



## Correlation of *Applying Differentiation Strategies* to BTSA Standards

The *Applying Differentiation Strategies (ADS)* resource notebooks are practical guides for applying differentiation theories to real classrooms. Teachers will learn how to differentiate through content, process, and product. A variety of instructional strategies are provided to help meet the learning needs of all students including: Choices, Inquiry Based Learning, Multiple Intelligences, Questioning, Self Paced Strategies, Tiered Assignments. The resource notebooks also include a brief description of the research supporting differentiated instruction, strategies for classroom management and flexible grouping, support for English learners, background information and samples lessons for each strategy, as well as templates for teachers to develop their own activities. The correlation below illustrates how *Applying Differentiation Strategies* align with the BTSA Standards and California Standards for the Teaching Profession.

### **Standard 15: K–12 Core Academic Content and Subject Specific Pedagogy**

*Each participating teacher grows and improves his/her ability to reflect on and apply **The California Standards for the Teaching Profession (CSTP)**, beyond what was demonstrated for the preliminary credential. Each participating teacher delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. Each participating teacher demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment.*

The *Applying Differentiation Strategies (ADS)* resource material meets the depth of this objective on many levels. First and foremost the resource notebooks are toolboxes of strategies that can be used with any curriculum resource to develop differentiated lessons and instruction to meet all state standards and learning needs. Secondly, teachers who participate in professional development using this professional resource will be stronger in their delivery of content-specific instruction that is consistent with the adopted materials and differentiated to address the specific learning needs of the students. Through the development of content-area lessons, teachers can use the strategies presented to demonstrate understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment.



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### Standard 15: K–12 Core Academic Content and Subject Specific Pedagogy *(cont.)*

The paragraphs below demonstrate how specific resources or strategies in the *Applying Differentiation Strategies* notebooks meet each standard.

#### Correlation to California Standards for the Teacher Profession

#### STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

**1.1 Connecting students’ prior knowledge and life experience, and interests with learning goals.**

**1.2 Using a variety of instructional strategies and resources to respond to students’ diverse needs.**

All the strategies in the *Applying Differentiation Strategies* notebooks differentiate instruction based on one or more of the following: students’ levels of readiness, interests, and learning styles. In the notebooks, teachers are encouraged to factor in students’ prior knowledge and life experiences when developing lessons built around these needs. Specific strategies from the ADS notebooks are highlighted for each of these areas.

<b>Strategies to Meet Students’ Interests:</b>	<b>Strategies to Meet Students’ Readiness Levels</b>	<b>Strategies to Meet Students Learning Styles</b>
<ul style="list-style-type: none"><li>• Choices Board</li><li>• Open Ended Tasks</li><li>• Stations/ Interest Centers</li><li>• Orbital Studies</li><li>• Independent Investigations</li><li>• Multiple Intelligences</li></ul>	<ul style="list-style-type: none"><li>• Tiered Assignments</li><li>• Menu of Options</li><li>• Leveled Learning Centers</li><li>• Choices Board</li><li>• Questioning</li><li>• Multiple Intelligences</li><li>• Self-Paced Assignments</li></ul>	<ul style="list-style-type: none"><li>• Stations/ Interest Centers</li><li>• Multiple Intelligences</li><li>• Discovery Learning</li><li>• Problem-Based Learning</li><li>• Self-Paced Assignments</li><li>• Learning Contracts</li></ul>



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### Correlation to California Standards for the Teacher Profession (*cont.*)

#### 1.3 Facilitate Learning Experiences that promote autonomy, interaction, and choice.

All of the strategies in the *ADS* notebooks facilitate autonomy, interaction, and/or choice. Specifically, **interest stations, leveled learning centers, discovery learning, and problem-based learning lend themselves to interaction among students in cooperative groups.** Through these strategies, students are encouraged to verbalize their thinking. All of the **self-paced assignments in the notebooks support autonomy.** Specifically, independent investigations encourage students to research any topic of interest and complete a project based on their findings. Through this strategy, students discover areas interest, develop self-esteem, and understand themselves better as a learner. In the notebooks, **there is a section on how to structure instruction and activities to integrate choices.** New teachers are often hesitant to allow students to make choices in their learning for fear of potential classroom management issues. The *ADS* notebooks give teachers ways to structure lessons with choices, while maintaining a manageable classroom.

#### 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.

The strategies that best support this standard in the *ADS* notebooks are questioning strategies, multiple intelligences, and inquiry based learning strategies. Three questioning strategies are provided in the notebooks to help teachers structure higher-level-thinking questions. The **inquiry based learning strategies naturally develop critical thinking and promote students-natural curiosity.** When **multiple intelligences** are integrated into lessons **students are immediately engaged** because they have the opportunity to capitalize on their strengths, while improving their weaknesses in a non-threatening way.

### STANDARD TWO: CREATING & MAINTAINING EFFECTIVE LEARNING ENVIRONMENTS FOR STUDENT LEARNING

When instruction is differentiated the learning environment immediately becomes more inviting for students and less threatening. Students are more comfortable in the classroom setting, and experience less anxiety because their needs are being met. They know that the teacher has their best interests in mind.



## Correlation of *Applying Differentiation Strategies* to BTSA Standards

### Correlation to California Standards for the Teacher Profession (*cont.*)

By learning the differentiation strategies in the *ADS* notebooks, **teachers are able to create a classroom environment that accommodates differentiated instruction and that helps them meet both the behavior and academic needs of their students.** For example, in the Introduction there are two sections titled “Classroom Management Strategies” and “Flexible Grouping” that give teachers support establishing effective learning environments.

#### **STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

For each strategy in the *ADS* notebooks, steps are provided to help teachers develop and structure lessons that integrate that particular strategy. By developing their own lessons using the strategies in the notebooks, teachers will **demonstrate knowledge of subject matter and will develop their skills to organize curriculum to support student understanding of subject matter.** Through the use of the strategies in their lesson planning, **new teachers will also learn those strategies that lend themselves best to particular content area topics.** To provide teachers a snap shot of what each strategy looks like in the classroom, sample lessons with adaptable templates are also included. These lessons cover all four content areas (language arts, mathematics, science, and social studies), and serve as a scaffold for teachers who are newly implementing the differentiation strategies.

#### **STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

As stated above, one of the objectives of this resource and Teacher Created Materials custom professional development is to support teachers in planning differentiated instruction. In addition to the steps for each strategy, there is also an overview explaining each. **In each overview there are tips for designing learning and instruction to meet students’ needs using that particular strategy.** There are also many quick ideas for differentiating instruction woven throughout the notebooks and presented during professional development. These strategies will provide teachers with the tools for **modifying instructional plans to adjust for student needs.**



## Correlation of *Applying Differentiation Strategies* to BTSA Standards

Correlation to California Standards for the Teacher Profession (*cont.*)

### STANDARD FIVE: ASSESSING STUDENT LEARNING

**Differentiated instruction means that each student is taking a different path to meet that standard or learning goal.** This idea is reinforced in the notebooks and during professional development. **Teachers will be supported in establishing and communicating learning goals for all students, while developing differentiated lessons.** To provide teachers with models of how to assess students when differentiating instruction, each model lesson in the notebooks includes assessment suggestions. During professional development, the issue of assessing students in today's standards-based educational system is addressed. Teachers are given ideas and suggestions for assessing students.

### STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

During professional development with the *ADS* notebooks, teachers will have the opportunity to **reflect on their current instructional practices and establish personal goals for using the differentiation strategies in the notebooks.** In addition, teachers are encouraged to **involve parents and inform them of differentiated instruction** that they are doing in their classroom. The "Classroom Management" section of the Introduction includes examples of how to respond to parent and student questions. Finally, the authors of and the trainers for *ADS* notebooks understand that differentiated instruction doesn't happen overnight. **The analogy of baby steps is used to give teachers an entry point into differentiating instruction.** It is suggested that teachers don't try to differentiate every lesson every day. **The goal is to have each student, once a day, working at their level of readiness, developing an area of interest, or participating in instruction or activities that integrate their learning style or one of their multiple intelligences.**



## Correlation of *Applying Differentiation Strategies* to BTSA Standards

### Standard 19: Teaching English Learners

*In the professional induction program each participating teacher builds the knowledge of skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' background experiences, and family structures in planning instruction and supporting individual student learning.*

*Applying Differentiation Strategies* meets the above standard by providing **teachers with strategies for developing vocabulary** for English learners, and general strategies for differentiating instruction. **These strategies will provide teachers with additional tools for delivering comprehensive instruction for English learners.**

The section "Vocabulary Development" (pp. 22–25) sites the work of such experts as Kate Kinesella, Adrienne Herrell and Micheal Jordan. Specifically this section provides teachers with **a definition for content area vocabulary and academic vocabulary**. It stresses to teachers the **need to directly teach both types of vocabulary to students**. It also **summarizes for new teachers the levels of language acquisition for English learners**. These levels of language acquisition align with those used by California Department of Education.

New teachers are often seeking general ideas for teaching vocabulary and supporting English learners that can be applied to any content area. This section includes a **tool box of strategies for that purpose, such as: Total Physical Response, Gouin Series, sentence frames, cloze activities, realia, music, children's literature, and simulations**. In addition, there are **10 vocabulary activities in the appendix of each notebook that teachers can integrate into their vocabulary development routines**. These activities can also be used to front load or teach the vocabulary used in any of the lessons in the notebooks.



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### Standard 19: Teaching English Learners *(cont.)*

Because teachers are often hesitant to use new activities in the classroom that are kinesthetic, interactive, and game-like, management tips and strategies for implementing the vocabulary activities have been also been provided.

The *Applying Differentiation Strategies* notebooks include model lessons to accompany each of the strategies. For each lesson, there is section titled “How This Strategy Benefits Students.” This section gives teachers a rationale for using the strategies with above-grade-level students, on-grade-level students, below-grade-level students, and English language learners. **When applicable, these model lessons also include homogeneous grouping of English learners and suggest specific activities to support their language needs.** At other times, the lessons and strategies suggest **heterogeneous grouping of English learners and give tips for how to best support them in the lesson.** For example, in the “Steps for Using Menu of Options to Differentiate,” step # 5 states, “English Language Learners—Meet with these learners to help them pick their projects and adjust the projects to better meet their needs. It might be helpful to have these students verbally explain their work instead of writing it all down.”

Just as many of the best-practices and instructional methods for English learners are beneficial for all learners, so are the strategies in the *Applying Differentiation Strategies* notebooks. **The ADS strategies will truly benefit English learners because teachers will have the tools and skills to effectively design instruction to meet their verbal and linguistic abilities, their levels of content knowledge, learning styles, interests, and backgrounds.**



## Correlation of *Applying Differentiation Strategies* to BTSA Standards

### Standard 20: Teaching Special Populations

*Each participating teacher builds on the knowledge, skills, and strategies acquired during preliminary preparation for teaching students with disabilities, students in general education classroom who are at risk, and students who are gifted and talented. Each participating teacher knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each participating teacher demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities.*

*Each participating teacher demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for higher performance levels. Each participating teacher demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with student's caregivers, as well as community and school professionals significant to the education of students who are gifted and talented.*

**The *Applying Differentiation Strategies (ADS)* notebooks provide teachers with the knowledge, educational theory and research behind differentiation, as well as the strategies for differentiating instruction to meet the needs of all students, including those who are at risk, who have disabilities, and who are gifted and talented.** The Introduction section in the *ADS* notebooks explains the need to differentiate, the basics of differentiation, classroom management strategies, and flexible grouping. **The Introduction is truly “Differentiation 101” and includes information that all new teachers should learn.** It is based on the latest research, and it references the work of Carol Ann Tomlinson, Howard Gardner, Diane Heacox, Sandra Kaplan, Jonathan Kozol, Ruby Payne, and Jean Piaget. **The true benefit of this introduction is that it is written by teachers for teachers. The theory and research are supported by practical suggestions and real-life examples.** In the section, “Explaining Differentiation to Students and Parents” common questions and concerns that students and parents might ask are provided with suggested responses to those questions.



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### Standard 20: Teaching Special Populations *(cont.)*

**The theory and research are also applied to the classroom setting.** The author Wendy Conklin, in the Introduction, describes the need to differentiate for diverse subpopulations of learners. She includes current demographic information for our nation's schools, and she explains why a one-size-fits-all curriculum will not serve the diverse needs our nation's students. She empowers classroom teachers to take on the issue of "detracking" America's schools by having high expectations for all students and by using flexible grouping in their classrooms. She provides differentiation strategies for promoting learning for subpopulation groups, such as including differentiated content reflecting multiculturalism and allowing students to show what they learned through multicultural modes.

The sixteen strategies included in the notebooks serve as a toolbox of methods for differentiating instruction for meeting the needs of all learners. **The strategies create a positive inclusive climate for individualized and specialized instruction.** The major strategies include tiered assignments, questioning, multiple intelligences, choices, inquiry-based learning, and self-paced strategies. Strategies like questioning and tiered assignments allow teachers to meet the readiness levels of below-grade-level and above-grade-level students. Strategies like inquiry-based learning and self-paced strategies are particularly beneficial for gifted students who need the constant challenge from higher-level-thinking tasks and from working at their own pace. For each strategy, there is an overview providing the rationale and research on which the strategy is based. Like the introduction, this is also written from the practical standpoint of a classroom teacher who must implement and use the strategy.

Following each overview are the steps and resources for creating a lesson using the strategy. The steps are general and can be applied to all content areas. **Teachers can use any of their available curriculum resources or core programs to structure these lessons, and all state standards can be taught using these strategies.** To further support teachers in development and implementation of differentiated lessons, model lessons are provided for each strategy. These lessons give teachers a snap-shot of what differentiation looks like in the classroom. They cover all four content areas (language arts, mathematics, science, and social studies) and are aligned with state standards.



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### Standard 20: Teaching Special Populations *(cont.)*

Additionally for those teachers who are hesitant to write and implement their own lessons, these lessons are tried and true stepping stones for differentiating instruction. **By developing, writing, and implementing lessons integrating the differentiation strategies teachers will demonstrate their use of instructional strategies that provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for student at high performance levels.**

In addition to the *ADS* notebooks, Teacher Created Materials educators and consultants provide custom professional development in which new teachers learn about the strategies, have an opportunity to participate in modeled lessons using the strategies, and apply the strategies through structured activities that prepare teachers to plan their own differentiated lessons. **By providing teachers with a sound understanding of differentiation, as well as the opportunity to learn, use, and apply strategies for differentiation, new teachers will be more likely to adapt their instruction and implement the research-based strategies and best-practices in the *ADS* notebooks .**

### Conclusions

The *Applying Differentiation Strategies* notebooks meet the BTSA standards set forth by the California Department of Education. The strategies in the notebook and professional development provided by Teacher Created Materials Publishing will give new teachers the resources and tools they need for implementing differentiated instruction in their classrooms.