

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.
- Teachers recognize children's different levels of participation and make changes as needed.
- All children are active participants in each instructional lesson.



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?*



Supports, Accommodations, Adaptations

[Links to Additional Information](#)
[Right click to open in new window](#)

Universal Supports

- Employ use of Student Progress Monitoring to inform daily instruction and goals – examples below:
 1. Evaluate trend data or evaluate a set of the last four data points to set new goals (upward trend), re-teach or amend current goals (downward or non-moving trends)
- Incorporate progress monitoring into daily routines. Collaborate with staff and family members to gather accurate data about additional environments.

[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 developmental stages.
- 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.

[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 progress or continued needs more accurately.
- For children with highly individualized needs, collect data more often so that needs are evaluated frequently.
- Adjust goals, lessons, and interventions as indicated by data from progress monitoring.

[Monitoring Behaviors during Routines](#)

[Child Assessment Worksheet - Head Start](#)

[Progress Monitoring Flow Chart](#)