

4. Differentiated Instruction

4a. Teachers conduct ongoing progress monitoring to inform instruction.

Quality indicators:

- Teachers refer to information from progress monitoring to develop differentiated instructional strategies and include these strategies in the lesson plan books. **They develop progress monitoring forms and refer to the forms for gathering data related to the three Child Outcome areas.**
- Teachers recognize children's different levels of participation **and differences in their functional use of skills.**
- **Teachers are familiar with and understand the use of the district-approved informational tool.**



Questions to ask:

- ✓ *What resources do you use to support scaffolding of instruction?*
- ✓ *Where do you address differentiated instruction in your lesson plans?*
- ✓ *How do you include all children as active participants in the lessons or class activities?*
- ✓ *How do you use progress monitoring data to inform your instruction and guide you in providing practice to children in the functional use of skills?*



Supports, Accommodations, Adaptations

*Links to Additional Information
Right click to open in new window*

Universal Supports

- **Employ use of Student Progress Monitoring and District-approved Informational Tool to inform instruction, goals, and COS data.**
- **Observe children's use of functional skills across situations and settings** and incorporate progress monitoring into daily routines.
- **Collaborate with staff, related service providers, and family members to gather data about children's functioning in multiple situations and settings.**

[Resources for Progress Monitoring - TATS page](#)

[Integrating Student Progress Monitoring into Your Classroom](#)

[How to Choose and Implement Assessments for Progress Monitoring](#)

[Vital Guide to Monitoring Child Progress](#)

Targeted/Specialized Supports

- Use skill assessment checklists **that focus on functional skills in the Child Outcome areas.**
- Develop a planning matrix based on goals as they relate to the daily routine. Use the matrix to determine which progress data to collect at varying parts of the routine.
- Gather information related to IEP goals, as well as information related to classroom performance throughout the day **in varying situations and with varying people.**

[Skill Assessment Checklist](#)

[Progress Monitoring - Tips for Teachers of Children with Disabilities \(Head Start\)](#)

[Teacher Planning Matrix](#)

Intensive Interventions

- Break down goals into smaller steps (task analysis) to show both progress and continued needs accurately. **Use this data to inform instruction that emphasizes children's ability to use skills in functional ways.**
- For children with highly individualized needs, collect data more often so that needs are evaluated frequently **and that practice in multiple settings is provided.**

[Monitoring Behaviors during Routines](#)

[Child Assessment Worksheet - Head Start](#)

[Progress Monitoring Flow Chart](#)