

Figure 2.1 Professional Goals Resulting in Differentiation

<p style="text-align: center;">Classroom Management</p> <p style="text-align: center;">Goal: I want to decrease the number of disruptions.</p> <ul style="list-style-type: none">• <i>Data collected:</i> Number of disruptions in a 40-minute period• <i>Strategy used:</i> Break up whole group instruction with structured partner work• <i>How did differentiation ensue?</i> Rally Coach allowed for students at different places in their learning to partner and be challenged appropriately
<p style="text-align: center;">Content</p> <p style="text-align: center;">Goal: I want students to see the relevancy of the content in a unit.</p> <ul style="list-style-type: none">• <i>Data collected:</i> Student engagement data• <i>Strategy used:</i> Essential question(s)• <i>How did differentiation ensue?</i> Students self-identified areas of relevance to the content and then wrote pieces on different topics all related to the subject area, rather than in previous years where all students wrote on the same topic.
<p style="text-align: center;">Instruction</p> <p style="text-align: center;">Goal: I want to engage more students in class discussions.</p> <ul style="list-style-type: none">• <i>Data collected:</i> Types, kind, level of questions asked and number of students volunteering to answer• <i>Strategy used:</i> Questioning (using Bloom's taxonomy and Webb's Depth of Knowledge) and options for multiple students to answer simultaneously (using various tech tools)• <i>How did differentiation ensue?</i> Asking questions at various levels (more open than closed questions, more analysis questions than knowledge questions) increased the number of students contributing answers that allowed the teacher to assess students' understanding of concepts more thoroughly and adjust pacing for those students (differentiate the process) accordingly.
<p style="text-align: center;">Formative Assessment</p> <p style="text-align: center;">Goal: I want to involve students in the formative assessment process.</p> <ul style="list-style-type: none">• <i>Data Collected:</i> Type of peer feedback offered• <i>Strategy used:</i> Peer feedback and video analysis of feedback• <i>How did differentiation ensue?</i> Student products were differentiated as peer feedback promoted student autonomy and allowed choice in showing mastery of a concept or skill. <p>Goals aligned to The Big Four Framework outlined by Jim Knight in <i>Instructional Coaching</i> (2007).</p>