

CREATING AN ENVIRONMENT TO SUPPORT DIFFERENTIATION



Do I see:

- Thoughtful use of space so that desks and tables can be quickly and easily grouped in various configurations?
- Spaces where people can sometimes work alone if they prefer?
- Various resources—a classroom library, interesting objects and images that students have contributed and small group sets of a variety of texts?
- Spaces/shelves that are well-labelled for organization, flow of traffic and developing learner independence?
- Visible and clear instructions or directions for group or individual tasks?
- Appropriate use of technology, including assistive technology?
- Evidence of student understanding of learning goals and success criteria?

Is my classroom:

- Welcoming, inviting and engaging?
- A place where all learners have agreed upon ways of working and learning together so that their work is enjoyable and productive?
- A place where all learners know what is expected of them—in their learning and in their interaction with others?
- A place where all learners have a voice that regularly informs my instructional practice?
- A place where the teacher attends over time, to individuals, small groups, and the whole class, and is always aware of everyone in the room?
- A place where students have choices in their learning?
- A place where all learners respect and value individual differences?



**See Differentiated Instruction Scapbook:
Creating an Environment to Support Differentiated Instruction**