A study of Differentiated Instruction in Continuous and Comprehensive Evaluation

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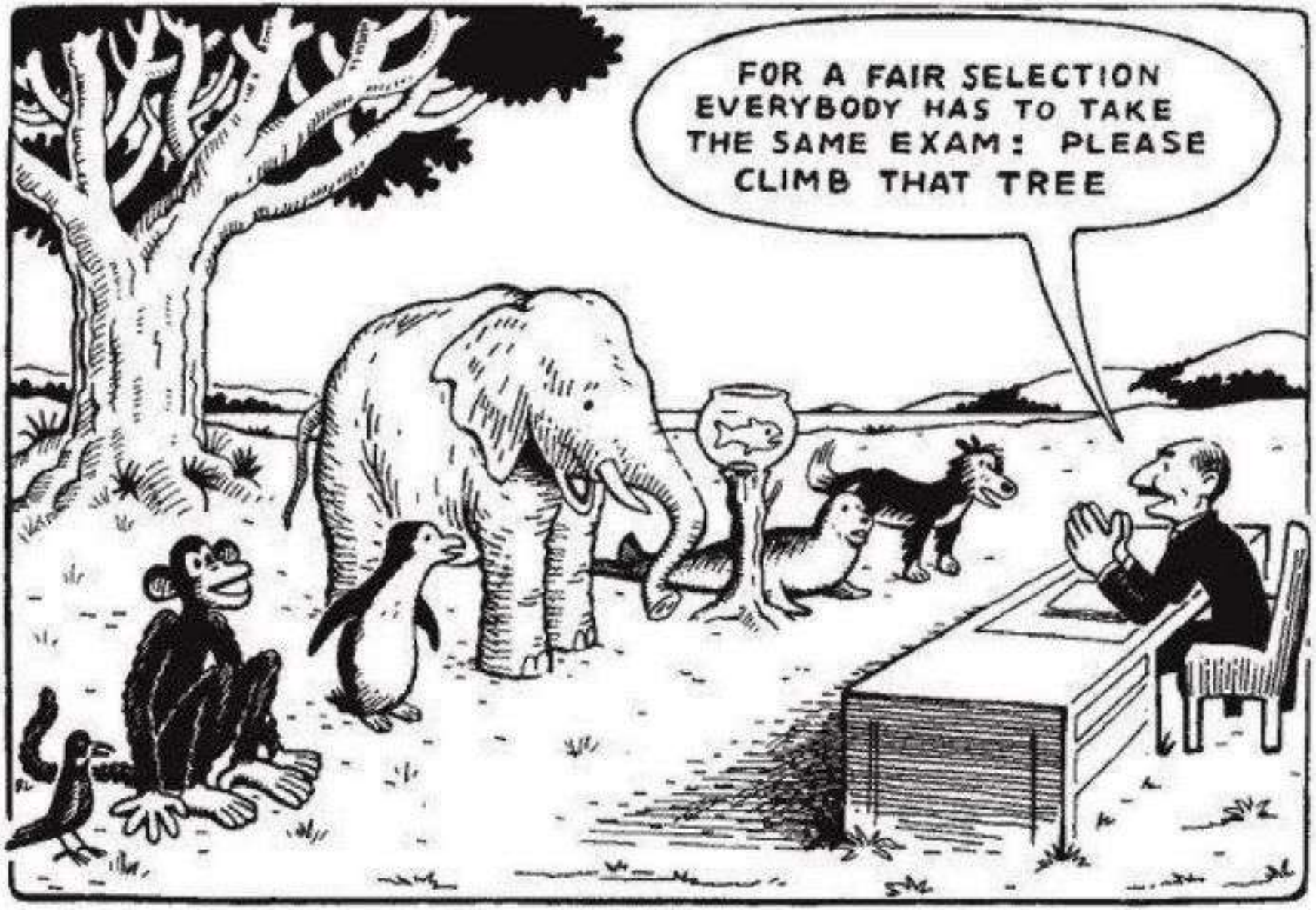
&

Fulbright Distinguished Award in Teaching Scholar 2011


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

The motivation and relevance of my topic of research

- The present scenario in India-with C.B.S.E. and the paradigm shift from ‘one shot examination’ to Continuous and Comprehensive Evaluation’

- As Master-Trainer, Mentor-Monitor for C.B.S.E. my study of practices in mentee schools-revealed gaps in authentic assessments(credible criteria/demonstrable benchmarks)

Scenario in Sishya School, Hosur

- Use of Formative Assessments as prescribed by the CBSE
- Reduction in continuous testing
- Avoiding revision tests
- Special Education support for academically challenged students with Individualized Education Programmes
- Differentiated Instruction in some units.

Constraints in my School

- Attrition of teachers-needing fresh orientation on new techniques for new teachers
- Forty diverse students in classrooms
- Compromising on competency of educators
- Fixation on high stake exam. focus
- Time bound approach to syllabus completion
- Parental acceptance and perception of differentiation

Using the Fulbright opportunity-in the U.S.A.

- Globally competitive Standards and benchmarks
- **A continuous evolution of educational and pedagogical philosophies**
- The perfect host country for warm and open invitations-especially in the field of education

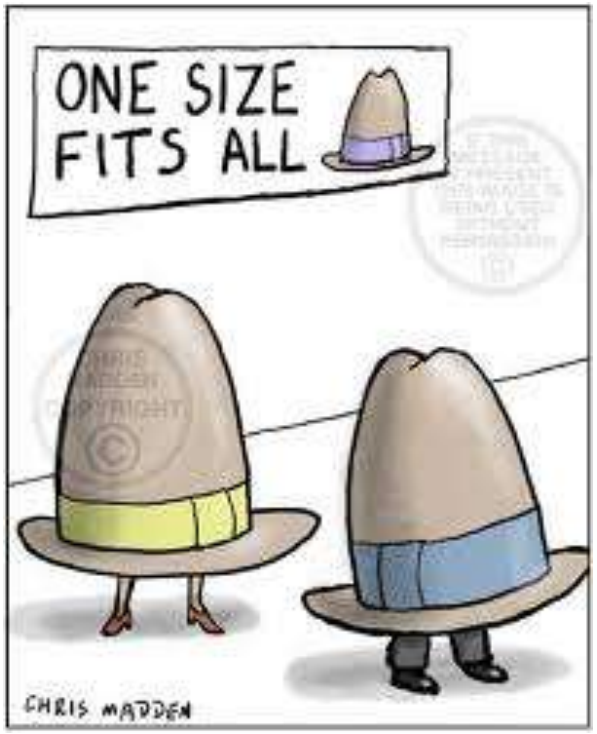
FULBRIGHT

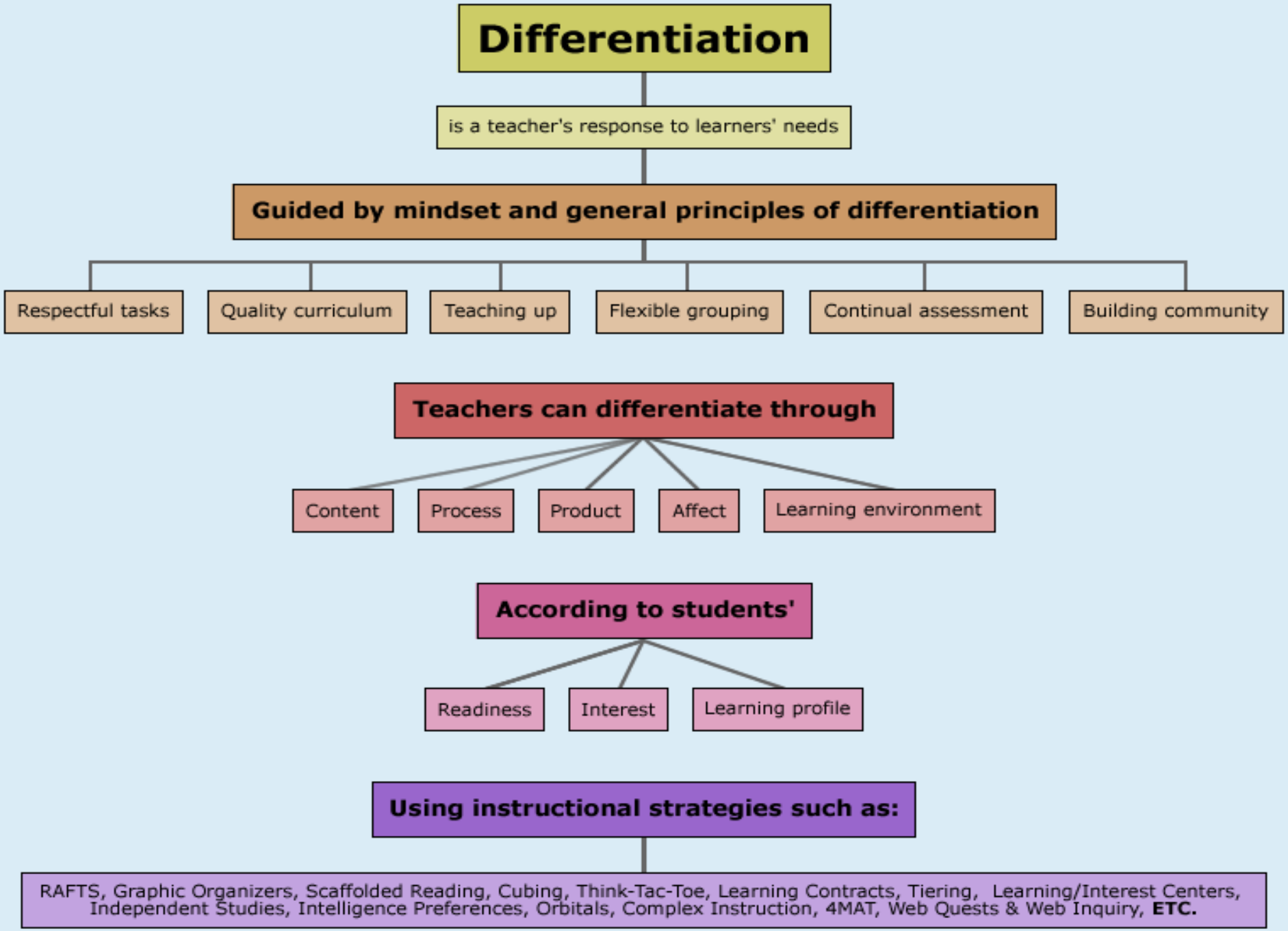
HOST UNIVERSITY .
UNIVERSITY OF MARYLAND

Objectives of my FULBRIGHT Program

1. Examine D.I. lesson plan designs
2. How identified and measurable standards of assessment are linked to the D.I. process
3. Meet experts and educators who subscribe to the philosophy of D.I.
4. Consolidate learnings to create a practical model for my school in India

WHAT IS DIFFERENTIATION?





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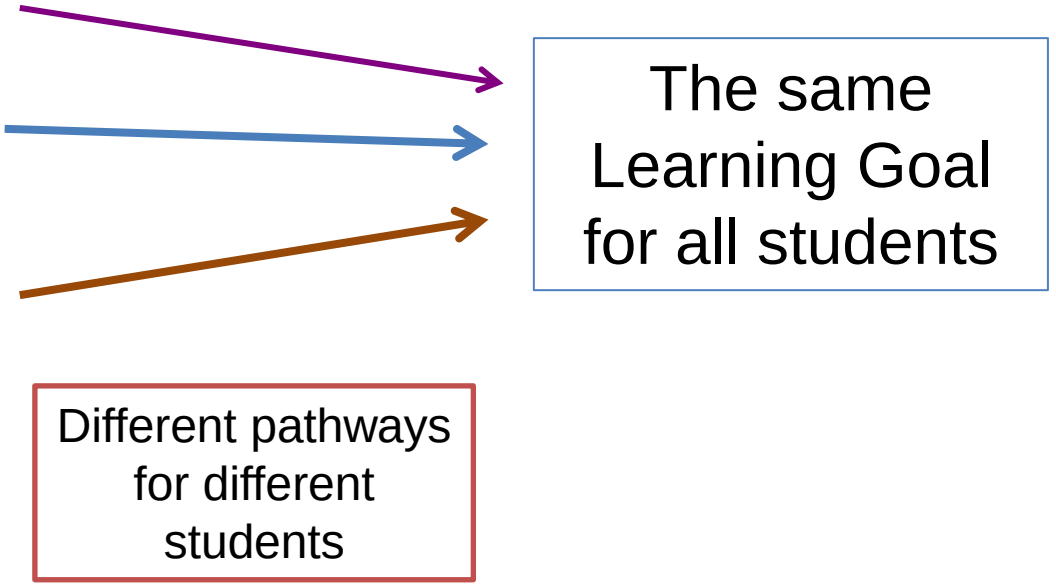
SOME THOUGHTS WHILE DEALING WITH DIFFERENTIATION

‘differentiation is a means of achieving standards-a means of ensuring that more students achieve what your learning goals are…’(Tomlinson)

‘it’s not the job of the teacher to ‘cover ‘ the syllabus but to ***uncover the curriculum***…’(Gibbons)

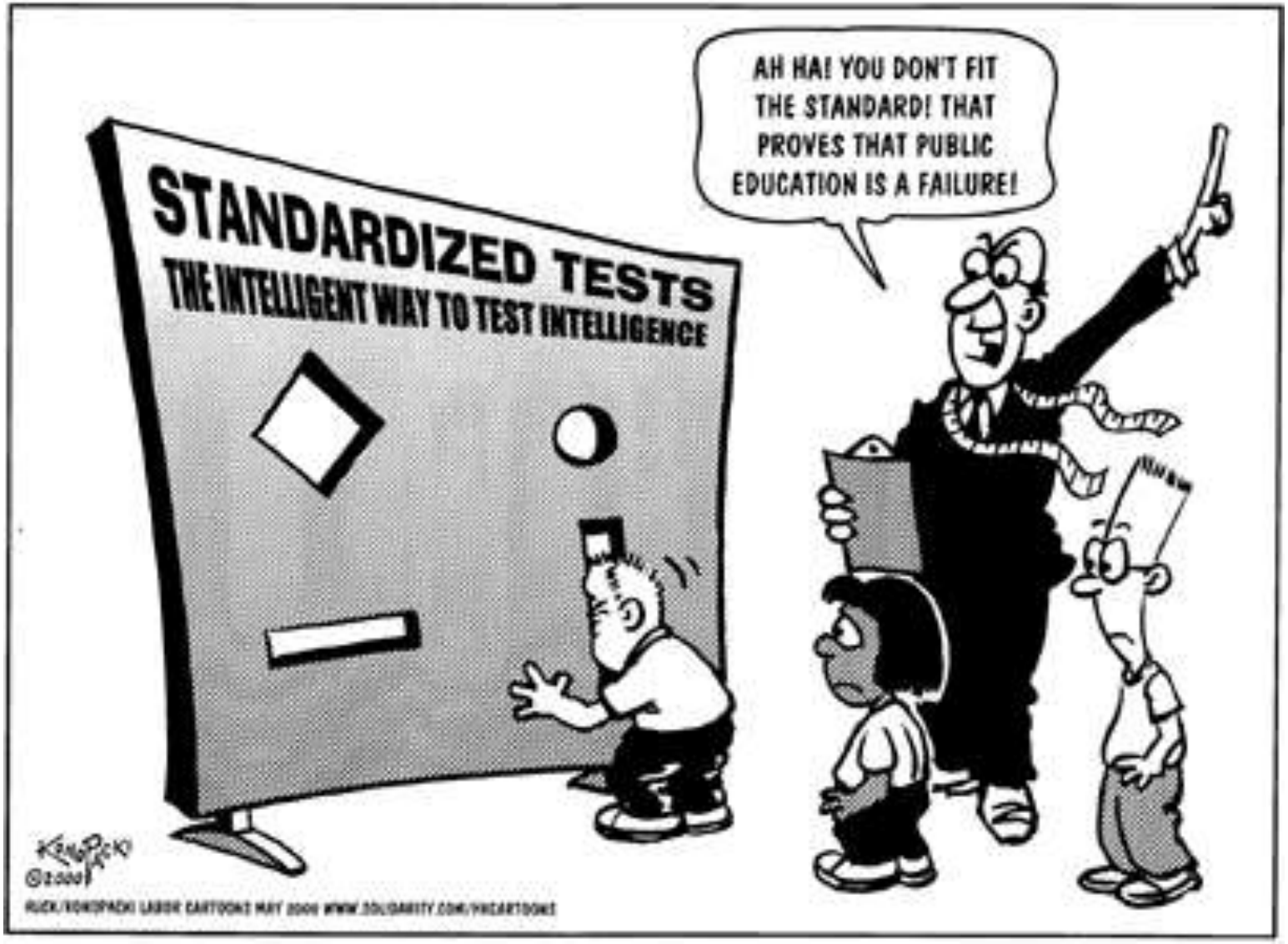
‘Standards tell us **what** to teach….differentiation tells us **how to teach and reach** those standards..’(Tomlinson)

DIFFERENTIATION AT A GLANCE..

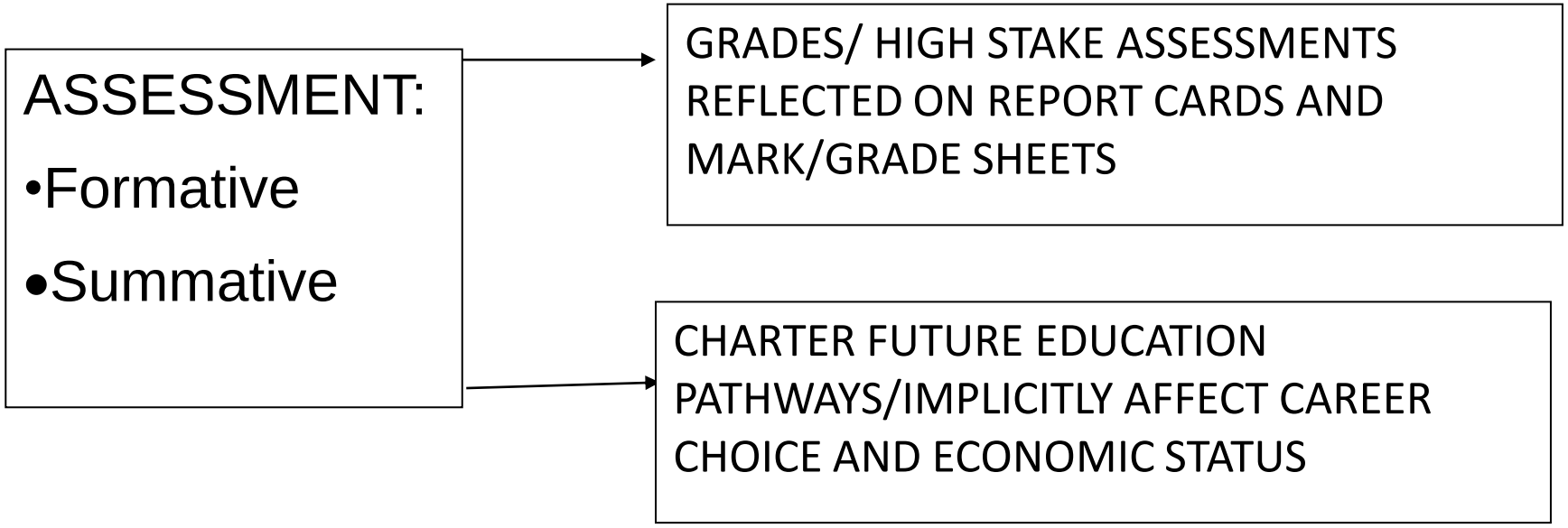


'*So..differentiation <u>does not advocate</u> changing or modifying standards due to learner variance—but-rather <u>providing a variety of avenues</u> to mastering those standards—and a <u>range of support systems</u> for doing so.'* Tomlinson

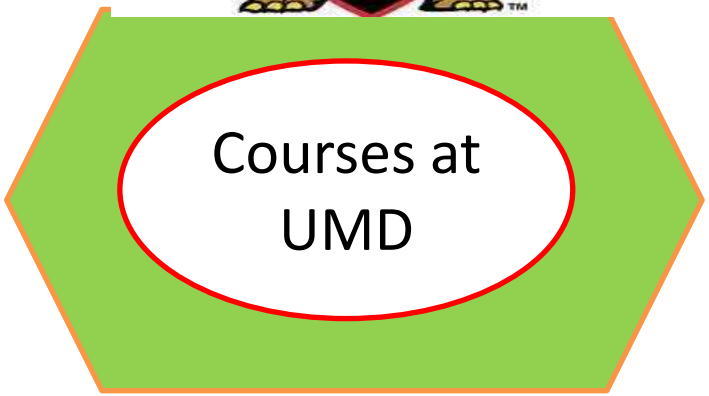
THE CRITICAL ROLE OF **ASSESSMENTS** AND MEETING OF 'STANDARDS'



Why the Product is important and critical



COURSES AT UNIVERSITY OF MARYLAND
SCHOOL VISITS
INTERACTION WITH EXPERTS/ EDUCATORS
Resources and Guiding forces
CONFERENCES
READING RESOURCES
COLLEAGUE FULBRIGHTERS



Course attended	Relevance to my project
EDCI 1246: Good Stories :Teaching Narratives for Peace and Justice: *Dr.Joseph McCaleb* *Associate Professor*	Helped me design the Essential Goal of Curriculum Design for my School and the DI Model–my Fulbright product
EDCI 1435:Teaching ELLs in Secondary Content Areas *Mr.Antony Adawu*	Exposure to multiple ways to access and differentiate content-process and product

SCHOOL VISITS

Name of school visited	Relevance to my project
Martin Luther King Jr. Beltsville.	Examined DI strategies used. Experienced use of DI through a class I conducted for Grade 7
Montgomery Blair High School Silver Springs	Examined differentiated content – process and products through School's vertical division of On level-Advanced Placement and Magnet School

MARYLAND TESOL

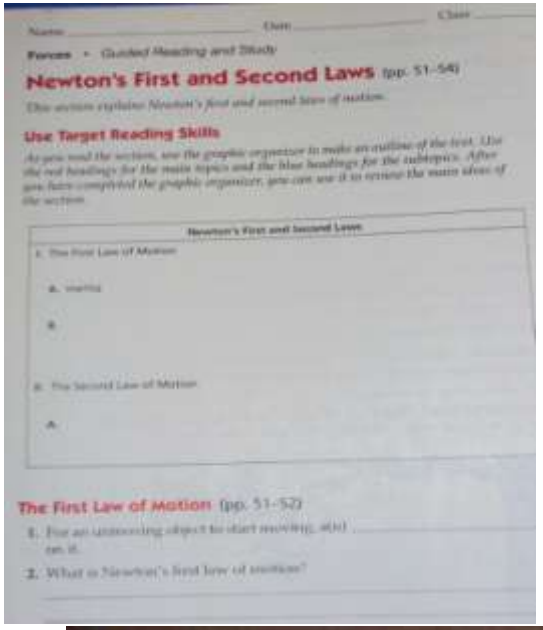
CONFERENCES ATTENDED

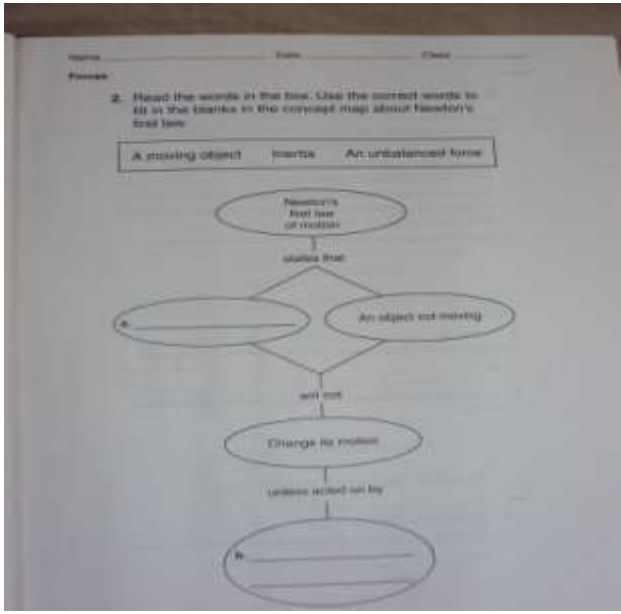
Maryland Assessment Research Center for Education Success

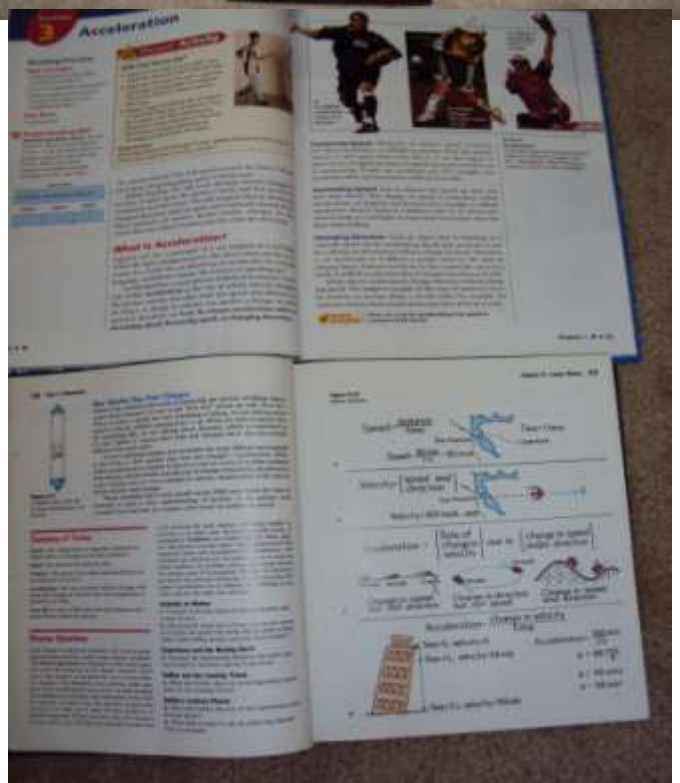
Name of conference attended	Relevance to my project
Maryland TESOL: Making a Difference	Alternate assessments and activities
Maryland MARCES: a Systems Approach in Formative and Interim Assessment	The model for diagnostic assessment in Ongoing Assessment
Institute On Academic Diversity: UVA 'Getting started with differentiation'	Personal interaction and guidance to design the DI Model for my school

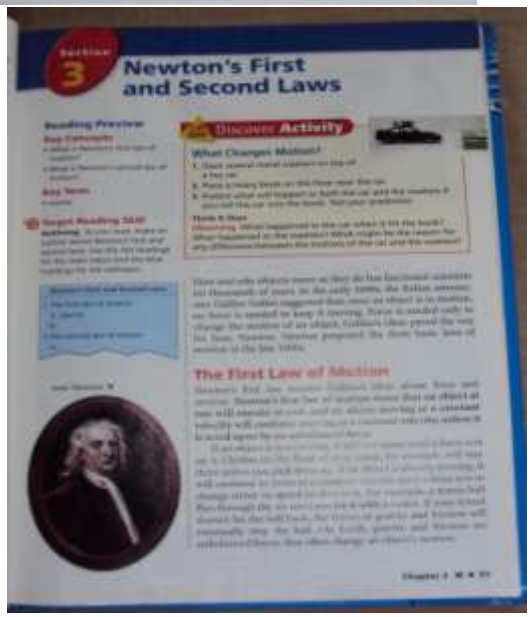
INTERACTION WITH EDUCATORS/ EXPERTS

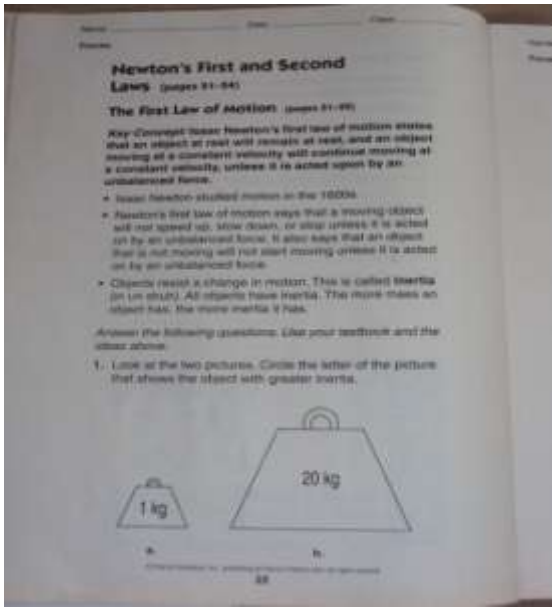
CONSOLIDATION OF MY LEARNING



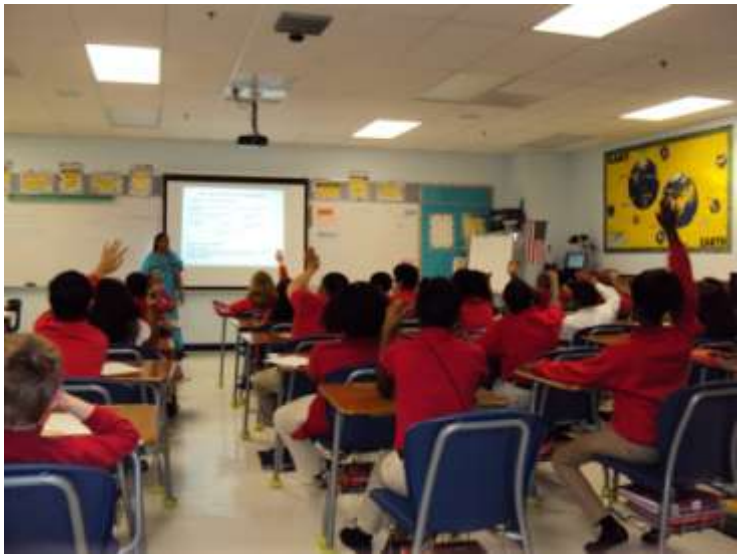


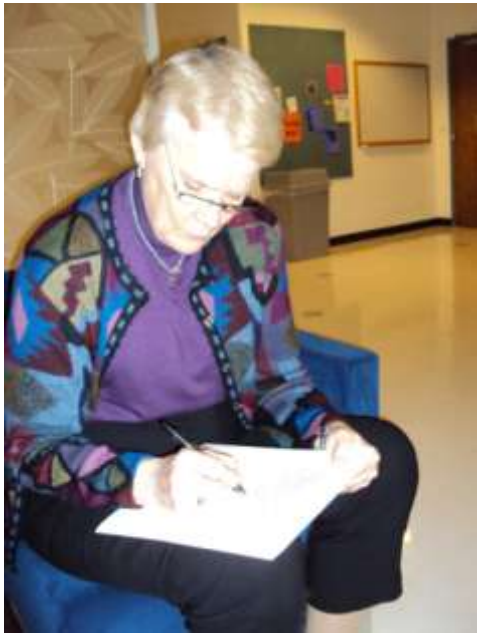






CONSOLIDATION OF MY LEARNING





Consolidation of Project Research

EDCI 1246: interaction with
Dr.McCaleb
University of Maryland

Interaction with D.I. expert
Dr.Carol Tomlinson
University of Virginia

ARRIVING AT THE CORE PHILOSOPHY OF SISHYA SCHOOL

'Every child's scholastic story in Sishya should contain the element of being treated with justice – to bring the feeling of peace within the self – which in turn triggers the endeavor to bring peace to the surroundings

My Essential Question or Focus Question

How can Differentiated Instruction help us design strategies to ensure equitable treatment and justice in the learning process for learners?

Goals /Anticipated Outcomes

- Analyze and evaluate varied strategies used by educators to ensure equitable justice to all learners.

- Know and understand how Differentiated Instructional Strategies embed authentic assessments of all learners.

- Apply these learnings to create a model that is both comprehensive and practical for my School

- Share this model with cluster Schools of CBSE in my region.

- Present my recommendations to the CBSE, New Delhi

THE FINAL PRODUCT

D.I. MODEL FOR SISHYA SCHOOL, HOSUR

GUIDING STATEMENT

SCHOOL VISION STATEMENT

To pursue global standards that nurture holistic individuals through a student centric environment

ESSENTIAL QUESTION

How can Differentiated Instruction help us design strategies to ensure equitable treatment and justice in the learning process for learners?

GUIDING QUESTION Curricular Transactions

How can our curricular transactions and designs impact our learners so that they evolve into culturally responsive and responsible members of a progressive society?

ACTIONABLES

Adapt Curriculum prescribed:

Modify content:

I. Tiered

II. Self paced

III. Individualized

Design Learning Strategies

•Relevant

•Engaging

•Meaningful

Evolve products:

•Diverse

•Assessed fairly

•Promote self esteem

•Promote desire to be lifelong learners

OUR ROAD MAP

A continuous Plan-Do-Check-Act

SISHYA SCHOOL IN 2012-14

TEACHER RE-ORIENTATION:

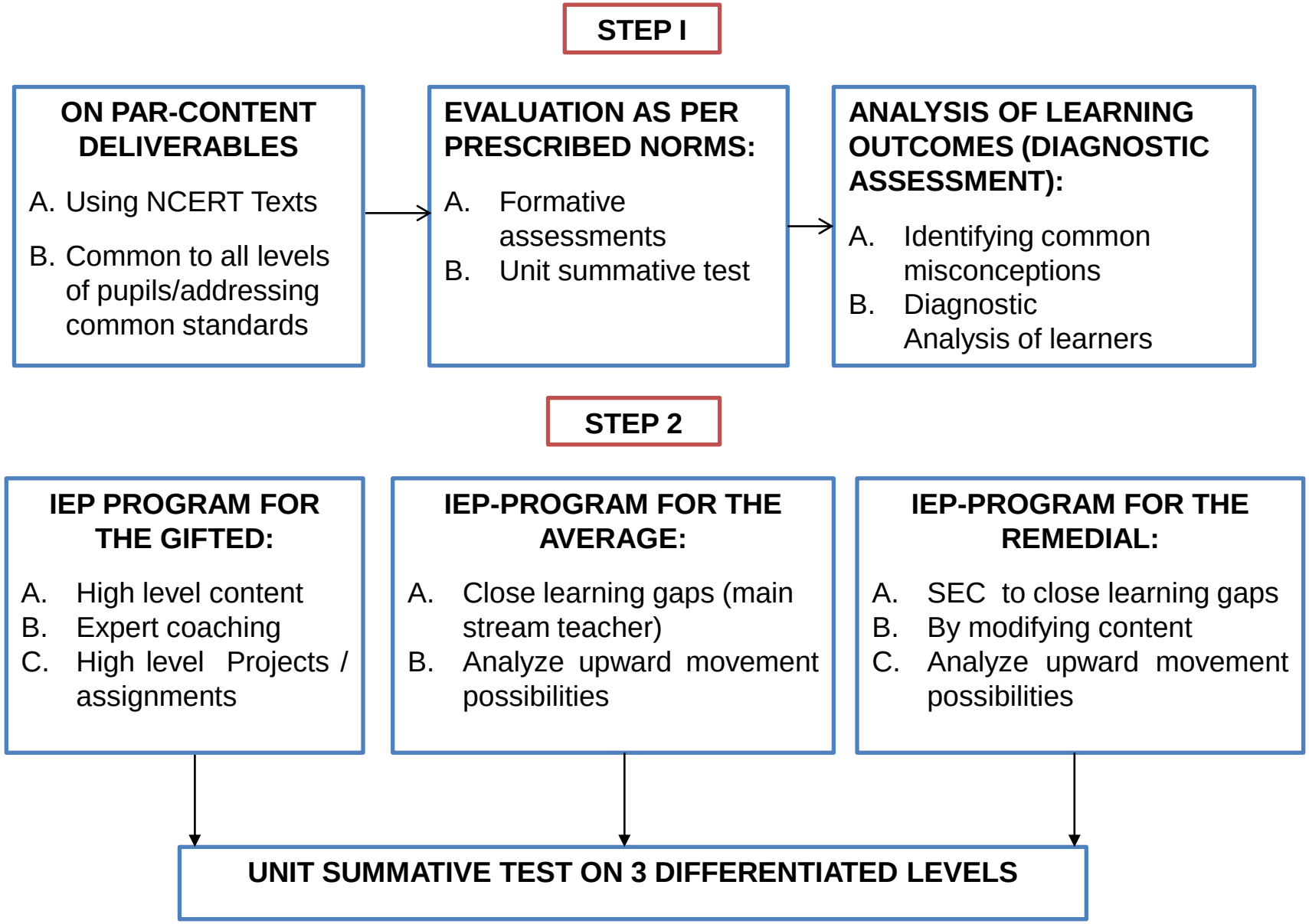
A. Re-looking at Curriculum Design
B. Modifying Content of Elementary School by 2013 and Middle School by 2014

LEARNING PROCESS:

REFER THE TWO STEP PROCESS DETAILED BELOW

PARENTAL INVOLVEMENT

A. Orientation on Individual Learning Plans of learners
B. Guidelines to make Home support that is motivational
C. Meeting teacher mentors


STEP I
ON PAR-CONTENT DELIVERABLES
A. Using NCERT Texts
B. Common to all levels of pupils/addressing common standards
EVALUATION AS PER PRESCRIBED NORMS:
A. Formative assessments
B. Unit summative test
ANALYSIS OF LEARNING OUTCOMES (DIAGNOSTIC ASSESSMENT):
A. Identifying common misconceptions
B. Diagnostic Analysis of learners
STEP 2
IEP PROGRAM FOR THE GIFTED:
A. High level content
B. Expert coaching
C. High level Projects / assignments
IEP-PROGRAM FOR THE AVERAGE:
A. Close learning gaps (main stream teacher)
B. Analyze upward movement possibilities
IEP-PROGRAM FOR THE REMEDIAL:
A. SEC to close learning gaps
B. By modifying content
C. Analyze upward movement possibilities
UNIT SUMMATIVE TEST ON 3 DIFFERENTIATED LEVELS

Action Plan for Up-Graded DI Introduction in Sishya School- Hosur

S.No	Activity	2012												Remark
		Jan	Feb	Mar	Apl	May	Jun	July	Aug	Sep	Oct	Nov	Dec	
1	**Elementary School** Creation of modified content &plans in English, Maths, Envs (for one lesson for Grade 3)													
2	Testing on class													
3	Evaluation & Modification													
4	Testing on class													
5	Consolidation of System													
6	Design modified content & Unit plans for Grade 3 for all lessons													

ACKNOWLEDGEMENTS

	Dr. James Greenberg Director, International Initiatives College of Education UMD	For guidance on selection of Courses at UMD, motivating me throughout by his optimistic , cheerful disposition and genuine concern about the success of this project.
	Dr. Letitia Williams Asst .Director, International Initiatives College of Education UMD	Support that has been 24x7-guidance and providing space and time to take us through the program commitments
	Dr.Joseph McCaleb Associate Professor EDCI 1246:good Stories-Teaching narratives for Peace and JUstice UMD & My Project Mentor	Unstinted support/encouragement and above all guidance to frame my Curricular goals for the school and the shape of the Model of D.I. Extending my thinking and views on Justice and Peace to extraordinary dimensions
	Dr.Carol A.Tomlinson Associate Professor of Educational Leadership, Curry School of Education, University of Virginia, Charlottesville, VA 22903	Providing the invaluable insight into D.I. Reviewing my D.I. Model with practical suggestions to carry the mission forward
	Rachel Ezell Curriculum Leader Rising Tide Charter Public School 6 Resnik Rd. Plymouth, MA 02360	Providing valuable inputs and resources regarding Understanding by Design and the link to D.I. through free access to lesson plans of her teachers.
	Thor Gibbins Doctoral Student Teaches undergraduate courses in Children's Literature.UMD	Helped in the guidelines for design of the Glog . Permission to visit his classes to review teaching strategies

	Dr.Jim De George **Professional Development School Coordinator** **EDCI** **College of Education,UMD.**	**For coordinating schools visits and ensuring support at all times** **Open to suggestions- and for accommodating requests which have culminated in accumulation of invaluable resources for creating my D.I. model for my School**
	Ms.Debbie Davis **My School Coordinator at Martin Luther King Jr. Middle Beltsville,MD**	**Invaluable support and planning weekly visits that were meaningful, useful and above all culminating in an opportunity to 'teach and experience DI'**
	Mr. Peter Ostrander **Magnet Coordinator Montgomery Blair High Silver Springs,MD**	**meaningful insights into the working of the Magnet School and the strategies used for the Gifted.**
	Mr. Antony Adavu **EDCI 1435:Teaching English Language Learners in the Secondary Content Areas UMD**	**Exposure to new and varied approaches to curriculum, current research, theory, and pedagogy of reading and writing to second language students from diverse cultural and linguistic backgrounds.**
FULBRIGHT 	**<u>The complete Fulbright Team headed by</u>** **• Dr.Maggie Hug:Program Director,** **• Dr.Holly Emert :Senior Program Officer,** **Fulbright Teacher Programs,** **Center for Global Connections** ***facilitated by a committed team at D.C. who made 'all of our visit go far beyond our expectations"***	

I wish to thank

Shri. Vineet Joshi

H'ble Chairman

and

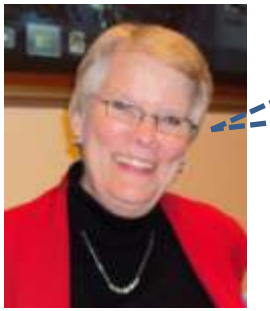
Dr.Sadhana Parashar

Director,Training

THE CENTRAL BOARD OF SECONDARY EDUCATION
NEW DELHI

for providing the platform to share my Fulbright experiences with this distinguished audience

CLOSING THOUGHTS……..



The bottom line is that kids should get excited about learning

Hey…Learning is fun!!!!!