

## **Guiding Principles of Differentiation\***

- ✓ The teacher is clear about what is essential (matters) in the curriculum (subject matter).
- ✓ The teacher understands, appreciates and builds upon student differences.
- ✓ Authentic assessment and planful instruction are inseparable.
- ✓ The teacher adjusts content, process, product, and environment in response to student readiness, interests, and learning profile.
- ✓ All students participate in meaningful, relevant and respectful work.
- ✓ Students and teachers are collaborators in learning.
- ✓ The goals of the classroom are maximum growth and individual success.
- ✓ Strategic interventions are implemented and monitored to supports identified needs.
- ✓ Flexibility is the hallmark of differentiation.

\*modified from Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all students*, ASCD.

## Aim~

Success for each student through experiences that foster:

- Services, Leadership, Citizenship
- Technology Readiness
- Academic Development
- Social and Character Development
- Resiliency, Health and Wellness

## Goal~ Differentiation

Objectives~ Use data to plan for differentiated instruction so all students achieve  
Ensure curriculum accountability in classrooms  
Cultivate authentic learning experiences  
Strengthen our community of learners and leaders

## Tasks~

- Create learning profiles for each student.
- Use data to make good decisions about instruction.
- Improve assessment practices.
- Develop, implement and share differentiation practices.
- Develop “outcomes” to measure our progress toward the goals and objectives.
- Pull together a coherent system of implementing and documenting interventions and monitoring progress (RtI).
- Implement and use Pearson Inform as a tool to inform instruction and programming.
- Teachers provide a copy of plans in order to keep principals abreast of progress toward implementation of the curriculum.
  - Teacher teams (Grade Level, Content Area, Learning Area) will meet regularly after school to map out a plan to build common curricular units that connect to Essential Questions and Enduring Understandings (this will help us to determine feasibility of full curriculum implementation at each grade level).
  - Redesign “common study” to facilitate teacher leadership and refine purpose.
  - Principals will participate in grade level teams.
  - A Team will work toward a common understanding of mastery to improve consistency in reporting student progress toward grade level standards.
  - **Teachers will collaborate with their Service Learning building representative to develop Service Learning/Civic Engagement experiences in grades 1 and/or 2, 4 and/or 5, and 7 and/or 8, and at least once in grades 9-12.**
  - Union 98 teachers and administrators will study book(s) about a compelling topic each year.

- - Teachers report out on the professional development activities they have engaged in since they last met.
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