

# DIFFERENTIATION



understanding, planning for, and applying strategies that address the diverse strengths and needs of individual students

## ACCOMMODATION AND MODIFICATION



**Accommodations** are changes in **how** instruction occurs. Accommodations are the instructional supports and services that a student may need in order to succeed in the general education classroom.

Accommodations do not alter the lesson content, objectives, or curriculum standards.

**Modifications** are changes in **what** is taught and/or assessed. Modifications may alter, simplify, or lower the lesson objectives and standards as well as expectations for a grade level assessment.

## BLENDED LEARNING

An education program in which a student learns:

- (1) at least in part through online learning;
- (2) at least in part in a supervised brick-and-mortar location away from home;
- (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (The Clayton Christensen Institute for Disruptive Innovation, 2012).



## CO-TEACHING



Two or more educators share the planning and instructional responsibility and accountability for a single group of students for whom they both have ownership. Co-teaching usually involves multiple activities occurring in one place. This implies that co-taught classes tend to be highly interactive places with high levels of student engagement. Care must be taken by co-teachers to outline roles and responsibilities so that both educators have meaningful roles.

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## GRADUAL RELEASE OF RESPONSIBILITY

An instructional framework that purposefully shifts the cognitive load from the teacher (“I do” phase), to the teacher and student jointly (“We do” phase), and then independent practice and application by the student (“You do” phase) (Fisher and Fray, 2019).



## INDIVIDUALIZED EDUCATION PLAN



Blueprints or plans for students with disabilities. IEPs are developed by educators, the family, and others to create a detailed plan to help the student reach specific goals. The plan must be revisited annually and the student’s progress must be monitored.

## INTEREST, READINESS, AND LEARNING PREFERENCES

**Interest** - what motivates a student to learn including life experiences, preferences, and culture. What students care about and like to do.

**Readiness** - the degree to which a student is prepared for a learning experience.

**Preferences** - preferred ways of studying and learning, such as using pictures instead of text, working with other people versus alone, or learning in structured or unstructured situations (Woolfolk, 2019).



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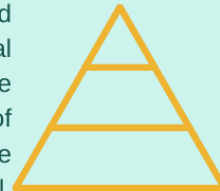
## MOTIVATION



For students to become actively engaged and productive in a school activity, they must: believe they can be successful at the task, perceive value or benefit from rewards associated with successfully completing the task, and undertake the task in a classroom climate that meets the students' basic psychological and academic needs (Jones & Jones, 2013).

## MULTI-TIERED SYSTEMS OF SUPPORTS

MTSS is an approach to the early identification and support of students with learning or behavior needs. The process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students (American Institutes for Research, 2019).



## PERSONALIZED LEARNING



**Student Ownership** - Students know what they are learning, why they are learning it, and how they will know and show when they have learned it. Goal setting and reflection are constants.

**Learner Profiles** - Up-to-date records provide a deep understanding of each student's progress and his or her unique strengths, needs, and goals. Multiple sources inform learner profiles including pre- and post-assessments and frequent formative assessments.

**Learning Pathways** - Pathways to learning adapt to each student's readiness, learning progress, motivation, and goals. Students may accelerate, take additional time, or dig deeper into an area of interest based on their personal learning pathway. Evidence of learning and data from learner profiles inform when a student is ready to move on.

**Flexible Learning Environments** - The environment is adjusted to meet the needs of learners. Learning takes place beyond the school day, school year, and school walls (Bill and Melinda Gates Foundation, Competency Works, CCSSO, iNACOL, KnowledgeWorks, CIE, NME Foundation, and the U.S. DoE 2016).

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## 504 PLAN

A plan for how a school will provide support and remove barriers for a student with a disability. A 504 plan provides services and changes to the learning environment. It is different than an IEP because the student can have any disability, so a student that does not qualify for an IEP can still qualify for a 504 plan.



## POSITIVE REINFORCEMENT



Shaping behavior by presenting a desired stimulus after the behavior. By providing students with positive outcome when they accomplish achievements or display certain behaviors, students are encouraged to do so again. The timing and delivery of positive reinforcement is the key to effectively promote certain behaviors. In order for positive reinforcement to be effective, the reinforcement must be appropriate for a student's age, it should be genuine, and it should be awarded straight after the target behavior (Revermann, 2019).

## PROBLEM-BASED LEARNING

PBL is student-centered, often interdisciplinary, and requires students to: use new knowledge and new skills to solve a problem, create a product or design a performance, receive frequent feedback to revise while learning, and go beyond isolated hands-on activities.

The teacher serves as the subject matter expert, resource guide, and task group consultant, but not as information transmitter or sole source of knowledge. The major role of the teacher is to encourage student participation, provide important information to keep students on track, and assume the role of fellow learner.

Terms often used interchangeably with PBL include discovery learning, experiential education, project-based learning, and/or active learning (Markham, Larmer, & Ravitz, 2003).



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## SCAFFOLD



Support for learning and problem solving that allows the student to grow in independence as a learner. Examples of scaffolding include breaking learning into chunks or steps, modeling how to complete tasks, thinking aloud to share reasoning, using images and tactile items, and providing concept maps. Scaffolding is withdrawn when no longer needed and effective when it is within the student's **Zone of Proximal Development (ZPD)** - learning that is slightly more difficult than what students can do independently without guidance, but not so challenging that it frustrates students and can not be done even with scaffolding (Campbell, 2008; Vygotsky, 1978).

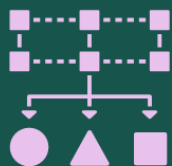
## STRATEGY

**Teaching Strategy** – the principles and methods **teachers** use to support and challenge student learning. Strategies are intentional and chosen to build upon students' assets and meet their needs.

**Learning Strategy** – metacognitive and cognitive strategies **students** use to organize, problem solve, and understand content. Most learning strategies begin as teaching strategies through modeling and guided practice.



## UNIVERSAL DESIGN FOR LEARNING



The primary purpose of **UDL** is to remove barriers and maximize learning to provide equitable access to the curriculum and an inclusive environment for all learners. To address all learners, educators must be purposeful, proactive, and reflective by constantly referring to the the following guidelines:

**multiple means of representation:** give learners various ways of acquiring information and knowledge,  
**multiple means of expression:** provide learners alternatives for demonstrating what they know, and  
**multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation (CAST, 2018).

# CULTURAL COMPETENCE



the ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own; the skill to navigate cross-cultural differences

## ASSET VIEW



A strengths-based approach to students that considers diversity in thought, culture, and traits as positive assets. Students are valued for their talents and potential versus being characterized by what they may need to work on or lack (deficit view).

## CULTURE

A group's history, institutions, artifacts, values, behaviors, ways of thinking, feeling, and believing. Teachers must strive to discover and explore the deeper aspects of students' cultures (e.g., hierarchy in family and society, gender roles and relationships, values of collectivism vs. individualism, beliefs and attitudes toward divine and supernatural, reactions toward and treatment of physical or mental sickness, concepts of beauty). Educators must examine how their own cultural values operate in the classroom and school - from how they expect children to take part in discussions to whether they expect classroom materials to be shared or used individually (Kluckhohn, 1959; Quiroz & Greenfield, 2000).



## CULTURALLY AND LINGUISTICALLY DIVERSE

A student whose home language and culture differ from that of the dominant group. This term does not imply that a student is an English learner because CLD students have varying levels of English proficiency and may even be proficient with the English language. For example, a student is raised in a home where English and Spanish are spoken. The student was born in the U.S. and has received only English instruction at school, but the parents were born in Guatemala. Perhaps one parent speaks both English and Spanish, and one parents speaks only Spanish. The family's heritage culture is present in their home and way of life.



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## CULTURALLY RESPONSIVE TEACHING



An educator recognizes, respects, and uses students' identities and backgrounds as meaningful sources for creating optimal learning environments. Culturally responsive teachers inspect their own beliefs about students from nondominant groups and confront negative attitudes they might have toward these students. Culturally responsive teachers seek to expand their cultural awareness that one's worldview is not universal but is profoundly shaped by one's life experiences (Nieto 2000; Villegas and Lucas, 2002).

## EDUCATION DEBT (ACHIEVEMENT GAP)

The historical, economic, sociopolitical, and moral decisions and policies that characterize our society and have over time created a disparity in standardized test scores between Black and White, Latino and White, and recent immigrant and White students. The term education debt recognizes that race, class and gender inequities exist in funding, policies, and exclusion from the civic process and have accumulated over time so that each effort made toward improving education is counterbalanced by the ongoing and mounting debt. Socioeconomic status is the primary predictor of this disparity (Ladson-Billings, 2006).



## EQUITY



Educators provide each student access to the resources they need to learn and thrive. Educators recognize that each student is a unique individual with a layered identity and various assets and challenges; therefore, each student needs varied approaches, methods, and resources. Conversely, equality implies that all students are given the exact same resources.

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## EMERGENT BILINGUAL/ ENGLISH LEARNER

Students with heritage languages other than English who are in a school environment where English is necessary for success and upward mobility. ELs take an initial English proficiency test to be identified, and they take an annual proficiency test to demonstrate growth and mastery of English. **Emergent Bilingual** is an asset-focused term that highlights that students are developing bilingualism and does not refer to the incorrect assumption that they have a limitation in comparison to those who speak only English (García, 2009).



## ENGLISH TO SPEAKERS OF OTHER LANGUAGES



ESOL refers to **services** for students whose heritage language is not English **and** whose English proficiency test results indicate they need English support. Services are provided by trained teachers often referred to as ESOL teachers.

## FUNDS OF KNOWLEDGE

Students' learning is bound within larger contextual, historical, political, and ideological frameworks that affect students' lives. Teachers must unlock and capitalize on the knowledge students already possess to represent communities in terms of resources and the wherewithal they possess. Students' community and home experiences equip them with knowledge surrounding various topics that the teacher must seek to learn and apply in the classroom. Some funds of knowledge may include cooking, art, childcare, agriculture, language, technology, sports, economics, health, religion, politics, and geography (González, Moll, & Amanti, 2005).





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## GIFTED AND TALENTED LEARNERS



Students who demonstrate high performance ability or potential in academic and/or artistic areas. GT students **require differentiated services** since they typically learn faster, desire greater depth of content, concentrate on tasks longer based on interest or strength, and have unique social-emotional needs. GT also refers to the teachers that provide the services and the programs in which students participate (Tassel-Baska & Brown, 2007).

## INCLUSION/INCLUSIVE EDUCATION

All students, regardless of any challenges they may have (classified or not), are placed in age-appropriate general education classes in least restrictive environments that are in their own neighborhood schools. Students receive high-quality instruction, interventions, and supports that enable them to succeed in the core curriculum. Inclusion happens through accepting, understanding, and attending to student differences and diversity. (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).



## PEOPLE-FIRST LANGUAGE

An objective and respectful way to speak about people with disabilities by emphasizing the person first, rather than the disability. It acknowledges what a person has, and recognizes that a person is not the disability. In putting the person before the disability, People First Language highlights a person's value, individuality and capabilities.



# ASSESSMENT



using various methods to gather information about student knowledge, interests, and learning preferences

## ALIGNMENT



The thoughtful arrangement of standards, learning objectives, instructional materials, learning activities, and assessments to reinforce and support each other.

## ANALYSIS

Closely examining specific data (artifacts) to improve student performance. In looking at data, one must consider three steps: what the data illustrate, what data mean in relation to the established criteria in the objective or goal, and what needs to occur to increase student performance or continuously challenge the learners.

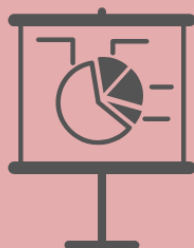


## DATA

Information that helps teachers know their students, and themselves as practitioners.

**Academic Data** - measures of student learning of standards, goals, and objectives.

**Non-Academic Data** - information about students' learning preferences cultural assets, socioeconomic backgrounds, individual interests, attendance, behavior, family and community, and participation in programs such as Gifted and Talented and ESOL (Morrison, 2009).



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## INFORMATIVE FEEDBACK



Clear and specific statements to students about their performance accomplishing the lesson objectives. Effective feedback includes explicit content-related comments showing students what they did well and what they need to improve.

## LEARNING OBJECTIVE

Statements that specify what students should know or be able to do by the end of the lesson.

Objectives must be specific, observable and measurable, and contain one action verb, a noun phrase, and often criteria for mastery.



## STANDARDS



Statements provided by the State Department of Education about what students should know and be able to do in major content areas and at various grade levels. Standards define what knowledge and skills students need for a particular course or curriculum.

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## DIAGNOSTIC PURPOSES

The teacher gathers information about students' strengths and needs and uses this information **to guide/plan instruction** including the presentation and progression of content, and the level of challenge and difficulty.



## FORMATIVE PURPOSES



The teacher gathers evidence of student learning, **provides feedback to students, and adjusts instruction and strategies accordingly.** Formative assessment can be embedded and in real-time, such as asking oral questions, providing short in-class assignments, and through student dialogue. Formative assessment can also be more structured and formal, such as homework assignments and quizzes that take place after chunks of instruction.

## SUMMATIVE PURPOSES

The teacher gathers **comprehensive evidence** of what students have learned after instruction and often for accountability purposes. Summative assessment documents students' performance with a score to represent what students know and if they met the objectives and goals.



# ASSESSMENT



using various methods to gather information about student knowledge, interests, and learning preferences

## FAIR ASSESSMENT

Assessments are **fair** when they allow all students an equal opportunity to demonstrate their knowledge. Teachers must create assessments that do not favor certain groups of students or place others at an unfair disadvantage, which naturally means that fair assessments should be culturally responsive.



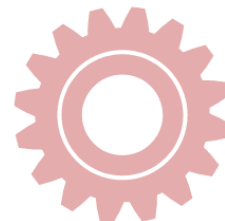
## RELIABLE ASSESSMENT

Assessments provide **reliable** information when they are both distributed and scored in consistent and reliable settings. Internal factors such as student anxiety, illness, or fatigue may decrease reliability. External factors such as classroom or outdoor noise, time of day administered, heat or cold in the room, and variations in teacher/scorer knowledge and bias may also decrease reliability. Teachers must aim to keep grading practices uniform, such as utilizing rubrics, spending consistent time grading each student, and working in small segments to prevent grading fatigue.



## VALID ASSESSMENT

Assessments provide **valid** information when they are well designed and crafted to measure what they claim to measure. Valid assessments are aligned to learning objectives and designed in a manner that does not assume previous experience or prior knowledge.



# PROFESSIONALISM AND PERSEVERANCE



exhibiting behaviors and actions indicative of a mature and responsible adult and demonstrating the ability to move forward and be successful in the face of challenge or adversity

## ADVOCACY



Supporting or promoting the interests of others and/or a cause. Teachers must remain informed about current policies, rights, issues, procedures, and practices surrounding diverse populations, so that they may advocate for others in their schools and communities.

## ACCOUNTABILITY

Holding everyone responsible for high standards of performance. It is a teacher's duty to hold every student to high expectations, regardless of any challenges.

Teachers must also hold themselves accountable for the many demands of the profession such as preparing daily lessons, communicating with parents, attending meetings and professional development, and collaborating with colleagues.



## COLLABORATION



Teachers collaborate when members of an inclusive learning community work together as equals to assist students to succeed in the classroom. This may take place through co-planning and co-teaching, team planning, consulting with counselors, school psychologists, and other specialists. Throughout their careers, teachers are expected to collaborate in roles such as peer coach, mentor and mentee, parent-teacher and teacher-community partnerships. Students collaborate when they share responsibility for a task or assignment and this is often referred to as cooperative learning.

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## DISPOSITION

Attitudes, values, and beliefs that are demonstrated through verbal and non-verbal behaviors as professionals interact with students, clients, colleagues, families, and communities. Winthrop teacher candidates are expected to exhibit the following four professional dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families: Fairness, Integrity, Communication, and Commitment.



## EMOTIONAL RESILIENCE

The ability to understand one's emotions, manage them, and use them to meet goals and enjoy life. A few ways to cultivate emotional resilience include building community with colleagues, students and families, identifying a purpose and mission as an educator, and creating a plan for self-care by prioritizing sleep, exercise, and nutritious food (Aguilar, 2015).



## GROWTH MINDSET

The underlying belief that abilities and intelligence can be developed. When students believe they can get smarter and focus on the process that leads to learning (like hard work, trying new strategies, and seeking input) they understand that effort makes them stronger. Therefore, they put in extra time and effort, and that leads to higher achievement. Teachers that develop a growth mindset in students provide effort praise and equip students with self-regulatory strategies to tackle challenges because they understand that learning takes a lot of effort. They foster perseverance and risk-taking and develop students' understanding that mistakes are normal when people try hard things (Dweck, 2015).

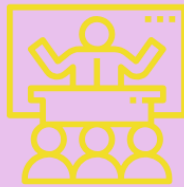


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## PROFESSIONAL DEVELOPMENT



Efforts to help teachers improve their knowledge and skills. Examples include workshops, meetings, trainings, conferences, and reading scholarly journals and educational books. Teachers gain knowledge about their subject or improve pedagogy.

## PROFESSIONAL LEARNING COMMUNITY

Small-groups of educators collaborate to build expertise, skills, and knowledge. Often-times, PLCs focus on student performance data, teaching techniques and strategies, professional literature, and assessment practices.



## PROFESSIONAL LEARNING NETWORK



A group of colleagues that share ideas, resources, and learning materials with other educators - typically in an online format. PLNs are usually informal and created by an individual teacher or administrator to meet personal goals.



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## REFLECTION

The practice of engaging in constant self-appraisal and development. Reflection is the opportunity through which one can learn from experience by:

- asking questions about what did and did not work in a lesson;
- looking at possible reasons/causes why something did or did not work in a lesson;
- asking what should be done differently the next time taught or what should occur in learning as the students move forward;
- making decisions concerning future plans based upon this self-appraisal.



## TEACHER VOICE



Even though teachers cannot promote a personal or political agenda in the classroom, they still have a voice. Teacher voices can be heard through joining the state education association, voting, marching, or running for office.

## SC TEACHING STANDARDS 4.0

South Carolina's Department of Education provides statements about what proficient teachers do in the four categories of planning, instruction, environment, and professionalism. The SCTS 4.0 are integrated into the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) support and evaluation system.

