



DIFFERENTIATED INSTRUCTION for TEACHERS



MODULE

0 ▶

Outline

Feedback

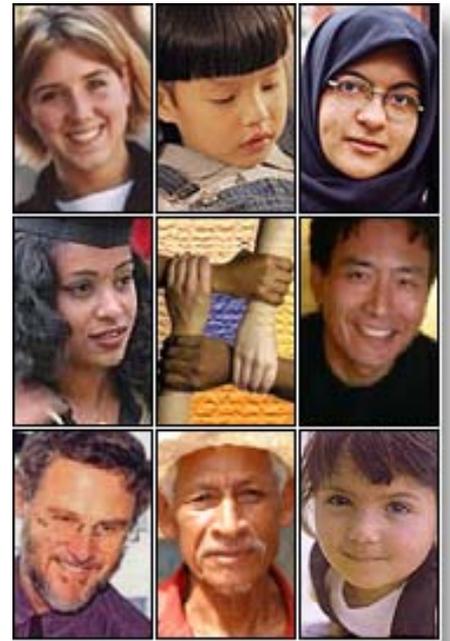
Mentor Notes

Overview:

Children are growing up in a complex, highly competitive global economy in which our total knowledge is doubling every few years. We exist in a global society that requires extraordinary skills and talents as well as a pace of life never before experienced in human history. Not all people are the same and not all children are the same. We often struggle with educating ALL our children because we sometimes forget to see them as individuals. We tend to ignore what research demonstrates to be true -- that children grow, learn, and mature in different ways at different times. We often fail when we pretend that "one size fits all".

"Get the right people on the bus, the wrong people off the bus, and the right people in the right seats." "The key to long term improvement is how to increase the caliber of the teachers on the bus."

~ Jim Collins, *Good to Great*



Solution Description



This 6 hour professional development solution uses a blended approach to e-learning. Although all content is available online, some modules have been designed to be conducted in a scheduled local school district setting -- allowing participants to share their work and discuss major concepts together as a cohort. It also provides participants the opportunity to discuss application of new knowledge and skills in their own schools and classrooms. It is this application of knowledge and skills that results in significant and sustainable change in practice. The Outline identifies which modules can be completed independently and which ones should be conducted "live" with face-to-face interaction. The live modules are to be conducted by a local district administrator or master teacher referred to throughout the modules as the Onsite Mentor. Some groups may provide their own leadership instead of having a designated Mentor. In this Peer Mentor model, all members would meet for Module 1 and individuals would sign up to serve as Peer Mentors facilitating one or more of the remaining live face-to-face modules. Mentor notes are available for each live session and members choosing to serve as a Mentor should familiarize themselves with the Mentor notes before the scheduled session.

Enduring Understanding

All classrooms have at least one student who does not fit the mold. However, classrooms

and schools are rarely organized to respond well to variations in student readiness, interest, or learning profile. Differentiated instruction holds the key to creating enriching, engaging, and dynamic learning environments. Creating differentiated classrooms requires quality teachers who are willing to integrate effective instructional practices that address the learning needs of all students.

Essential Questions

To teach a diverse population of students, today's educators need an understanding of the benefits of differentiated instruction and a framework for thinking about, planning for, and evaluating the success of differentiation. In this solution participants will work through six learning modules to develop the knowledge and skills to create more academically responsive classrooms and schools. In each stage educators will encounter learning events that equip them to formulate answers to the following essential questions:

1. Building the Foundation

- How is differentiated instruction an effective approach and strategy for closing the achievement gap?
- What change needs to occur in today's classrooms so that we adopt an approach of maximizing the capacity of each learner rather than making sure everyone performs to grade level?

2. Creating the Model

- Why is change in today's classrooms imperative?
- Why is it critical to student success that we "decide to teach them all"?

3. Planning the Steps

- Why is differentiated instruction a journey (process) and not an event?
- What does a differentiated classroom look like?

4. Identifying the Strategies

- What specific strategies are needed to integrate differentiation into the daily practice of teachers?
- What are the consequences in classrooms that do not differentiate instruction?

5. Integrating the Concepts and Changing Your Practice

- Which instructional strategies are best for creating differentiated classrooms?

6. Leading for Learning

- What steps must you take as the instructional leader in your classroom to make effective differentiated classrooms a reality at your school?

Standards

Learning Events, projects, and activities in each module are aligned with the standards found in the Texas State Plan for the Education of the Gifted/Talented Students. The following standards are addressed.

| Student Assessment | Program Design | Curriculum and Instruction | Professional Development | Family-Community Involvement |
|---|--|---|--|---|
| 1.4, 1.5 | 2.1, 2.2, 2.6 | 3.1, 3.2, 3.3, 3.4 | 4.3, 4.4 | 5.2, 5.3 |
| Instruments and procedures used to assess students for program services measure diverse abilities and intelligences and provide students an opportunity to demonstrate their talents and strengths. | A flexible system of viable program options that provide a learning continuum is developed throughout the district and reinforces the strengths, needs, and interests of gifted/talented students. | Curriculum and instruction meets the needs of gifted students by modifying the depth, complexity, and pacing of the general school program. | All personnel involved in the planning, development, and delivery of services to gifted students have knowledge to enable them to offer appropriate options and curricula of gifted/talented students. | The district regularly encourages community and family participation in services designed for gifted/talented students. |

Student Performance by Cumulative Assessment



Participants will produce a relevant product that can be used at their campus or in the district. The product and performance task will be scored using either rubrics or checklists. Whenever you see the systems icon to your left, this means that the activity or assignment is part of your project. You will work on a part of your project in each of your modules. You may already have a classroom plan for differentiated instruction in your classroom. If not, at the very least you should begin to think about putting a framework together to begin the process of developing a plan. The Learning Events in this solution will develop knowledge and skills that contribute to the development of your classroom plan for differentiated instruction.

| Performance Task (Standard) | Assigned | Due | Evaluation | Points |
|---|----------|----------|------------------------|-----------|
| <input checked="" type="checkbox"/> Classroom Plan for Differentiated Instruction | Module 1 | Module 6 | <u>Analytic Rubric</u> | 20 |
| Total | | | | 20 |

Learning Path Designers



"As a long time superintendent I have had the honor to help districts attain the highest levels of student performance and learning. I know that this Learning Path will help your campus and district meet the diverse learning needs of ALL your students."

~Kay Karr

kkarr@qualitylearning.net



"One of the greatest challenges facing educators today is the need to customize instruction to meet the individual needs of each student. It is an undertaking that requires new knowledge and teaching skills. We hope you find this professional development experience both challenging and rewarding."

~Dr. Chip Pike

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Evaluation

Participant feedback is critical to the continuous improvement of Quality Learning solutions. Learners are given an opportunity to provide feedback to briefly rate the usefulness of each Learning Event in each module. The feedback learners provide enables the curriculum designers to revise and refine the content in an effort to achieve the highest quality learning resource.

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