

Bernards Township Schools
District Goal
2009-2012

To understand the philosophy of Differentiated Instruction (DI) through the examination of learning styles, instructional strategies, and assessments.

Strategies	Evidence
Build a training model that differentiates for the level of teacher experience during new teacher induction	January workshop for new teachers on incorporating and extending the use of Differentiated strategies
Develop a template to be used for lesson planning to include DI	Use Understanding By Design Curriculum Mapping format as evidenced in Rubicon Atlas system
ICS versus regular classes: differentiating lessons	Reinforce the use of “Above the line” accommodations at department meetings
Middle School note taking issues – differentiating student study skills	Guidance study skills module addressing the use of study skills and effective note taking and effective organizational skills
Better utilization of team meetings to promote DI in a supportive environment	Lesson studies within each content area
Promote development of professional learning communities (i.e. PBL)	School-based professional development committees attend NJDOE training
Interdisciplinary Department Meetings focused on specific classroom examples of project based learning and tiered performance assessments	Discussion and presentations at department meetings
Observe colleagues	Reflection or journal entry
Teacher & Administrative Professional Development on DI (philosophy, instructional strategies, assessments etc.)	Trainings during Cabinet meetings, attendance at regional and national conferences
Include DI in all teachers’ Professional Development Plans for 2009-12.	DI evidenced through lesson plans and observations