Differentiated Professional Learning: Teachers Need Differentiation, Too!

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School of Education
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SECTION TWO - ACADEMIC EXCELLENCE

STANDARD 7

An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

BENCHMARKS

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.
Outcomes

Participants will...

● learn methods for planning and delivering differentiated professional learning
LEADING INCLUSIVE CATHOLIC SCHOOLS
(LoCUS) Certificate Program

WHAT
This four-course online program aims to build the knowledge and experiential base of Catholic school principals and teacher leaders who are dedicated to inclusion. Through ongoing collaboration with Loyola faculty and other Catholic school leaders across the country, participants will self-assess their schools and design the necessary systems, structures, and practices to support all learners.

WHO
Catholic School Principals, Assistant Principals, Diocesan Leadership, and Teacher Leaders (Special Education, Inclusion Program Directors/Coordinators, and Interventionists).

WHEN
Begin Fall of 2018.

COST
Through a generous grant, candidates who are Catholic school faculty will receive a 1/3 mission discount.

Apply today at https://gpcm.luc.edu/apply/

Learn more:
http://www.luc.edu/education/endorsement/catholic-schools/

For Additional Questions Contact:
Dr. Sandria Morten at smorten@luc.edu
CERTIFICATE IN INSTRUCTIONAL COACHING

* 12 credit hours
* All online
* Courses could be applied to our MEd in Instructional Leadership
* Starts January 2019

* Questions?
* Contact Michelle Lia, mlia@luc.edu
* Visit www.luc.edu/gcce

www.luc.edu/gcce

blogs.edweek.org
Catholic Principal Preparation Program

M.Ed. in Administration & Supervision

In person: with Illinois Principal Licensure

Online: MEd only
**Reflect. Snowball. Whip Around.**

Use brainstorm sheet parts 1 & 2.

**Reflect on the Bad and the Good:**

Describe the worst professional development you have participated in or delivered/paid for. WHY was it bad?

Describe the BEST professional development you have participated in or have delivered/paid for. Why was it so good?
Reflect. **Snowball.** Whip Around.

1. Find a partner. Share your worsts and bests.
2. Then find another partnership.
3. What do your worsts and bests have in common? What is different?
Reflect. Snowball. **Whip Around.**

Gather as a whole group.

Each partnership share one thing: a worst, a best, an observation, a commonality, a difference, etc.
What does good professional learning look like?

Use the brainstorm sheet: Jot down 3 adjectives for each.

Professional Development vs. Professional Learning
What does good professional learning look like?

- Ongoing/sustained
- Aligned to a PD Plan
- Inquiry-based
- Innovative
- Relevant
- Helps to plan and improve instruction
- Active
- Teacher driven
- Hands-on strategies
- Respectful: teachers are professionals
- differentiated
How do we differentiate for teachers?

1. We employ essential teaching practices
   - Mini lesson, model, share examples
   - Discuss and reflect with a partner
   - Provide feedback
   - Reteach as needed
How do we differentiate for teachers?

2. We act as facilitators

We guide, ask the participants to share their expertise and experiences
We sit beside teachers and listen
We craft thoughtful and thought-provoking discussion questions
We ask good questions

10 Tips by Elena Aguilar
How do we differentiate for teachers?

3. Plan, plan, plan

like you are in a classroom of first graders

Audit the plan - enough breaks? Enough discussion? You facilitating? Meaningful work?

10 Tips by Elena Aguilar
How do we differentiate for teachers?

3. Provide choice

Reflect: think, talk with a partner, or write down some ideas

Create a new year-long plan OR create a unit plan

Choose one article about writing in the content area, read it, and be prepared to discuss

Turn and talk or STAND and talk

*manipulate choice

10 Tips by Elena Aguilar
How do we differentiate for teachers?

4. Not too much

- Make sure you leave time for thinking, talking, and DOING
- Don’t have 70x7 objectives
- Don’t have 70x7 initiatives
How do we differentiate for teachers?

5. Use pre-assessment data/information

What do they already know?

Last man standing? Invite them to ‘half listen’ to the mini lesson while working

Already seen their finished product? Invite them to reflect and discuss based on that
How do we differentiate for teachers?

Teachers are adults - treat them that way

Ask them to think, talk, and do but be careful with over-accountability

Working on curriculum planning? Invite them to go to their classroom and you will pop in, chat, and give feedback

Sit down and join in a conversation - listen first, then ask questions

Remind them to take breaks as needed

10 Tips by Elena Aguilar
How do we differentiate for teachers?

Consider the environment

Physical and climate

10 Tips by Elena Aguilar
How do we differentiate for teachers?

Get feedback...

...and use it

10 Tips by Elena Aguilar
How do we differentiate for teachers?

Celebrate!

Ask teachers to share what or whom they are grateful for, what contributions benefitted most, what comment was positive and uplifting, etc.

10 Tips by Elena Aguilar
<table>
<thead>
<tr>
<th>What <strong>surprised</strong> you?</th>
<th>What new <strong>understandings</strong> occurred?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What are you still <strong>marinating</strong> about?</td>
<td>What is the <strong>impact</strong>? What are your IMMEDIATE NEXT STEPS?</td>
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Go Tell It On The Mountain

Tell a familiar partner your immediate next step(s).
THANK YOU!

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Aguilar, E. ( ) 10 Tips