexible, but remain static over time.	Lesson uses at least one grouping strategy that differentiates content, process, or product by readiness, interest, or learning profile. Flexibility is to accommodate variety in the lesson as opposed to matching student needs to the lesson's learning goals.	Lesson uses at least one grouping strategy that differentiates content, process, or product by readiness, interest, or learning profile. Flexibility in grouping strategies is a planned response to student needs.	Lesson uses various student groupings: individual, pairs, small groups. Students are grouped for a great variety of reasons to differentiate content, process, and/or product by readiness, interest, and/or learning profile. The lesson may combine grouping rationales (i.e. readiness and interest). Flexibility in grouping strategies is in response to a clear analysis of student needs.
2. Flexible Use of Space, Time, and Materials * Student movement should take into consideration the physical space in which the observation is occurring. In some classrooms, it may be unfeasible for great mobility in the classroom due to space constraints. This warrants a N/O, not a "novice" rating.	Students all use the same materials, resources, or technologies as designated by the teacher. Students rarely move out of their seats and where applicable, have no flexibility in product completion.	Students have some access, as permitted by the teacher, to a variety of materials, resources. Teacher has an effective strategy for distribution of materials. Students have limited flexibility to move out of their seats and where applicable, have limited flexibility in timelines for product completion.	Students have access to a variety of materials, resources, and technologies. Students are given some flexibility to move about the room and where applicable, have some flexibility in timelines for product completion.	Students have access to and are encouraged to use a variety of materials, resources, and technologies. Students move about the room as needed and where applicable, are given flexibility in the timeframes for product completion.
3. Clear Directions for Multiple Tasks ²	Directions and procedures are confusing to students to the point of challenging classroom management.	Directions and procedures are mildly confusing and require clarification and/or are excessively detailed.	Directions and procedures for each activity are clear to students with appropriate levels of detail. Written directions for various groups are clear.	Directions and procedures for each activity are clear to students. Anticipated student misunderstandings are planned and accounted for. Written directions for various groups are crystal clear to limit confusion.

(Domain 4 continues on next page)

Domain 4: Classroom Routines Continued

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
4. Classroom Leadership and Management ³	Students who are not directly engaged with the teacher are not productively learning. Much instructional time is lost due to poorly executed transitions and management routines. Student behavior is not monitored and attempts to respond to misbehavior are inconsistent, too severe, and/or do not respect the student's dignity.	Students working in groups are somewhat organized so that some off-task behavior is observed when the teacher is involved with another group. Movement through transitions and management routines is irregular and results in some lost instructional time. Teacher is largely aware of student behavior, but may not notice some misbehavior. Attempts to respond to misbehavior have uneven results.	Students working in groups are organized so that most students are engaged most of the time. Transitions between differentiated and nondifferentiated activities and management routines are smooth with little loss of instructional time. Teacher is aware of student behavior at all times and responds to misbehavior in a way that preserves the student's dignity.	Students working in groups are independently and productively engaged at all times with students taking responsibility for productivity. Transitions between differentiated and nondifferentiated activities and management routines are seamless. Monitoring of behavior is subtle and preventative while interventions are sensitive to student's individual needs.

2. Levels of performance are paraphrased from Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

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Domain 5: Student Assessment

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (3)
1. Formative Assessment	Teacher does not make use of formative assessment during or at the end of the lesson.	Teacher may use some general informal assessment during the lesson (e.g., class poll) or at the end of the lesson (e.g., quiz, exit card). The data are used to gauge understanding of the lesson objectives and/or to plan for future whole-class instruction.	Teacher uses formative assessments embedded within the body of the lesson to make minor modifications to instruction (e.g. reviewing, clarifying misconceptions, adjusting lesson pacing) and to gauge student understanding. Assessment data are used to plan whole-class instruction.	Teacher regularly uses formative assessments throughout the lesson. Data from these lessons is used to: make modifications to instruction within a lesson, to gauge student understanding, <u>and</u> to plan future instruction for individuals and groups.

2. Existence of Quality of Rubrics and Guidelines ⁴	Rubrics and guidelines have not been developed.	Rubrics and guidelines have been developed, but are not clear or are not clearly shared with students.	Rubrics and guidelines of clearly articulated assessment criteria and standards are shared with students.	Rubrics and guidelines of clearly articulated assessment criteria and standards are shared with students. Students have participated in the creation of the rubric and guidelines and are aware of how they are meeting the standards and actively plan next steps for learning.
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4 Levels of performance are paraphrased from Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

Domain 6: Positive, Supportive Learning Environment

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
1. Sense of Community ⁵	Environment is physically and emotionally unsafe. Students recognize and comment negatively on differences. Disrespect for one another is apparent. There are no discussions about the rationale for differentiation or related concerns.	Environment is physically safe, but some students occasionally feel as though they do not belong or are not valued. Occasional negative comments about differences are heard, although the teacher attempts to address these issues when they arise and encourage respect for each other.	Environment is physically and emotionally safe. In general, students feel as they belong and are valued. Students recognize and acknowledge similarities and differences and respect one another and the teacher.	Environment is physically and emotionally safe. There are consistent affirmations of belonging, value, and respect for each other and the teacher. Students and teacher recognize, acknowledge, and celebrate similarities and differences.

(Domain 6 continues on next page)

Domain 6: Positive, Supportive Learning Environment Continues

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
2. Teacher's Role	The teacher's only role is to deliver content and/or direct student activity. Teacher takes the lead in most classroom activities.	Teacher's role is primarily deliverer of information and/or director of student activity. Teacher invites occasional student input into lesson content and activities.	Teacher plays the role of deliverer of information and/or director of student activity, but also acts as coach or facilitator of learning at some point in the lesson. Students have some input into lesson content and activities.	Teacher's overall role is primarily that of coach or facilitator in learning. Both students and teacher have consistent input into lesson content.
3. Respectful Behavior Toward Students	Teacher behavior and response to students discourages participation. Students are hesitant to ask questions and are unaware of each other's strengths, successes, and contributions. Teacher does not seek to connect individually with students.	Teacher behavior and response to students does not encourage participation from a broad range of students. Some students seem hesitant to ask questions or request assistance. Teacher does not make an attempt to make students aware of each other's strengths, successes, and contributions. Teacher only connects individually with the more outgoing students. Teacher is somewhat aware of some students' learning profiles and interests.	Teacher behavior and response to students fosters participation from most students. Students are generally comfortable asking questions or requesting assistance. Teacher attempts to make students aware of each other's strengths, successes, and contributions. Teacher seeks to connect with individual students as time permits. Teacher is aware of students learning profiles and interests.	Teacher behavior and response to students fosters active participation from all students. All students are comfortable asking questions or requesting assistance. Awareness of students' strengths, successes, and contributions are cultivated and celebrated. Teacher talks with students as they enter and exit class and seeks to connect with individual students during class. Teacher is highly aware of students' learning profiles and interests.

4. Facilitation of Learner Independence and Student Choice	The teacher sets goals and assesses student progress toward these goals. Students have no input or choice in lesson components.	The teacher sets goals and assesses student progress toward these goals, but invites limited student input in what the goals are or the progress being made. Students have an opportunity to make a choice at some point in the lesson <u>OR</u> Students make all the choices with no teach input.	Students take on increasing responsibility for their own learning in terms of setting goals for learning and assessing progress toward those goals. There is a balance of student and teacher choice.	Students are consistently involved in setting goals for learning and assessing progress toward those goals, taking on increasing responsibility for their own learning. There is a perfect balance of student and teacher choice.
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5. Levels of performance are taken directly from Strickland, C. (2006). *Differentiated lesson observation rubric*. Unpublished manuscript.

6. Levels of performance are taken directly from Strickland, C. (2006). *Differentiated lesson observation rubric*. Unpublished manuscript.

Domain 7: Evidence of Differentiation⁷

Criteria	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
1. Content "The input of teaching and learning," adapting <i>what</i> is taught and modifying <i>how</i> students are given access to the information and understandings. (Tomlinson, 2001, p. 72)	Lesson is mostly about learning discrete facts and does little to address concept-based instruction. All students are working with the same materials.	Lesson is designed to be roughly a 50/50 split between concept-based instruction and learning discrete facts. There may be two options for material use that vary in readability, complexity, and/or interest. Lesson may include one of the strategies listed in the Expert column.	Lesson is concept-based, but may contain some learning of discrete facts. There are several options for material use that vary in readability, complexity, and/or interest. Lesson includes at least one or more of the strategies listed in the Expert column.	Lesson is highly concept-based and makes use of diverse materials at various levels of readability, complexity, and/or interest. Lesson includes, but is not limited to, one or more of the following strategies: multiple ways to access and organize information, learning contracts, curriculum compacting, flex-group minilessons, and varied support systems such as audio/video recorders, note-taking organizers, highlighted print materials, digests of key ideas, peer/adult mentors.

7. Descriptors and strategies are taken from Tomlinson, C.A. *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: ASCD.

