

# DIFFERENTIATED INSTRUCTION

RCSD Office of Professional Learning

“Differentiation is seldom about different outcomes for kids. It’s about different ways to get kids where they need to go.”

Dr. Carolyn Ann Tomlinson

## Vision

- Every child is a work of art. Create a masterpiece.
- We will treat every child like one of our own.
- We will provide individual teachers with rich, ongoing support, through intensive, adaptive, differentiated learning and feedback .

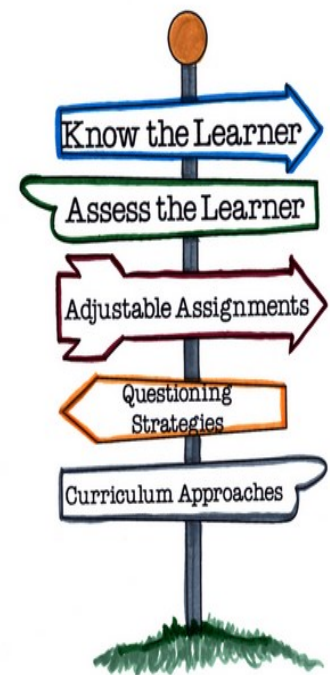
## Our Mission

- To provide a quality education that ensures our students graduate with the skills to be successful in the global economy.
- To embrace an approach that empowers both the student and teacher by providing multiple pathways in the teaching and learning process.

## Philosophy of Differentiating Instruction

Differentiation is a philosophy that enables educators to plan strategically in order to reach the needs of diverse learners so that they achieve targeted standards. Supporters of differentiation as a philosophy believe:

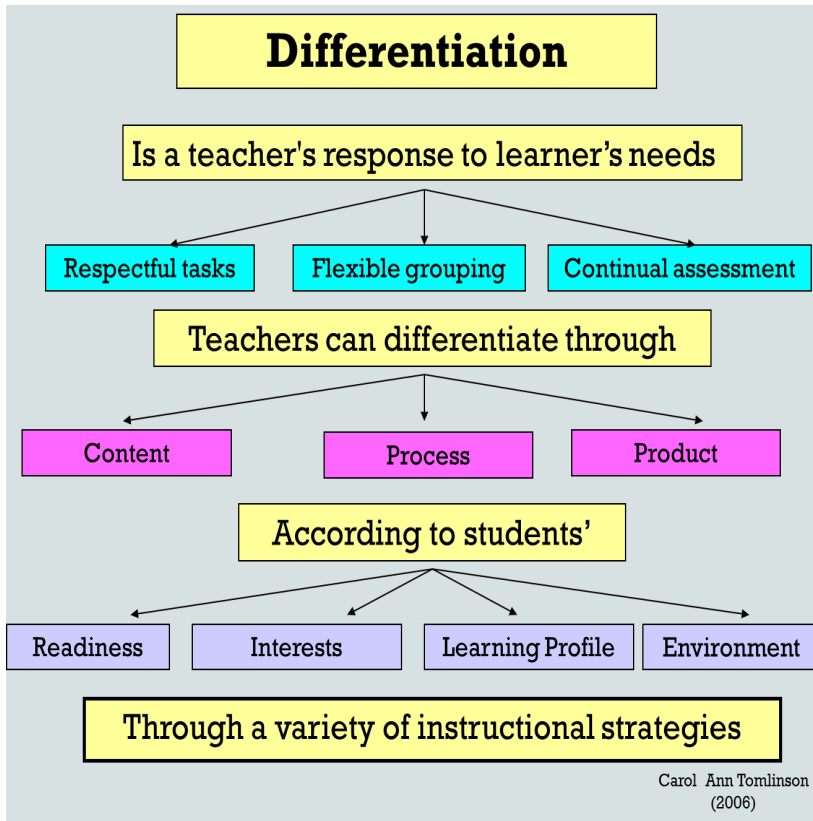
- All students have areas of strength.
- All students have areas that need to be strengthened.
- All students can learn.
- Students bring their prior knowledge base and experience to the learning.
- Emotions, feelings, and attitudes affect learning.
- Students learn in different ways at differ-



## Core Beliefs

- ◇ Children have differing talents, abilities and interests;
- ◇ Children learn through multiple pathways;
- ◇ Children's' prior knowledge must be recognized;
- ◇ Students must be actively involved in learning;
- ◇ Students require emotionally and physically safe environments;

# Differentiation....



IS	IS NOT
Strategic	New
Multiple approaches to content, process, and product	Chaotic
Student centered	Teacher directed
A blend of whole class, group and individual instruction	One size fits all

## Differentiation and Assessment

Knowing the learner is essential in order to differentiate.

One can assess a learner through the following lenses...

1. Readiness
2. Preferred Learning Style
3. Multiple Intelligences
4. Seven Optimal Traits
5. Interests
6. Environment needs



*“Assessment informs instruction, without it, purposeful differentiation is simply not possible.”*

*Diane Heacox*

## Office of Professional Learning DI Course

The *Introduction to Differentiating Instruction* course consists of eight modules. The course is designed for participants to explore the philosophy and apply new learning directly into current lessons. In addition to the course, the use of DI specific learning protocols assist participants in planning and reflecting throughout the learning. The eight modules are:

1. Defining DI & ensuring a student-centered learning environment
2. Assessing to know the Learner
3. Flexible Groupings
4. Adjustable Assignment Model
5. Multiple Intelligence Model
6. Differentiated strategies
7. Cooperative Planning Session
8. Collaborative Share

*Looking Through the Lens of DI Protocols:*

- ◇ *Learning Walk*
- ◇ *Looking at Student Work*
- ◇ *Guided Observation*
- ◇ *Lesson Planning*
- ◇ *Looking at Lesson Plans*



## DI Course Testimonials

*“I was able to provide for the different needs of my students in class, to challenge them and to reach the ones that were always ready to shut down when something was out of their comfort zone.”*

*“Yes, I tiered and it worked!”*

*“I think the most important point I will take away from this class is that there is so much more to DI than just tiered lessons.”*

*“It has really made my students feel more successful. At first they were asking why the tasks were different. Now the higher group is challenged and the mid and low groups feel successful which impacts how they work on a daily basis.”*

## Coming Soon... Intermediate DI Courses

Intermediate courses are designed to “dig deeper” into the components of the DI Philosophy introduced in the beginner course. Course topics are:



- *Informal Assessments to “know the learner”*
- *Flexible Grouping*
- *Adjustable Assignment (Tiering) Model*
- *Multiple Intelligence Model*
- *Choice Formats*

Registration for these classes will require successful completion of the Introduction to Differentiating Instruction course in completion.

Fall 2015 will also offer a *Collegial Learning Circle* delving into the components and protocols relating to differentiating instruction.



## 2014-2015 DI COURSES

### 2013-2014

- 4 Introductory Course Sessions—88 participants
- 8 Elementary buildings supported in beginning DI
- 3 High Schools supported in DI
- *Innovation Greenhouse staff* participated in pre-program and embedded PD on DI—40 participants

### 2014-2015

- DI Team consisting of five instructional coaches held 6 Intro. To DI Courses—100 participants
- Building Based Introductory course—3 buildings—75 participants
- 55 OPL Instructional coaches participated in year-long professional learning on differentiating instruction
- 3 sessions for administrators on cultivating differentiation were offered

#### **SY 2014-2015 Introduction to Differentiation standard course pre-post results:**

⇒ Participants use of new knowledge and skills increased from 70% o 80% as self assessed



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