

<https://tinyurl.com/difchecklist>

The purpose of this form is a reflective planning checklist. It includes all the elements when doing **Intentional** planning for Differentiation of lessons for learner experiences.

Practice 1) As a checklist (✓), mark off each row as you produce the related content in the planning documents you currently use. Checking off a box signals that the related file can be pulled that includes all the related and specific details.

Practice 2) As a Reflective Planning checklist (✓), complete the Description space with all related and specific details. The Description work empowers teachers to share their thinking with others for reflective conversation and constructive feedback, leading to professional growth.

The Planning Overview is required to complete for any qualitative reflective conversations and/or sharing of the work.

Planning Steps:

When designing differentiation into lesson activities, follow these steps to ensure a careful consideration of learner access needs based on the requirements of curriculum. **Differentiation should occur in the Process or Product sections. It can happen in both. Use this [Companion article](#) as guidance for completing these steps.**

Content

1. Review the content and level of expected learning required.
2. Identify learner opportunities and challenges that need consideration when modifying or revising the lesson activities. This is influenced by learner access data regarding: Readiness, Interests, and/or Learning Preferences.

Process

3. Design lesson activities that meet content learning expectations and learner access areas (Readiness, Interests, and/or Learning Preferences)
4. Review the lesson activities (or lesson collection) for addressing learner needs and revise where necessary.

Products

5. Craft or choose an artifact, assessment, or action that collects data on learner achievement(s) or gaps(s) based on the lesson experience.
6. Evaluate and revise the product for assessment fog before implementing.
7. Products should reflect one or more learner access area: Readiness, Interests, and/or Learning Preferences

Reflection

8. Review the lesson experience for strengths and opportunities for improvement based on the learner experience.
9. Get feedback from students and professional colleagues.



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Resources for Differentiation: [Practical](#) and [Conceptual](#)

Planning Sections: [Top](#) | [Content](#) | [Process](#) | [Product](#) | [Resources](#)

Content Planning Considerations:

- Review the content and level of expected learning required.
- Identify the combination of Learner Access needed based on data: Readiness, Interests, and/or Learning Preferences.

Content Steps	✓	Description
Lesson Topic		
Key Learning Outcome(s)		
Main Assessment		
What are the knowledge, skills, and/or concepts that learners must level up by the end of the lesson or learning experience?		
List the key skills and facts that students must acquire.		
What challenges and opportunities do learners bring to the experience, based on assessments and learner access data (Readiness, Interests, and/or Learning Preferences)?		
Opportunities What skills and/or life experiences do students bring to support the content?		
Challenges What skill gaps and/or lack of background knowledge makes difficult learning the content?		
Optional: Teacher Gifts: What life experiences do you or a contact bring to enhance the learner experience of the content.		



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Process Planning Considerations

- Design activities that meet content learning expectations and learner access areas (Readiness, Interests, and/or Learning Preferences)
- Review the lesson (or lesson collection) for addressing learner needs and revise where necessary

Process Steps		Description
From the Content section, copy and paste the list of skills and knowledge learners must acquire.	✓	
List the activities that students will do to build knowledge and/or practice skills listed above.		
<p>What activities, groupings, and/or personalized supports will best support learner access to the instructional focus? Complete at least one section below for addressing Learner Access elements: readiness, interests, and/or learning preferences.</p> <p>Keep in consideration the challenges and opportunities listed in the Content section.</p>		
Identify activities that can be modified for Readiness based on: Tiering, Leveling, or Compacting		
Choose one or more activities from the list and modify it for Readiness.		
Identify activities that can be revised to include Interests needs based on: Authenticity, Choice, or Voice		
Choose one or more activities from the list and revise it for Interests.		
Identify activities that can be revised to include 2-3+ Learning Preferences .		
Choose one or more activities from the list and revise it for Learning Preferences.		



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Product Planning Considerations

- Craft or choose an artifact, assessment, or action that collects data on learner achievement(s) or gaps(s) based on the lesson experience.
- Evaluate and revise the product for assessment fog before implementing.
- Products should reflect one or more learner access area: Readiness, Interests, and/or Learning Preferences

Product Steps	✓	Description
From the Content section, copy and paste the main assessment learners must complete.		
From the Content section, copy and paste the list of skills and knowledge learners must acquire.		
What types of products can students develop to show what they know and do not understand, based on the learning outcomes? <ul style="list-style-type: none"> • Keep in consideration the challenges and opportunities listed in the Content section. • Complete at least one of the following sections or create one product that includes 2 or more Learner Access elements. • Identify and eliminate any potential assessment fog that exists. 		
Readiness: Describe a product that can be modified based on: Tiering, Leveling, or Compacting		
Design the product to support learner Readiness. Add supports that help students access and/or communicate learning.		
Interests: Describe a product that can be revised to include choices based on shared interests.		
Design the product described to support learner Interests.		
Learning Preferences: Describe a product that can be revised to include 2-3+ contexts/modalities for ALL students to experience.		
Design the product described to support Learning Preferences.		



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