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 lessonplan 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 ofthe 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* *Progress Monitoring Tips for Teachers (Head Start Inclusion)* *How to Choose and Implement Assessments for Progress Monitoring*
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 relateto 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 frequentlyand that practice in multiple settings is provided.	*Monitoring Behaviors during Routines* *Child Assessment Worksheet - Head Start* *Progress Monitoring Flow Chart*