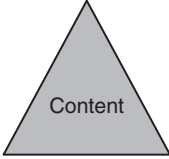
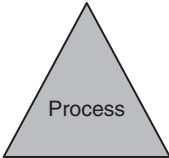
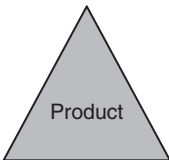




8.7 Differentiating Instruction

Instructions to the Coach: Gather data based on which type(s) of differentiation a teacher has selected (e.g., content). Record any related statements, questions, classroom organization, and/or management.

Type of Differentiation	Teacher
 <p>Content</p>	<p>What you want each student to know—includes adapting the types of problems students are doing, changing objectives, working on different content in different groups, and so on. Are all students exploring content that is appropriate for their age and prior knowledge?</p>
 <p>Process</p>	<p>How you engage students—includes grouping strategies, what is done in introducing a task to make it comprehensible, tools that are used, lesson design, and so on. Are different strategies used to ensure all students understand and can participate in the task?</p>
 <p>Product</p>	<p>How students will demonstrate what they have learned—includes what students do during the lesson (record in a journal, explain to a peer, create a graph) and upon completion of the lesson. Are choices offered or different ways encouraged?</p>

Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014). Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12. New York, NY: Pearson Education, Inc.

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.