



# Principals' Differentiation Survey Results

## October 2015

**Background of Survey**

The survey was distributed to elementary principals to gain a better understanding of what differentiation practices are happening within all classrooms, across all elementary grade levels and across the school site in mathematics. The survey results are based on the observations of each principal and school-wide implementation of differentiation practices in mathematics and with Envision. The survey was distributed through a Google form on September 21, 2015 and results were collected on October 28, 2015.

### **Survey Results**

1. Please share a list of math differentiation strategies you have observed in classrooms related to content:

Eight different schools reported observing:

- Targeted small group instruction

Seven different schools reported observing:

- Varied difficulty of materials

Six different schools reported observing:

- Front loading
- Range of materials that apply key ideas and skills to a variety of real-world situations

Five different schools reported observing:

- Teacher presentations designed to link to student interests
- Alternative presentation methods

One school reported observing:

- Math coaching 1
- Variations on Envision materials (using all levels)
- Learn Zillion lessons
- MAST interns for small group or one on one support
- PBL lessons that integrate math
- Number Talks

2. Please share a list of math differentiation strategies you have observed in classrooms related to process:

Eight different schools reported observing:

- Varied homework assignments
- Choice of working conditions (alone, partner, group)

Five different schools reported observing:

- Supplementary materials based on student interests

Four different schools reported observing:

- Flexible use of time
- Interest centers

Three different schools reported observing:

- Independent studies
- Tiered activities

Two different schools reported observing:

- Interest based application options
- Tasks designed around intelligence preferences
- Mini-workshops

One school reported observing:

- Jigsaw
- Small groups
- One on one help

3. Please share a list of math differentiation strategies you have observed in classrooms related to product:

Five different schools reported observing:

- Varied working assignments
- Varied modes of demonstrating learning

Four different schools reported observing:

- Varied formats for expressing key content
- Tiered products
- Use of technologies for student expression
- Varied resource options

Three different schools reported observing:

- Personal goal setting
- Providing samples of good student work at varied level of complexity
- Use of student interests in designing products
- Check-in requirements based on student independence

Two different schools reported observing:

- Complex instruction

4. How are teachers differentiating instruction specifically for advanced learners:

#### School responses:

- Compacting
- Alternative textbook
- Flexible pacing
- Alternative homework
- Low entry, high ceiling activities
- Center based on student ability and interest
- It is really about the pedagogy in the specific classroom with those specific students. It is different in each room, based on the need of the students. Some need a more individualized approach, others need depth and complexity.
- Teaching with tasks work well because there is a low floor and a high ceiling and multiple solution paths.
- Flexible grouping
- Students transition between classrooms
- Using the components of Envision program
- Differentiating assignments
- Providing level small group instruction within the classroom with the pace for advanced learners quickened to allow them to move quickly and have more time for projects
- Montessori classrooms accelerate math progression using manipulatives
- Teachers group students in ways to support learning levels and use small group instruction with differentiated learning goals and products.
- Lessons based on assessment to support progress.
- Leveled homework in math
- Small group instruction using manipulatives
- Students are provided a wide variety of activities including Genius Hour and other software/web based applications for students to interact with and utilize
- Variety of curriculum content
- Time to manipulate ideas and draw conclusions about seemingly unconnected concepts
- Varied levels of questioning

#### **Summary of Results**

The results of the differentiation survey provide a picture of the various range of strategies each school site and classroom are using to meet students where they are at and move them forward. Each school is providing instruction that includes differentiated instructional practices for the various readiness levels of our students. The differentiation varies in every classroom and on a daily basis based on each student's needs. A visitor that walks into DJUSD classrooms may see: small group instruction, flexible pacing, varied materials, flexible groupings of small group instruction, students researching and creating projects, leveled books in reading, leveled instruction and the use of online Envision. The district will continue provide support for the differentiation work happening in all classrooms and schools by providing specific professional growth on differentiation, collaborating with teachers, support the implementation of Envision through instructional coaching, availability of technology, use of data and using research based best practices in providing first effective instruction, intervention and opportunities to advance. DJUSD commits to sharing results with all principals, continue to share best practices, offer on-going professional growth on differentiation to teachers and principals and continue to monitor differentiation and ensure we continue to move all students forward.