Component 2: Differentiation in Instruction

Graphic Organizers

Learn: Component 2 Scavenger Hunt

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| **Standards for this component**: Write the number and title of each Standard that must be addressed. | |
| **Standard Number** | **Standard Title** |
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| What is the total number of pages that you can submit in your commentary? | |
| How are the page allocations broken down in each section? | |
| **Section Title** | **Suggested Page Length** |
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| What is the source of the student work? |  |
| How many samples of student work must you include? |  |
| How many focus students must you feature? |  |
| From what time period must the work be drawn? |  |
| What matters in this component? |  |
| Look at the Level 4 Rubric. List key evidence you must demonstrate in this component. |  |
| What should you consider in making your selection of focus students? |  |
| What should you consider in your selection of an instructional sequence? Identify some of the important features of the sequence you will select. |  |
| How will you show how you differentiate and use differentiation to impact student learning? |  |
| Given what you have read about this component, think about a lesson sequence and a class that you currently teach that would lend themselves as good choices for this component. Make a few notes to justify this selection. |  |

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