12.4 Differentiating Professional Development

*Instructions to the Coach: Brodesky, Fagan, Tobey, and Hirsch (2016) describe a model to **differentiate professional development** (DPD Model). They provide these tools to assist coaches in the process (pp. 34–35). They suggest that 60 percent of PD activities be core and 40 percent be differentiated. See Where to Learn More for additional details.*

Guiding Questions for the DPD Model		
PD planning questions	**What content will be *core* for all participants?**	**What content will be *differentiated?***
What are the professional learning goals? What are participants' professional learning needs? What activities will you use to address the learning goals and participants' needs?	What is essential for everyone to learn? For which areas do participants have a lot of consistency in their professional learning needs? How important is it for all teachers to experience this activity for building knowledge and/or providing a shared experience?	In what ways do the goals vary for different groups of teachers (by role, grade level, etc.)? For which areas do participants have a lot of variation in their professional learning needs? What is the distribution of needs? What are ways to differentiate the activity to address teachers' varied needs? What choices might you offer?

Differentiated PD Planning Tool			
What are the professional learning targets?			
What are participants' learning needs?			
Time	**What are the topics and activities?** Fill out as you would for any agenda. Then, star (*) topics/activities for which participants have particularly varied needs.	**What might be core (C) or differentiated (D)?**	**What will you differentiate? How?** Look over the topics/activities that you marked *D*. Which of these are high priorities to differentiate? Choose a few and brainstorm ways to differentiate by using a choice point or other methods. Write down ideas below.

Source: Brodesky, A. R., Fagan, E. R., Tobey, C. R., & Hirsch, L. (2016). "Moving Beyond One-Size-Fits-All PD: A Model for Differentiating Professional Learning for Teachers." Journal of Mathematics Education Leadership, 17 (1), 20–37.