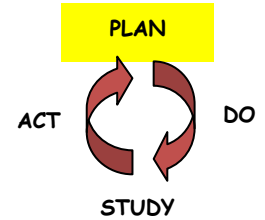




FIN/FDLRS

Differentiated Instruction

Professional Development Continuum



Plan: Plan ahead for change. Analyze and predict results.
Do: Execute the plan, taking small steps.
Study: Check and study results
Act: Take action to standardize or improve the process.

Year One: Initial Planning— School Administrators and Leadership Teams

Schools Analyze Data

Identify professional development needs based upon school-wide data:

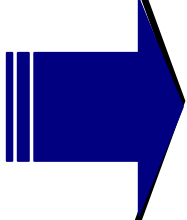
- School Improvement Plan data
- FCAT scores
- AYP data
- Individual student gains (NRT and other assessment scores, formative assessments, grades, etc.)
- Discipline records
- Attendance records
- Dropout rates
- Graduation rates
- Personnel needs assessment (e.g., surveys, committees, focus groups)
- LRE placement data
- Family and community feedback
- Other



Schools Develop Professional Learning Communities or Cohort Teams Based on Data

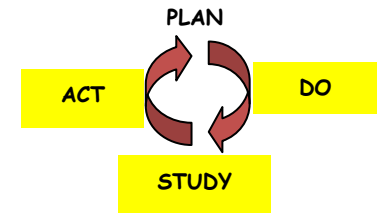
Team membership must include *at least* one ESE teacher:

- Grade-level teams (e.g., 3rd grade teachers)
- Content-area teams (e.g., 6-8 Science teachers)
- Vertical or interdisciplinary teams
- Specials or electives teachers
- Teacher leaders (e.g., department chairs)
- Coaches (Reading, Math, Science, Writing)
- Other:



School, District,
and/or
Regionally Based

**Year One: Professional Development for
Professional Learning Communities (PLCs)**
Align with RtI, SIP, IPDP



An Introduction to Differentiating Instruction: Responding to All Learners

Online Module: 12-hour, Web-based overview of differentiated instruction for faculty and school teams

- ❖ **Why Differentiate?**
- ❖ **Principles of differentiated instruction**
 - Responsive learning environment: Creating environments that maximize achievement for all students
 - Clarity about the learning goal: Identifying what students need to Know, Understand, and be able to Do (KUD)
 - Continuous assessment and adjustment: Determining what students Know, Understand, and are able to Do
 - Flexible grouping: Matching learning experiences to student needs
 - Respectful work: Providing rigorous and engaging instruction

Foundations of D.I., Part 1

Option One:

***Communities of Practice: A Study Group Guide for
Differentiated Instruction***

(Seven, Two-hour, face-to-face sessions)

**Application, sharing, and problem-solving through cohort
groups or PLCs**

- ❖ Key principles of differentiated instruction
- ❖ Role of the teacher in the differentiated classroom
- ❖ Knowing your learners
- ❖ Planning for meaningful differentiation
- ❖ Understanding formative assessment
- ❖ Differentiated instructional strategies
- ❖ Managing a differentiated classroom

Option Two:

***Introduction to Differentiated Instruction: Two-Day
Training***

**Delivered to school PLCs or faculty in consecutive or
non-consecutive days**

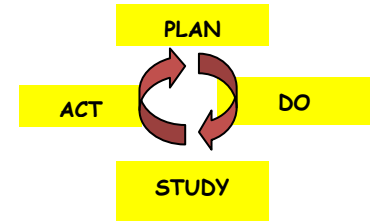
- ❖ Key principles of differentiated instruction
- ❖ Role of the teacher in the differentiated classroom
- ❖ Knowing your learners
- ❖ Planning for meaningful differentiation
- ❖ Understanding formative assessment
- ❖ Differentiated instructional strategies
- ❖ Managing a differentiated classroom



School-Centered

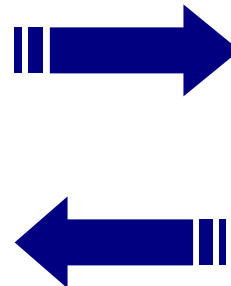
Years One and Two: Ongoing Support and Follow-Up

PLCs, cohort teams, or individual teachers identify support and technical assistance needs based on classroom implementation and student outcomes.



Support and Technical Assistance

- Lesson Study
- Modeling
- Coaching
- Classroom observation and feedback
- Ongoing data analysis
- Problem-solving (RtI)
- Instructional planning (curriculum and assessment; Tiers I, II, & III interventions; flexible grouping)
- Resource materials (CUE cards, FACT Folios, books, and videos)
- Faculty sharing: mini-workshops; newsletters, strategy of the month, etc.
- Other:



Ongoing Reflection, Flexibility, and Adjustment of Support and Technical Assistance

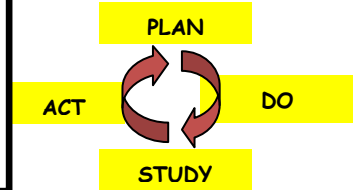
- ❖ Level of implementation: *Differentiated Instruction Self-Assessment*
- ❖ Evaluate outcomes-examine and chart data
- ❖ Align with RtI-Tiers I, II, & III
- ❖ Problem-solving (RtI) teams
- ❖ Identifying what's working and what's not working
- ❖ Plan interventions
- ❖ Conversations with colleagues (e.g., case discussions)
- ❖ Critical friends groups
- ❖ Other:



School-Centered

Years One and Two: Ongoing Professional Development for Professional Learning Communities (PLCs)

Align with RtI, SIP, IPDP



Foundations of D.I., Part 2 (Coming Soon)

Assessment and Grading in the Differentiated Classroom

District and/or Site-Based, Two-Day Training

- ❖ Pre-Assessment
- ❖ Formative Assessment
- ❖ Summative Assessment
- ❖ Assessment Tools
- ❖ Grading Practices to Support a Differentiated Environment

Accompanied by:

- ❖ Support and Technical Assistance
- ❖ Ongoing Reflection, Flexibility, and Adjustment

Extended Learning Opportunities

Other

District and/or Site-Based Training

- Station Teaching: Flexible Grouping Strategies
- Accommodations and Modifications
- Using Technology to Enhance a Differentiated Environment
- PDA-ESE Modules: Instructional Practices, Differentiating Reading Instruction for Students
- Collaborative Teaching in the Differentiated Classroom
 - Collaborative Teaching Roles & Responsibilities,
 - Instructional and classroom management strategies,
 - Effective Communication for Collaborative Teachers
 - Designing Tiered Lesson Plans

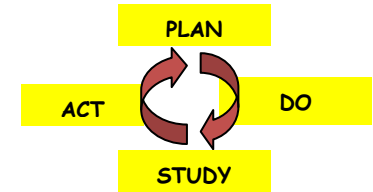
Other:

Follow-Up Required



School-Centered

Sustaining & Increasing Implementation of Differentiated Instruction Ongoing



☐ Administrator Support

- Classroom walk-throughs
- Collaborative planning time
- Faculty recognition/celebrations
- Data analysis
- Other resources (e.g. classroom materials, technology, FIN, FDLRS, RtI-TLC, Universities)

☐ Instructional Decision-Making

- Action research/data collection
- RtI problem-solving teams
- Lesson study: examining student work
- Student focus groups
- Shadowing students
- Case study discussions

☐ Skill Building Workshops

- Algebra Success Keys (ASK)-Coming Soon
- Community-Building
- Cooperative Learning
- CRISS
- Keys of Problem-Solving (KOPS) -Coming Soon
- Content Enhancement (FLDRS)
- Technology
- Other:

☐ Building Capacity for Differentiated Instruction

- Developing professional learning communities
- Providing guest speakers
- Identifying model classrooms
- Desianina faculty mini-workshops

Advanced Learning Opportunities

- ☐ In Development.