

English Language Arts Professional Development Look-For

Practices that should be evident in the classroom after participation in Professional Development Session

Professional Development Title: Small Group Differentiated Instruction

This professional development session provides teachers with research-based instructional approaches to personalize and differentiate instruction to meet students' academic needs. This session includes a review of general principles and the importance of differentiation, methods to respond to students' learning profiles, and easy ways to incorporate small group, guided, standards-based instruction in secondary literacy classes.

Course Objectives

Participants will:

- understand and apply the principles of differentiated instruction into their classes;
- use assessment as an integral part of instruction in a differentiated classroom;
- learn about varied learning styles, readiness levels and interests of students;
- apply understanding of varied learning styles, readiness levels and interests of students to differentiate learning and instruction;
- recognize that students' needs may change over the course of a class and that instruction may need to shift based on students' changing needs;
- practice designing multiple paths to reach specific learning objectives; and
- create lessons that differentiate content, process, and product in order to meet class expectations and state standards.

Teachers will:

- Establish learning goal(s) based on the Language Arts Florida Standards.
- Create pre-assessments, conduct learning style inventories, and/or analyze previous data to determine students' needs and instructional grouping options.
- Determine instructional grouping option(s) based on data.
- Create differentiated formative assessments to track student progress.
- Conduct data chats with students to help them set specific learning goals and self-monitor their progress in class.
- Incorporate small group guided instruction to address specific students' needs based on data and teacher observations.

Students will:

- Participate in data chats with teacher to set learning goals and self-reflect on their academic progress in class.
- Understand his or her learning style(s) and its implications for their learning course content.
- Take part small group, guided instruction to develop necessary skills for success in course content.
- Collaborate with peers in ways in which their learning strengths contribute to and complement the successful outcomes or products assigned by teacher.