Differentiated Instruction

COMPONENT #: 2-411-002   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to provide the participant with knowledge of effective, research-based instructional methodology in differentiated instruction for the purpose of designing instruction to meet the needs of all learners, including high, medium, and low learners, as well as students with learning difficulties and second language learners.

Successful completion of this component will enable the participant to learn how to differentiate according to student learning styles, interests and readiness as well as differentiating the content, process and product of classroom instruction and assessment to enhance learning for all students.

Successful completion of all objectives of this component will allow for designated participants to facilitate trainings for the purpose of transferring the knowledge acquired to classroom teachers. Multiple opportunities for reflective thinking centered on helping teachers and students meet academic expectations and requirements will be provided.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   X Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   ☐ Assessment
X The Learning Environment   X Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   ☐ Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
X Instructional Plan Implementation ☐ School Management
☐ Faculty Development   X Communication
X Learning Environment   X Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement X PS 8 – Learning Environment

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X PS 5 – Assessment

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)   X Student learning
X Educator (professional growth)   ☐ Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Understand how to plan for differentiation in the classroom.
2. Reflect upon the Florida Educator Accomplished Practices of both Human Development and Learning and Diversity, and discuss their implications for instruction in the classroom.
3. Understand how and gain strategies to differentiate instruction based upon student readiness, interest, and learning profile.
4. Discover how various students learn and adapt strategies in support of their learning.
5. Implement concrete, research-based strategies for differentiating instruction across the curriculum.
6. Differentiate content, process, and product in support of a high-achieving classroom.
7. Establish a repertoire of effective teaching strategies to meet individual student learning needs to increase achievement.
8. Create multiple learning paths so that students of different abilities, interests, and/or learning needs experience equally appropriate ways to achieve and develop in a high quality learning environment.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in workshop activities on various aspects of differentiated instruction (SLO 1-8).
2. Understand how to use Multiple Intelligences inventories for differentiating instruction (SLO 1-8).
3. Demonstrate the use of effective instructional strategies for differentiating, including but not limited to tiered lessons, exit cards, flexible grouping, business cards, anchor activities, response cards, think-tac-toe boards, cubing, RAFT, compacting, graphic organizers, and learning contracts (SLO 1-8).
4. Share successful ideas with colleagues in support of professional learning communities focused on the implementation of differentiated instruction (SLO 1-8).
5. Design and implement learning plans that show evidence of differentiation (SLO 1-8).
6. Read/review/discuss research-based articles related to differentiating instruction for increased student achievement (SLO 1-8).
7. Network with other professional development providers to discuss/share implementation strategies for differentiated instruction (SLO 1-8).

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8. Participate in a facilitator's training workshop in order to gain strategies/techniques for presentation of the component objectives (SLO 1-8).
9. Demonstrate, through practice lessons, the ability to plan for and implement professional development in the area of differentiated instruction (SLO 1-8).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator knowledge/skill: Evidence will include mastery of the component objectives.
2. Student learning: Evidence will include written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor.
3. Educator: Evidence will include creating an action plan to be implemented at the school site.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

☐ Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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