Differentiation at CAJ

strategies used to increase the likelihood that each student, being created in the image of God, will reach their full learning potential and meet or exceed the established standards

	Differentiation: All students	Differentiation: Accommodations - ESL2/WWonly/OAPSs		Differentiation: Modifications- ESL1/IEP Ss	
		ESL2/WWonly	OAP Ss	ESL 1 Ss	IEP Ss
Definition	planned, varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned	targeted adjustments to instruction and/or learning environment to support the **language challenges** of this group of students as identified by ESL Dept.	targeted adjustments to instruction and/or learning environment for individual students with a **documented learning difference** as identified by Support Team.	includes any **Accommodations AND** targeted changes to curriculum to support the **language challenges** of this group of students as identified by ESL Dept. and often includes a change to established grade-level standards	includes any **Accomd'tions AND** targeted changes to curriculum for students with a **documented learning difference** as identified by Support Team and often includes a change to established grade-level standards
Standards (course, grade level, dept.)	once established grade-level standards are met, higher standards may be provided, lowering of standards not permitted			may change, lowering of established grade-level standards requires going through Support Team/ESL Dept.	
Who decides classification?	Classroom teacher	ESL Dept.	Support Team	ESL Dept.	Support Team
Why do this?	to support all students to value the learning process, utilize their learning strengths, see their progress and meet and/or exceed established grade-level standards	to specifically support ESL 2/WW only students in the classroom to meet and/or exceed established grade-level standards	to specifically support OAP students in the classroom to meet and/or exceed established grade-level standards as **required** by student's Educational Plan	to specifically support ESL 1 students in the classroom to value learning and to move towards meeting established grade-level standards	to specifically support IEP students in the classroom to move towards meeting established grade-level standards as **required** by student's Educational Plan
When should teachers do this?	always within the limits (time, resources, personnel, etc.) of the regular classroom setting	when student is identified as ESL 2/WW only and when doing so gives them needed support to reach established standards	when OAP is in place for a student and when student chooses to use the options offered	when student is identified as ESL 1 and when doing so gives them opportunities to succeed with modified standards	when IEP is in place for a student and when student chooses to use the options offered
Who implements this in ESL teacher-supported classroom?	Classroom teacher and ESL teacher working collaboratively	Classroom teacher and ESL teacher working collaboratively	Classroom, ESL tchrs, and Support Team working collaboratively	Classroom teacher and ESL teacher working collaboratively	Classroom, ESL tchrs, and Support Team working collaboratively
Who implements this in single teacher classroom?	Classroom teacher	Class tchr with ESL teacher(s) input	Subject tchr/ Support Team collaboration	Classroom teacher with ESL tchr(s)' input	Subject tchr/ Support Team collaboration

Glossary of Terms:
OAP – Official Accommodations Plan**; IEP –** Individualized Education Plan
ESL 2 – Students identified by ESL Dept. (with subject teachers' feedback) as needing English as a Second Language **moderate** classroom support.
ESL 1 – Students identified by ESL Dept. (with subject teachers' feedback) as needing English as a Second Language **intensive** classroom support.
WW Only – Students identified by ESL Dept. (with subject teachers' feedback) as needing primarily writing support (Grs.3 -8)

	Differentiation for all students	**Differentiation: ESL 1/ ESL 2/WW only Students**	**Differentiation: OAP/IEP Students**
How to do this **Instruction - possible examples/ scenarios**	Refer to Google Docs page *Additional Resources* for suggestions for **Differentiation.** Classroom teacher(s) decide(s) which instructional options are suitable for which students given their readiness, interests and learning profile. Students given options in terms of content they cover, ways they process the content, and what they produce to show mastery of content.	Refer to Google Docs page *ESL Strategies Treasury* for suggestions for **Accommodations** and **Modifications** in instruction. **Accommodations (ESL 2/WW only)** 1. Considering established grade-level learning standards, determine which strategies would support ESL 2/WW only students without changing these standards. Use strategies that allow students to show knowledge of subject being assessed despite lack of language ability. 2. Offer these scaffolds to all ESL 2 and/or WW only students during instruction and assessment. **Modifications (ESL 1)** 1. Determine modified standards for ESL 1 students. 2. Adjust curriculum as first steps toward reaching grade-level standards.	**Accommodations/ Modifications:** Refer to individual student's OAP/IEP document put in place by Support Team.
How to do this **Assessment - examples/ scenarios**	for each learning goal classroom teacher(s) decide(s) which assessment options are suitable for which students given their readiness, interests and learning profile	Refer to Google Docs' *ESL Strategies Treasury* for suggestions of ways to offer support during assessments or modify assessments as needed to include: assignments, grading scale, and rubric.	Refer to individual student's OAP/IEP document put in place by Support Team.
School-Wide Standardized Tests notes	No changes permitted	No changes permitted	any **Accommodations** or **Modifications** must be indicated on the student's current IEP

ESL Support Available
by Classification and Grade Level

Grades/ESL Classification	ESL 1	ESL 2	WW only	Watch List
K-2	Modifications possible in classroom	Accommodations available in classroom	X	student's academic progress monitored for one year after exit from all ESL support
3 – 5	Modifications possible in content area classrooms, and student enrolled in Writers' Workshop (WW) class	Accommodations available in content area classrooms, and student enrolled in Writers' Workshop (WW) class	student enrolled in Writers' Workshop class only, Accommodations available in content area classrooms specifically for Writing	student's academic progress monitored for one year after exit from all ESL support
6-8	Modifications possible in content area classrooms, and student enrolled in Writers' Workshop (WW) class	Accommodations possible in content area classrooms, and student enrolled in Writers' Workshop (WW) class	student enrolled in Writers' Workshop class only, Accommodations available in content area classrooms specifically for Writing	student's academic progress monitored for one year after exit from all ESL support
9 -12	Modifications possible in content area classrooms, and student enrolled in Effective Reading and Writing (ERW) class	Accommodations available in content area classrooms, and student enrolled in Effective Reading and Writing (ERW) class	X	student's academic progress monitored for one year after exit from all ESL support