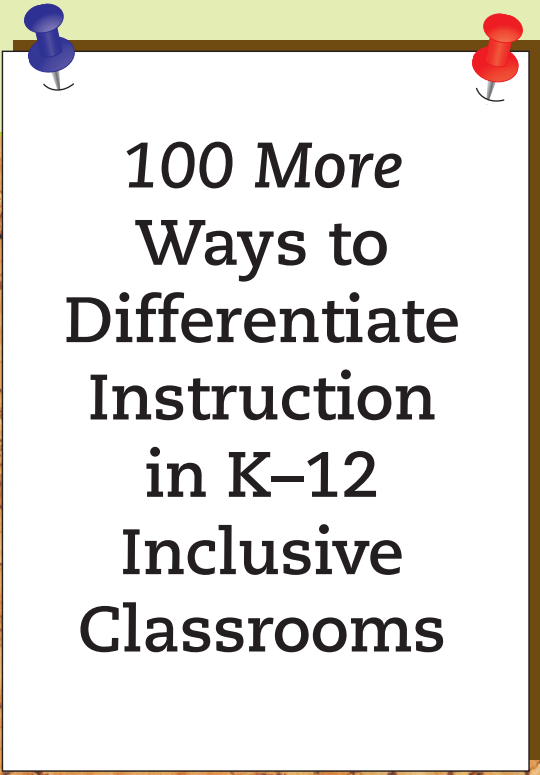


# From Text Maps to Memory Caps



**100 More  
Ways to  
Differentiate  
Instruction  
in K-12  
Inclusive  
Classrooms**



by

**Paula Kluth, Ph.D.**

and

**Sheila Danaher, M.S.Ed.**

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# About the Authors

**Paula Kluth, Ph.D.**, is a former special educator who has served as a general education co-teacher, inclusion facilitator, and instructional coach. Her professional interests include differentiating instruction, active learning, and inclusive schooling.

Dr. Kluth is the author or coauthor of eleven books including: *“You’re Going to Love This Kid!”: Teaching Students with Autism in Inclusive Classrooms, Second Edition*; *“A Land We Can Share”: Teaching Literacy to Students with Autism*; and *“Just Give Him the Whale”: 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism*. Paula is also a director of a documentary film titled *“We Thought You’d Never Ask”: Voices of People with Autism*.

**Sheila Danaher, M.S.Ed.**, is a consultant for the Christopher L. & M. Susan Gust Foundation, which is dedicated to supporting all students by creating inclusive school communities. She is a former learning specialist and administrator in the Chicago Public Schools, where she focused on supporting students with autism and differentiating instruction for all students. As a consultant, for the Gust Foundation, Sheila continues her work in the Chicago area by providing teachers with ideas for curricular adaptations, differentiating instruction, and implementing the best strategies for supporting students with disabilities in preschool, elementary, and secondary school settings.

# 100

# Teacher Report Cards



## Report Card for the Teacher

I would love to get feedback from all of you to help me improve my teaching and to help you learn more effectively in the second semester. Be honest and please take some time to answer both sections. I am very interested in your comments.

I. On a scale of 1 (lowest) to 5 (highest), rate me on each item.

Have I made you more interested in math this year?	1	2	3	4	5
Are my lessons appropriately varied?	1	2	3	4	5
Am I a prepared/organized teacher?	1	2	3	4	5
Has technology use in this class helped you learn more effectively?	1	2	3	4	5
Did the use of co-teaching in this class help your learning?	1	2	3	4	5
Am I a fair teacher/grader?	1	2	3	4	5

II. Provide a short response for each question. Please add any additional comments on the back of this page.

- What was one of your favorite lessons this year?
- What were your favorite structures/games/activities? Pick three.  
 --- Turn and talk    --- All around the room    --- Notebooking



## Materials

- Cards or paper

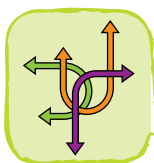


## Description

At its core, differentiation is about knowing your students and what works for each of them. What better way to learn about the needs of your learners than to ask them to rate you and your teaching?

This assessment tool may feel risky to some educators, but it can also be very rewarding. You position yourself to learn about which types of lessons are working well, which assessments students see as useful, and which classroom games and activities students see as meaningful, enjoyable, and effective.

Add teacher report cards to your menu of assessments to get to know your learners even better and to see what teaching looks and feels like on the other side of the teacher's desk.



## Directions

Decide on what kind of feedback would be most useful to you personally and to your teaching. Then, create items that will be easy for students to answer. You could use a Likert scale for some items (i.e., a scale of 1–5) or multiple-choice items. These tools will let you see if there are themes that emerge. For example, if all learners give you a 1 or 2 in *I get enough opportunities for movement*, you know that this area is in need of improvement.

You will also want to leave some space for evaluator comments because you can likely learn the most from open-ended feedback. You might ask questions such as, *What was your favorite lesson so far?*, *What is one thing you wish we could do more often?*, or *What games, activities, or review exercises are the most helpful?* You can ask students to keep their names off the reports to encourage honesty.

After collecting and reviewing the reports, consider sharing results with your students and letting them know about any comments or information that made you feel good or satisfied. You also can report on any changes you intend to make as a result of the feedback.



## Example

In his algebra and geometry classes, a high school math teacher gave his students a mid-year teacher report card. He was rated on his sense of humor, the clarity of his teaching, and the amount and quality of homework.



## Reference

Byrnes, M.A., & Baxter, J. (2012). *There is another way: Launch a Baldrige-based quality classroom* (2nd ed.). Milwaukee, WI: Quality Press.



## Vendor

### Grainger

<http://www.grainger.com/Grainger/QUALITY-PARK-Report-Card-Jacket-23L193>

Make it official with report card jackets that can be used month after month or quarter after quarter.



## Web Site

### Education World

[http://www.educationworld.com/a\\_lesson/05/lp345-03.shtml](http://www.educationworld.com/a_lesson/05/lp345-03.shtml)

A lesson plan is provided for designing teacher report cards.