

# Preservice Residents and Differentiation

The George Washington University:

Kate Tindle, Ed.D.

Bridget Belknap, M.Ed.

Lakeda Williams, M.Ed.



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# Residency Project Highlights

## TQEP Funding

- District of Columbia Public Schools
- High needs schools: 2009-2010 - 1 elementary and 4 secondary
- 5<sup>th</sup> cohort 2009-2010
- 4 Semesters: start in summer

## Master's/Licensing

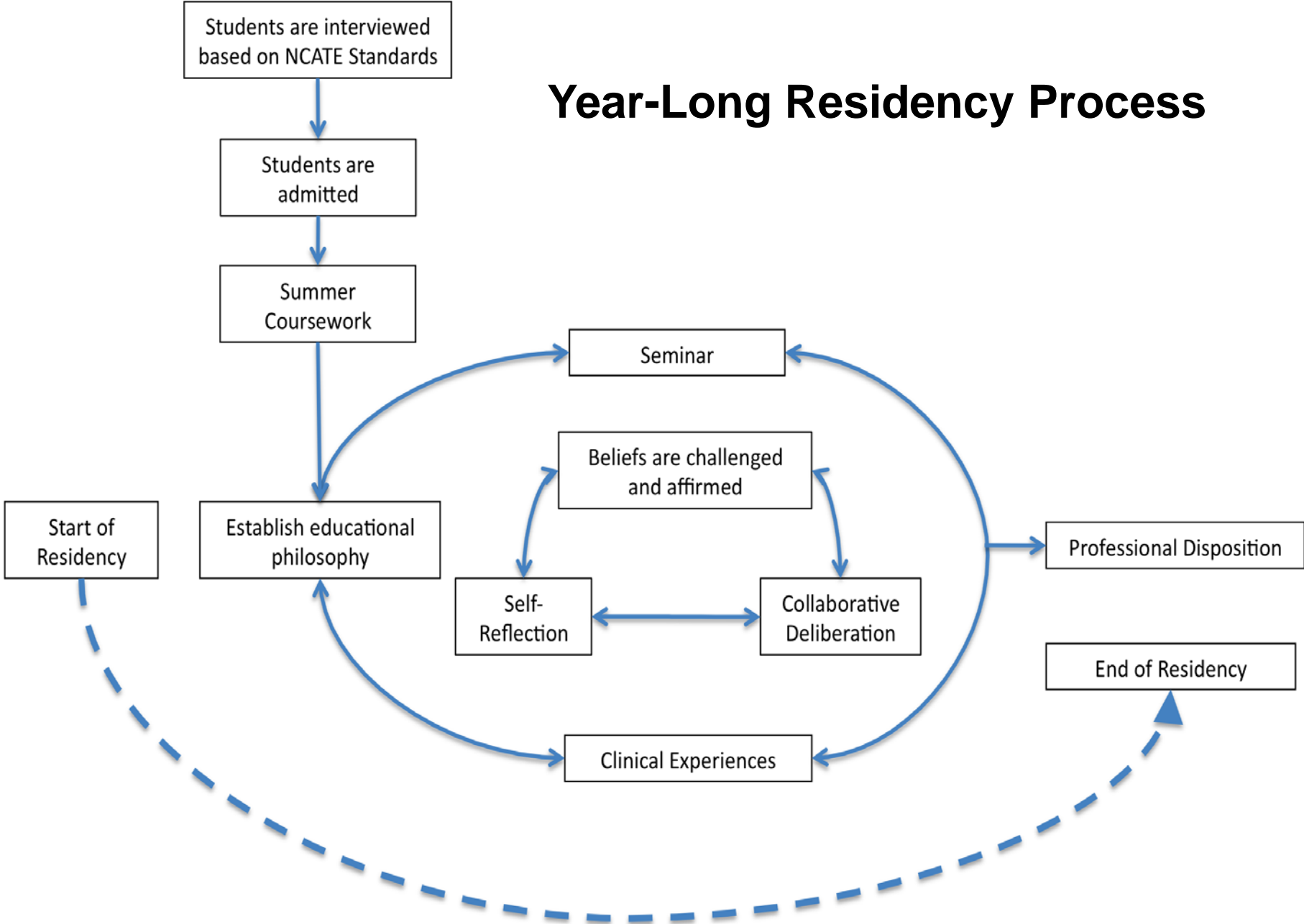
- Early Childhood Special Education
- Elementary Education
- Transition Special Education (TSE)
- Secondary Education
- Dual Secondary English and TSE

# Focus on Literacy

- Residents take Developmental Reading first summer
- Student Diagnostic Reading Pre-Assessments
- Residency begins with 1-1 or small group tutoring before whole class instruction



# Year-Long Residency Process



# **Differentiation Philosophy**

Designing and implementing instruction that promotes equity and inclusion to meet all students' learning needs

## **Promoting Equity**

- How do we use students' strengths to move students from point A to point B?
- How do we close the achievement gap?
- How do we raise achievement for all?

# **Differentiation Philosophy**

Differentiation benefits our children with special needs, as well as, our English language learners.

## **Promoting Inclusion**

- How can we address different learning preferences?
- How can we emphasize a student's strengths and accommodate their challenges?
- How can we ensure that all students are included in the learning process and classroom community?

# Seminar: Course Goals

- Use **data-driven reflection** to maintain and enrich my own instructional practices to improve student outcomes;
- Develop, accommodate and modify unit plans, lesson plans & existing curricula in working toward **equitable instruction for all** learners to include best practices and literacy strategies;
- Develop professional and inter-personal **collaboration skills** that will facilitate positive change in a classroom setting;
- **Self-reflect on individual growth** of skills, disposition and teacher presence along the teacher development continuum based on residency experiences as they have impacted personal micro and meso-systems.

# Seminar: Differentiation

- Seminar Differentiation is based on:
  - Content (Lesson-planning, Self-reflection, etc.)
  - Grade Level (Early Childhood through Secondary Education)
  - Assessments (Analysis of Student Work, Unit Sample, Video Lessons, Participation in Discussions)
  - Approach (Socratic Seminar, “Rainbow Groups”, “Clock Buddies”, Journaling, Jigsaws, etc)
  - Individual Strengths & Needs of Residents (Critical Friends, Resident-Driven Reflection Agenda, Use of Residency Examples in Discussions)

# Differentiation and Praxis III Framework

## **Domain A: Organizing Content Knowledge for Student Learning (Lesson Planning)**

- Familiar with students' background knowledge and experiences
- Objectives are appropriate to the students
- Teaching methods/materials appropriate to the students
- Evaluation methods appropriate to the students

# Worth the Effort?

## Resident Outcomes

- Developing variety of techniques and/or strategies in skill set
- Building habits of mind framed from a positive and resilient stance
- Personally rewarding and professionally motivating when experience student results that begin to bridge the achievement gap (Social Justice)

## Student Outcomes

- Individualized attention and instruction-feel valued
- Learning focused on building from areas of strength
- Student success usually motivates for increased engagement in learning
- Improved literacy increases cross-content learning and functional skills

# Conclusion

Reflecting on today's presentation and your own practice, turn to a partner to discuss the following question:

*What ideas can you take with you to continue to design and implement effective development in differentiation practices for student growth and improvement?*

# Contact Us

Kate Tindle:

kptind@gmail.com

Bridget Belknap:

bridget.belknap@gmail.com

Lakeda Williams:

lewilliams.70@gmail.com