

Differentiated Instruction Statement Builder Prompts

PROMPT	WRITER'S TIPS
<p>How and when do teachers collaborate to develop lesson plans and provide differentiated instruction?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> ~ Describe how and when teachers collaborate to ensure differentiated instruction occurs in the program. ~ Describe a typical collaborative planning session between teachers and other specialists. ~ How does teacher collaboration inform the lesson plan selected for submission? ~ Is time for collaboration with specialists regularly scheduled or as needed? How often does this typically occur? ~ Include examples of how differentiated instruction is provided for children with disabilities, children with special health care needs or are English learners.
<p>How is the information from an IFSP and/or IEP shared with teachers and staff?</p>	<p>Writer's Tips and Think Abouts</p> <ul style="list-style-type: none"> ~ What is the process for sharing information from an IFSP or IEP? ~ How is relevant IFSP and IEP information shared and used for lesson planning in ways that maintains confidentiality? ~ How do teachers and specialists share and communicate important information with each other about children to inform the program's instruction?

How is the information from an IFSP and/or IEP used for individualized planning?

Writer's Tips and Think Abouts

- ~ What opportunities do teachers have to co-plan differentiated lessons that include children's interests, strengths, and needs?
- ~ How does input from other teachers and specialists inform differentiated lesson plans and instruction in the program?
- ~ What role, if any, do other specialists play in developing and delivering differentiated lessons?