

# DIFFERENTIATED INSTRUCTION CLASSROOM OBSERVATION FORM

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Period/Time: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Observer: \_\_\_\_\_

I. CONTEXT/GOAL SETTING	Strong	Some	None
1) Established clear <b>learning goals</b> (knowledge, understanding, skills).			
2) Linked new subject matter to <b>prior learning</b> and/or <b>experience</b> .			
3) Most students appear aware of and <b>understand</b> the learning goals.			
4) Provided <b>rubrics or other guides</b> to focus students on goals.			
5) <b>Closed the class</b> with a focus on goals/meaning of lesson.			
<b>Comments:</b>			

II. STUDENT ASSESSMENT	Strong	Some	None
1) Implemented & used results of <b>pre-assessment</b> to adjust the lesson.			
2) Implemented assessment <b>during lesson</b> to gauge understanding.			
3) Attended to <b>student questions/comments</b> during lesson.			
4) Implemented assessment at <b>end of lesson</b> to gauge student learning.			
<b>Comments:</b>			

III. ATTENTION TO INDIVIDUALS/BUILDING COMMUNITY	Strong	Some	None
1) <b>Talked</b> with students as they entered/exited class.			
2) Connected with <b>individual students</b> during class.			
3) Helped develop awareness of one another's <b>strengths/contributions</b> .			
4) Involved whole class in <b>sharing/planning/evaluating</b> .			
<b>Comments:</b>			

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IV. INSTRUCTIONAL PRACTICES AND CLASSROOM ROUTINES	Strong	Some	None
1) Varied <b>student groupings</b> : individual; pairs; small groups.			
2) Used <b>multiple modes of instruction</b> , with emphasis on active learning.			
3) Made <b>flexible use</b> of classroom space, time, materials.			
4) Communicated <b>clear directions</b> for multiple tasks.			
5) Provided effective <b>rules/routines</b> that supported individual needs.			
6) Displayed effective classroom <b>leadership/management</b> .			
<b>Comments:</b>			

V. POSITIVE, SUPPORTIVE LEARNING ENVIRONMENT	Strong	Some	None
1) Demonstrated <b>respectful behavior</b> toward students.			
2) Demonstrated <b>sensitivity</b> to different cultures/ethnicities.			
3) Acknowledged/celebrated student <b>strengths/successes</b> .			
4) Active participation by a <b>broad range</b> of students.			
5) Students <b>comfortable</b> asking questions/requesting assistance.			
6) Emphasis on <b>competition against self</b> , not other students.			
<b>Comments:</b>			

VI. QUALITY CURRICULUM	Strong	Some	None
1) Lesson targeted one or more State <b>learning standards</b> .			
2) Lesson focused on <b>important ideas</b> , issues, or problems.			
3) Tasks emphasized <b>thought/meaning vs. drill &amp; practice</b> .			
<b>Comments:</b>			

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VII. PREPARATION FOR & RESPONSE TO LEARNER NEEDS	Strong	Some	None
1) Showed <b>proactive preparation</b> for a variety of student needs.			
2) Attended appropriately to students who <b>struggle with learning</b> (LD; ELL; reading; etc.).			
3) Attended appropriately to students with <b>physical/behavioral challenges</b> .			
4) Attended appropriately to <b>advanced</b> students.			
<b>Comments:</b>			

VIII. EVIDENCE OF DIFFERENTIATION	Strong	Some	None
1) <b>Content:</b> e.g. materials of varied readability and/or interest; multiple ways to access ideas/information; etc.			
2) <b>Process:</b> e.g., tiering; contracts; compacting; readiness-based small-group instruction; different homework; choices about how to work (alone, pair, small group); tasks in multiple modes; variety of scaffolding; etc..			
3) <b>Products:</b> e.g., product assignments with multiple modes of expression; with choices about how to work (alone, pairs, small group); opportunity to connect learning with individual interests; variety of assessment tasks; variety of scaffolding; etc.			
<b>Comments (example of differentiation based on readiness, interest, &amp; learning profile):</b>			

1a. Did the lesson meet the needs of learners at **all achievement levels**? (✓ one only)

- (1) Yes       (2) No

1b. If No, toward what **type/s of student** did the lesson seem geared? (✓ all that apply)

- (1) Below basic     (2) Basic     (3) Proficient     (4) Advanced

**Examples:**

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