

Classroom Practices Inventory

Use this inventory to look at what you are already doing in your classroom to differentiate instruction. Mark an "X" on each line to show where your current teaching practices lie on the continuum.

Traditional classroom:

Covering the curriculum is my first priority and directs my teaching.

Learning goals remain the same for all students.

I emphasize mastery of content and skills.

Students use the same informational resources (books, articles, Web sites).

I primarily use whole-class instruction.

I tend to group students heterogeneously.

All students move through the curriculum together and at the same pace.

All students complete the same activities.

Differentiated classroom:

I base my teaching on students' learning needs as well as on the curriculum.

Learning goals are adjusted for students based on their needs.

I emphasize critical and creative thinking and the application of learning.

I match students to specific informational resources based on their learning needs and abilities.

I use several instructional formats (for example, whole class, small groups, partners, individuals).

As appropriate, I group students for instruction based on their learning needs.

The pace of instruction may vary, based on students' learning needs.

As appropriate, I give students opportunities to choose activities based on their interests.

Continued ➡

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Classroom Practices Inventory continued . . .

I tend to use similar instructional strategies day to day.

I use a variety of instructional strategies (for example, lectures, manipulatives, role plays, simulations, readings).

All students complete all activities.

Students complete different activities based on their needs or learning preferences.

All students are involved in all instructional activities.

I use methods for testing out of work and for compacting (speeding up, eliminating, replacing) work, as appropriate.

My enrichment work provides more content or more application of skills.

My enrichment work demands critical and/or creative thinking and the production of new ideas, thoughts, and perspectives.

In reteaching, I provide more practice using a similar instructional method.

In reteaching, I use a different instructional method from the one I used to teach the material the first time.

My reteaching activities typically involve lower-level thinking—knowledge and comprehension—to reinforce basic skills and content.

My reteaching activities demand higher-level thinking while reinforcing basic skills and content.

I assume that students have limited or no knowledge of curriculum content.

Before beginning a unit, I use preassessment strategies to determine what students already know.

I usually assess students' learning at the end of an instructional sequence.

I use ongoing assessment to check students' learning throughout an instructional sequence.

I typically use the same assessment tool, product, or project for all students.

I allow for learner differences by providing a variety of ways to show learning.