

Assessing Classroom Differentiation Protocol - Revised

Revised from the original: Cassady, J. C., Neumeister, K. L. S., Adams, C. A., Dixon, F. A., Pierce, R. L. (2004).
The Differentiated Classroom Observation Scale, *Roeper Review*, 26, 139-146.

1. **Preparation:** Before doing the observation, the observer will contact the teacher to find a time that is convenient for the observation. The following will need to be arranged before the observation date:
 - Permission to observe from teacher.
 - Copy of lesson plan - let the teacher know in advance what types of things to include or if there is a particular format to use.
 - Teacher will visually identify targeted group of students in classroom (with color-coded name tags or teacher's chosen strategy).
 - Teacher is made aware that there is a brief (5 minutes or so) pre-observation interview, and a short post-observation debriefing.
2. **Pre-Observation Interview - Review Lesson Plan before the interview. For the interview, use questions/ record answers on the ACD Scoring Form** - *This is an informal interview that is merely to gain essential descriptive information in order to inform the observation.*
3. **Classroom Observation and Scoring** - Use the Instructional Activity Codes below and on the next page to assist in recording what is seen in the observation during 5 - 10 minute segments. Use the ACD Scoring Form to record the codes and assessments. There are other questions on the Scoring Form to complete during this phase as well.
4. **Post-Observation Debriefing** - Follow directions on the ACD Scoring Form
5. **Reflection** - Add final comments after leaving the classroom.

Codes for Levels of Engagement, Activity, Learning Director, & Classroom Management

These are global ratings for each 5-minute segment. Thus, each segment will have only one rating for each of these domains, the rating that is most representative of that time period for that group.

Student Engagement	Pace of Instruction	Cognitive Activity	"Learning Director"	Classroom Management
<p>L – Low engagement = 20% or fewer of students engaged in learning</p> <p>M – Moderate engagement = 21 – 79% of students engaged in learning</p> <p>H – High engagement = 80% or more students engaged in learning</p>	<p>S - Too slow = students losing interest or not paying attention</p> <p>R- Right = seems to be right with students able to keep up but not losing interest</p> <p>F - Fast = students having a hard time keeping up, may be some evidence of giving up</p>	<p>Remember Understand Apply Analyze Evaluate Create</p> <p>Ratings are made in each segment following the given scale:</p> <p>1 – Not evident 2 – Evident 3 – Well-represented</p>	<p>Who directs the learning, or makes the decisions about the learning activities.</p> <p>Use this scale for making your segment ratings for the identified groups:</p> <p>1 – Teacher directs all learning. 2 – Teacher directs most learning. 3 – Teacher and student share learning decisions 4 – Student directs most learning 5 – Student directs all learning</p>	<p>Students were on task and productive. Group procedures were clear, established, and understood by the students.</p> <p>Ratings are made in each segment following the given scale:</p> <p>L – Low - Students unclear on tasks M – Moderate - Some wasted time H – High - Students on-task</p>

Five - Ten Minute Segment Scoring Codes (use ACD Scoring Form)

During the observation period, please indicate for each 5-10 minute segment which of the following instructional activities listed below were in practice. There will be at least one per segment, and each segment will likely have more than one. The segment ratings should be marked separately for the two groups of students: "Identified" and "Not identified." In the event that there is no way to distinguish between the two groups, make whole-group ratings in the "Not Identified" group location only. If the entire class has been identified as having high ability in the general intellectual domain and/or in the particular subject being observed, record the observations in the "Identified" group location. Feel free to make a note on what the activity was.

In addition to the instructional activities, please also rate student engagement, cognitive level, "Learning Director," and classroom management for each 5-10 minute segment.

Instructional Activity Codes

Instructional Activity- How	Code	Description
Lecture /Teacher Presentation	L	Teacher presenting to group of students; teacher demonstrating how to execute a task (e.g., working a math problem on board, how to use lab equipment); teacher may ask some questions of students
Class Discussion	CD	Discussion with whole class, students are primary discussants
Student Led Presentation, Demonstration, Drama, or Discussion	SL	Student(s) presenting information to the class (either planned presentation or on-demand task), demonstrating how to do a task, or leading the discussion
Student Responding	SR	Student(s) answering questions posed by teacher (e.g. spelling bee, review questions, working problems at the board, choral response)
Small Group Work	GW	Students working in small groups; could be discussing, working on academic assignments, or on a cooperative task
Manipulatives or Hands-On	M	Student(s) working with concrete materials to illustrate abstract concepts (e.g., math blocks, science models)
Use of Graphic Organizers or Other Visuals	GO	Student(s) using visual tools to illustrate concepts
Activities Differentiated by Readiness	ADR	Student(s) working with planned activities differentiated according to level of readiness
Activities Other	AO	Student(s) working with activities possibly differentiated by interest or learning style, but not necessarily
Seat work-Individual	SWI	Student(s) working at desk on academic materials (independently)
Teacher interacting with individual student	TIS	Teacher working with/talking to/helping individual student
Teacher interacting with small group	TIG	Teacher working with/talking to/helping small group of students
Technology use-Students	TS	Technology being used by students for related learning activities
Technology use-Teacher	TT	Technology being used by the teacher for presenting instructional content
Assessment by Teacher	TA	Teacher is monitoring/ assessing student work
Assessment activity	A	Student(s) engaged in a formalized assessment activity (e.g., test; performance)
Other	O	List "other" activities
Instructional Activity - What	Code	Description
Student Choice	C	Student(s) can select topic, resource, activity, product
Independent Study	IS	Student(s) do independent investigations and research
Real Audiences	RA	Student(s) present to/prepare for outside reviewers or audiences
Advanced Content	AC	Content is advanced, e.g. from supplementary materials, above grade level, from primary sources, not adopted texts