



Professional Development Inservice Components

Component Number:

TITLE: Differentiated Reading Instruction

Component Identifier:

Number of Points: 1-60

General Objective:

Participants will learn how to differentiate the content, processes, and products of research-based reading instruction that are aligned with the findings of the National Reading Panel Report as a means of meeting the specific readiness, interests, and learning profile needs of students in diverse classrooms, including LEP, LD, gifted, and culturally diverse students, based on the continuous, ongoing formal and informal assessment, flexible grouping, and teacher-student collaboration practices that characterize the fluid dynamics of differentiated instruction.

Specific Objectives:

The course participants will:

1. Recognize the ways in which the increasing diversity of today's classroom population impacts the ability of teachers to be effective in developing their students' reading competency.
2. Understand the principles that characterize instruction and learning in a differentiated classroom and distinguish it from a traditional classroom.
3. Understand the eight essential components of the differentiation process (*content, process, product, readiness, interest, learning profile, assessment, and flexible grouping*), as well as the fluid way in which these variables are implemented.
4. Utilize twelve content-free differentiation structures in combination with research-based reading instructional strategies as a means of differentiating reading instruction based on any of the eight components, in any of the five reading competency areas (*phonemic awareness, phonics, fluency, vocabulary, and comprehension*).
5. Understand specific research-based approaches for differentiating reading instruction for LEP, LD, gifted, and culturally diverse students in all five reading competency areas.
6. Understand the inextricable link between differentiation and assessment as a tool for differentiation before and especially during instruction.
7. Understand the connection between assessment and flexible grouping in a differentiated classroom, including the balance between whole-group, small-group, and individual work and the ways in which it can be implemented.
8. Understand key strategies for managing a differentiated classroom community in a way that develops mutual respect, individual responsibility, positive interdependence, and highly motivated learning.
9. Understand structures and procedures for monitoring student reading progress in a differentiated classroom format.
10. Understand how to prepare students and their families for differentiated instruction prior to implementing it
11. Identify grade-specific ad hoc and formal assessment approaches to inform the planning and implementation of differentiated reading instruction.
12. Utilize the eight continua of The Equalizer Tool -- (1) *foundational to transformational*, (2) *concrete to abstract*, (3) *simple to complex*, (4) *single facet to multiple facet*, (5) *small leap to great leap*, (6) *more*

structured to more open, (7) less independence to greater independence, (8) slower to quicker -- as means for scaffolding and refining readiness-based reading differentiation.

13. Develop instructional expertise in creating specific, differentiated modifications of content, process, product, assessment, and grouping for reading instruction in each of the five areas of reading competency, based on students' readiness, interests, and learning profiles.
14. Differentiate the content, processes, and products associated with research-based instructional practices for developing students' phonemic awareness.
15. Differentiate the content, processes, and products associated with research-based instructional practices for developing students' phonics skills and word recognition.
16. Differentiate the content, processes, and products associated with research-based instructional practices for developing students' reading fluency.
17. Differentiate the content, processes, and products associated with research-based instructional practices for developing both general and specialized content area vocabulary.
18. Differentiate the content, processes, and products associated with research-based instructional practices for facilitating comprehension.
19. Differentiate reading instruction for LD, LEP, gifted, mainstream, and culturally diverse students.
20. Select and develop appropriately differentiated reading instructional materials, processes, and products for a lesson based on key content aligned with state and local standards that is taught by the teacher, based on the specific learning readiness, interests, and learning profiles of that teacher's students.
21. Assess ways in which teachers can effectively begin to implement differentiated reading instruction in their own classrooms.

DESCRIPTION:

Participants will acquire, practice, and demonstrate the content of this course via the following instructional strategies designed to maximize instructional time and optimize participant learning: lecture bursts; inductive acquisition of content using numerous research-based reading instructional strategies; continuous metacognitive reflection and discussion to help participants increase their instructional expertise by connecting their experiences as learners using those strategies to their eventual use of the same strategies as teaching tools; frequent personal reflection and summarization of major components of class content to increase comprehension and enhance personal meaning; question generation; question-answering; summarization; in-class demonstrations and presentations; established groupings to build community as well as grade-level groupings to optimize application of content in grade-specific settings; frequent ad hoc groupings to facilitate the sharing of information, many of which using cooperative learning formats; anticipatory set energizer activities to help participants connect forthcoming content with prior knowledge; continuous debriefing to solidify and connect discrete pieces of content with larger concepts; analysis of video-taped classroom scenarios; analysis of written examples of differentiated instruction; periodic review; guided visualization; self-assessment, interactive class and group discussions; brainstorming; Internet site exploration; content looping; and the creation of grade-specific, content-specific applications of content through the development of reading-based instructional activities for the participant's own classroom.

PARTICIPANT EVALUATION:

Knowledge:

Pre and post-assessment; ongoing self-assessment; personal reflection; in-class discussion, group work, sharing, and application of essential content knowledge during class activities; Action Research
Assignments #1, #2, #3, #5, #7
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11



Skills:

Observed in-class presentations and demonstrations, observed demonstrations in classroom or on the job
Objectives: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

Products:

Action Research Assignments #4, #6 #8, which include written assignments for differentiating specific aspects of the content, process, and/or products of reading instruction using research-based instructional practices; a personal Action Plan (#9); a research-based lesson plan for differentiated reading instruction (#10).
Objectives: 1-21

WORKSHOP EVALUATION:

_____ County Staff Development Evaluation
_____ County Schools
Mid-term/final evaluation, Performance Learning Systems evaluation

PERSON RESPONSIBLE FOR EVALUATION:

Consultant/Curriculum Improvement
Resource Developer, _____ Co. Schools

CONTACT PERSON:

Staff Development Director/Curriculum
Improvement Resource Developer