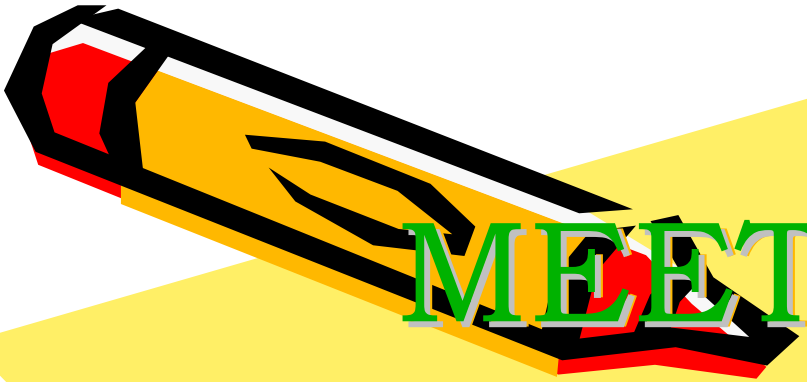
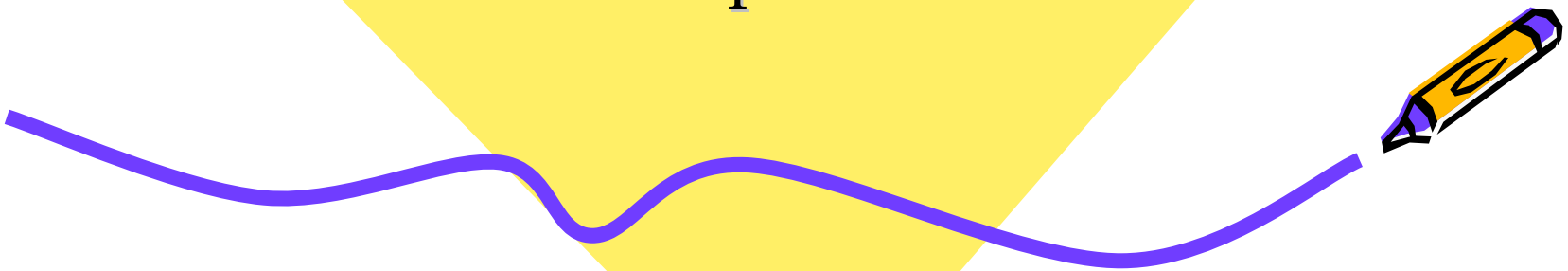


MEETING THE NEEDS OF ALL LEARNERS

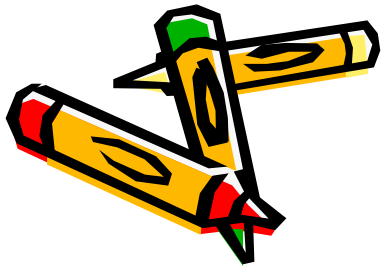
Winthrop School



Winthrop School

We're focusing on instructional strategies that will help us meet the needs of all learners:

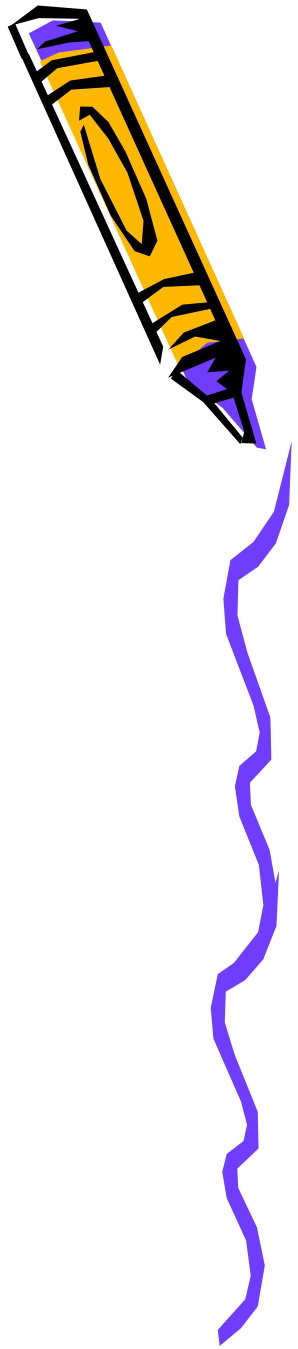
- Using tiered instruction templates and lessons
- Using differentiated instruction
- Implementing a wide variety of instructional models to support tiered instruction and differentiation: inclusion, co-teaching, whole group direct instruction, small group instruction
- Using pre/post assessment and compacting to form instructional groups
- Using more frequent informal administrative observation and feedback focused on instruction



Tiered Instruction

Students work on similar essential ideas and concepts but at varying levels of depth and complexity.

Tiered Lesson Templates



- Grade Level
- Concept or Standard:
- Pre-Assessment
- Lesson differentiated according to content, process, or product and takes readiness, interest, and learning style into account
- Tier 1
- Tier 2
- Tier 3

Example of Tiered Instruction

Grade 1

ELA Concept-ID and understanding of homophones

Below Level- Can you find the two hidden homophones in the box of words below? Identify and circle them. Then label each box on the bottom of the page with the homophones you found and illustrate each.

On Level- Identify and choose two homophones from the list below. Circle them. Using the special paper your teacher gives you, use each homophone you chose in a complete sentence. Circle the homophone. Draw an accompanying illustration for each sentence. Staple the list to the back of your paper.

Above Level- Look at the sample. Now create your own list of homophones. Using story paper, choose and use at least 2 pairs of the homophones you created in a paragraph or poem about a topic of your choice. Illustrate your paragraph or poem at the top. Staple your list to the back of your story paper.

Examples of Tiered Instruction

Grade 2

Mathematic Concept-Money making change

Below Level- Utilizing a supermarket flyer students use items in the flyer under $1 cut them out and round the monetary amount to the nearest ten (or can do to nearest $.25 or $.50) and make a new flyer with items, also can use teacher created shopping list to buy items within $2.00 budget.

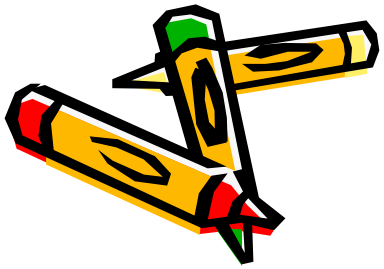
On Level- Utilizing a supermarket flyer students use items in the flyer under $1 and create a shopping list staying within a $5.00 budget.

Above Level- Use supermarket flyer to plan an entire balanced meal menu using each of the food categories that costs under $10 foods can cost any amount while staying within the budget.

Posing questions at varying levels-Below level. How many different ways can you make 20 cents? On Level-If I have 75 cents in my pocket what coins might I have? Above level-I have five coins in my pocket and 2 have the same value what coins at what total value might I have?

Brain teaser games

Continental Math League questions



Example of Tiered Instruction

Grade 3

Math Concept-Multiplication and division fact families

Below Level- Using the rectangular blank flash cards, work with your teacher to create flash cards that you can use at home or with a partner to increase your understanding of the following mathematical terms: divisor, dividend, quotient, factor, product, inverse operation. Use your highlighter to help you identify each term.

On Level- Create triangle fact family cards for the following products: 12, 15, 18, 21, 24, 27, and 30.Use these at home or with a partner to help you memorize your multiplication tables.

Above Level (Tested out of multiplication but not division) Create division sentences with the same quotient of 7,8,or 9 (e.g., 24/3=8, 16/2=8, 40/5=8, 32/4=8, 48/8=6, 72/9=8, etc.) Now create corresponding algebraic flash cards to use at home or with a partner.

Example of Tiered Instruction

Grade 4

ELA Concept-Essay Writing (either on teacher-directed writing prompt or topic of personal interest)

Below Level- One paragraph with a topic sentence, five supporting details and a concluding sentence

On Level- Three paragraph essay on topic with each paragraph having a topic sentence, at least 3 supporting details, and a conclusion (introduction paragraph, body paragraph, and conclusion paragraph)

Above Level- Five paragraph persuasive essay with each paragraph having a topic sentence, at least 5 supporting details, and a conclusion (introduction paragraph, 3 body paragraphs, and conclusion paragraph)

Example of Tiered Instruction

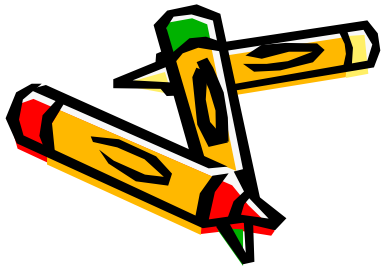
Grade 5

Math Concept- Area of polygons

Below Level-Using the formula listed below, label each side using the given numbers and then find the area of each rectangle, square, and triangle.

On Level- Draw rectangles, squares, and triangles to the given specifications, then find their areas using the appropriate formula.

Above Level- Find the area of the irregular polygons below by finding the area of the parts. Now draw and label your own irregular polygon and find its area.

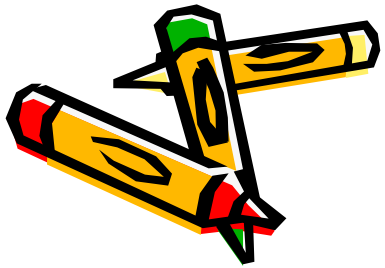


What Can be Tiered?

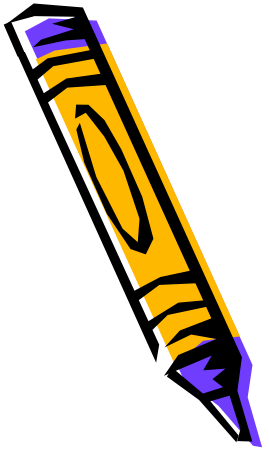
- Assignments
- Activities
- Learning Centers
- Materials
- Writing Prompts
- Assessments
- Experiments
- Homework

All Tiers of Instruction

- Build understanding
- Challenge students
- Are interesting and engaging
- Are respectful of a student's readiness level



Instructional Models Integrated with Understanding by Design

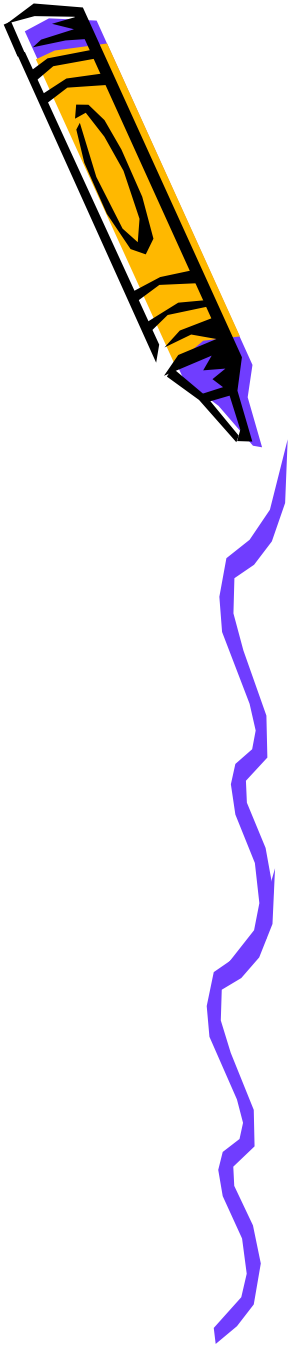


- Co-teaching: A model of teaching where two or more qualified teachers collaboratively plan and instruct a group of students
- Inclusion: A concept mandated by the Individuals with Disabilities in Education Act that requires students with disabilities to be educated, with accommodations, in the least restrictive environment with peers who have similar learning needs
- Whole group direct instruction
- Small group instruction: Instruction tailored to the specific learning needs, styles, or interests of a small group of students
- One-on-one

Grouping

- Heterogeneous: Grouping students with mixed ability, learning styles, and interests together
- Homogeneous: Grouping students so that there is uniformity in a group according to a specific criteria (e.g., age, interest, ability, learning style)
- Flexible Grouping: An instructional strategy that allows students to move in and out of groups depending on their changing levels of readiness and/or achievement
- Cluster Grouping: A grouping structure for gifted students that places them in one class with a teacher who has been trained in how to effectively meet their needs. This grouping allows them to interact with and be challenged by others who are at similar intellectual and ability levels.

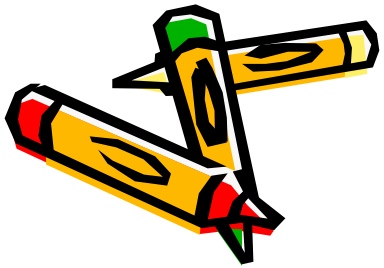
The Importance of Assessment



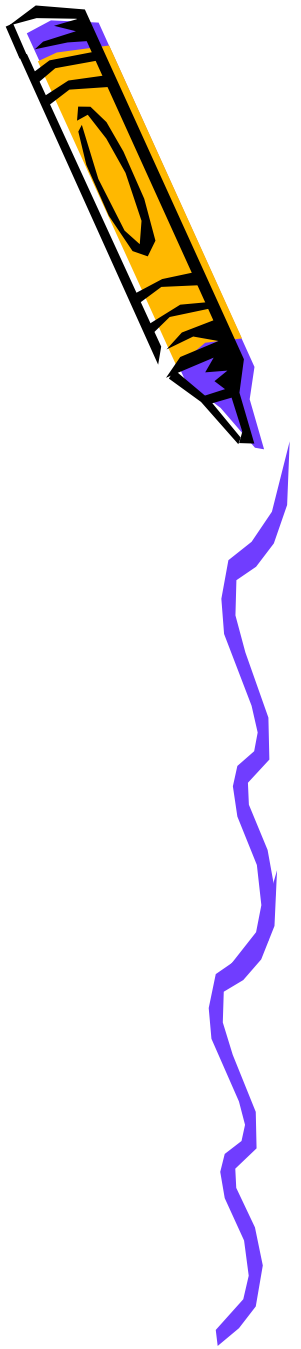
- Pre and Post Assessment

- Grouping

- Tailored Instruction



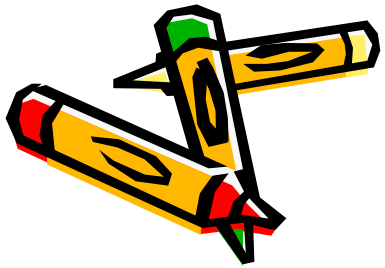
Other *Possible* Grouping Considerations



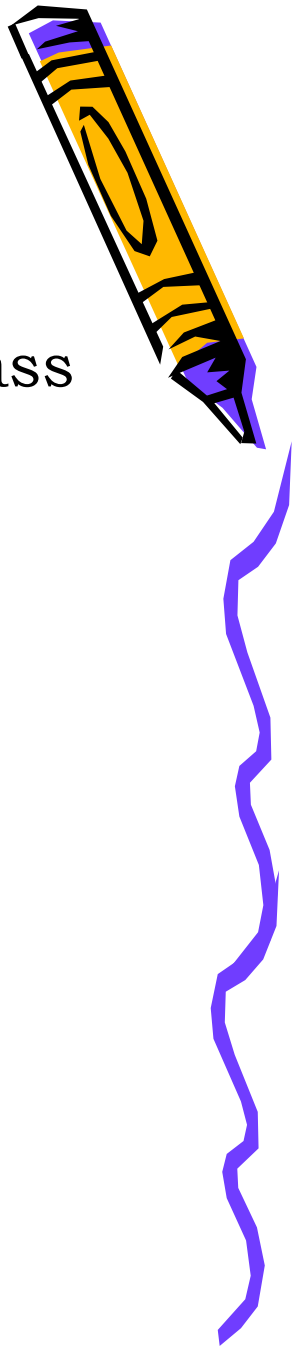
- Data from assessments like the SAGES2, NNAT, WISC
- Individual Education Plan information
- Daily academic performance
- Positive peer interactions
- Allergies

Cluster Grouping

- Cluster grouping places gifted students together for targeted instruction.
- Cluster grouping allows gifted students to learn and be challenged by peers at their same ability level.
- At the Winthrop, there are clusters at all grade levels grades 1 to 5
- Clusters range in size of 3 to twelve students depending on assessment numbers.
- Learning Cluster groups are temporary clusters of students within any classroom as a tool to improve the differentiation of instruction within the classroom. Learning clusters can be arranged by ability, interest, learning style, etc.



Current Cluster Groups



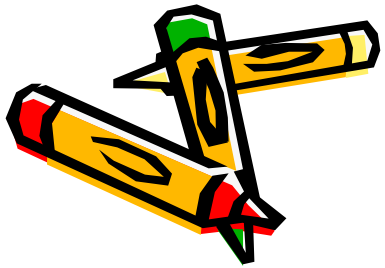
Grade 1-1 cluster of 6 students in one class

Grade 2-1 cluster of 10-12 students in each class
(twice exceptional group in one class)

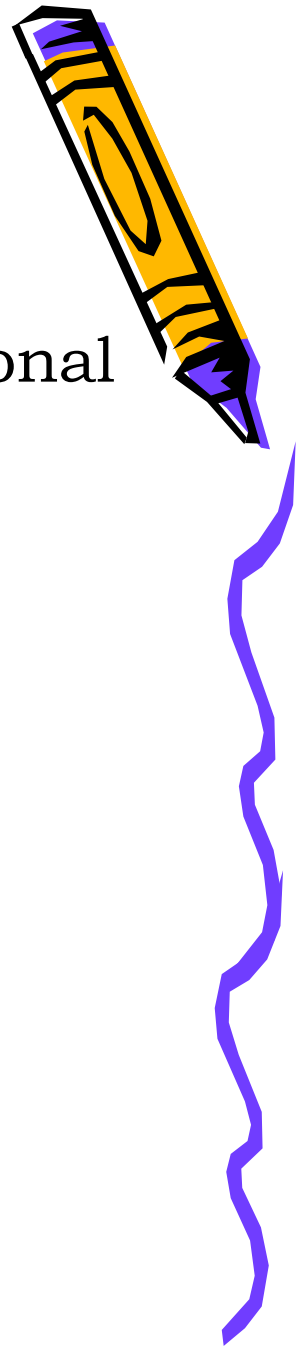
Grade 3- clusters in two classes (6 students in each of two classes)

Grade 4- clusters of 3 students in each class

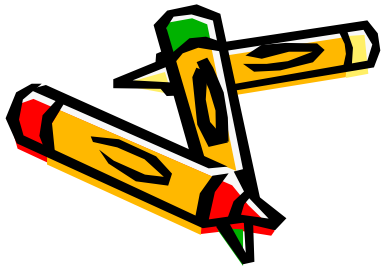
Grade 5- clusters of 3 students in two classes
(twice exceptional group in one class)



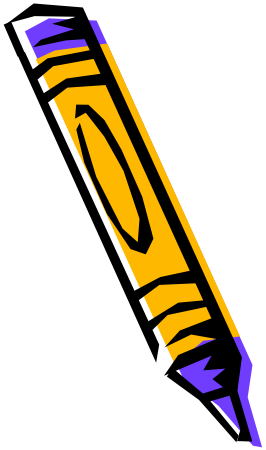
Flexible Grouping



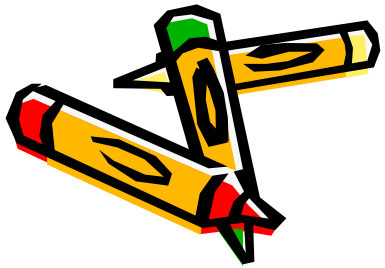
- A model of grouping students into instructional groups that are NOT static.
- Groups are based on students' learning performance, readiness, need, or interest.
- Students can move between the groups as performance, needs, or interests change/dictate.
- On-going assessments guide teachers to appropriately move students.



Flexible Grouping Continued

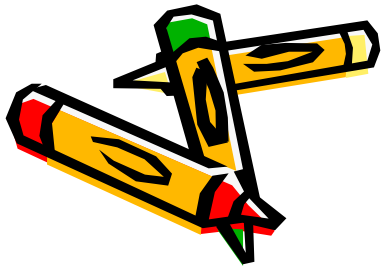


- With flexible grouping, students are not necessarily doing the exact same work.
- Flexible grouping utilizes assessments, mini lessons, small group work, tiered instruction, and differentiated instruction.
- We are currently focusing the use of flexible grouping in Language Arts and Math at all grade levels. The teachers' use of Guided Reading, Harcourt Story Town, Harcourt Math, Project M3, and Continental Math League helps us achieve this goal.



Materials

- Subscription for the Continental Math League
- Subscription for Word Masters
- Independent Investigative Method Kit
- Project M3: Mentoring Mathematical Minds Kits for Grades 3-5
- Teachers continue working on creating lessons individually and with colleagues at all grade levels
- District continues to purchase materials for gifted identification



Staff Training

- All staff members have participated in professional development for curriculum compacting and tiered instruction.

- All staff members have participated in professional development for effectively differentiating instruction to meet the needs of all learners.