SAILS and Suggestions for Differentiated Instruction

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“Our school is ready to make some serious improvements in our instructional program…”

“So… how do we get there?
Systems Approach to Coaching: The SAILS Model

Chapter 2  p.15-19
Chapter 9  p. 83
Highly Effective School

90%+ Academic Success

Few Challenges
GOOD NEWS!

BAD NEWS?
Set your SAILS for success!

STANDARDS
ASSESSMENTS
INSTRUCTION & INTERVENTION
LEADERSHIP
SYSTEM-WIDE COMMITMENT
STANDARDS

Apply grade level expectations for what students should know and be able to do at key benchmarks.

Use standards to set high performance goals for ALL students.
ASSESSMENTS

Assess to

✔ Screen
✔ Diagnose
✔ Continuously evaluate
✔ Measure outcomes

USE

results to make all key instructional decisions

SHARE DATA

in frequent, public, nonjudgmental, collaborative meetings
Effectively organize & manage the classroom environment

Plan and deliver lessons and interventions differentiated to meet the identified needs of ALL students, at all ability and skill levels

Use validated, effective instructional materials & strategies
LEADERSHIP

Provide **VISION, GUIDANCE & SUPPORT** to ensure that:

(a) **effective instruction and interventions designed to meet standards are implemented for ALL students**

(b) **instructional decisions are based on continuous assessment data**

(c) **focused & sustained professional development provided to support S-A-I**
SYSTEM-WIDE COMMITMENT

Adopt a system-wide “no excuses” model that partners administrators, teachers, parents and staff to help ALL students achieve success: “Unless we…”

Encourage and support collaboration across classrooms, special programs, and home
ALL 5 Elements of SAILS must be incorporated into an instructional system to ensure that ALL students achieve success. SAILS must be launched into a safe and positive school environment.
Teachers want to know...

- When I am teaching in a small group, what are the rest of the students doing?
- How do I get everything done AND teach small groups?
Implementing Differentiated Instruction

• Identify a starting point or benchmark for measuring change

• Encourage change over time so participants are not overwhelmed

• Confirm the initial focus is NOT on academics

• Establish routines & procedures for systematic implementation & sustained change
TOOLS FOR DELIVERING INSTRUCTION DIFFERENTLY

• Establish routines & procedures
  – Organize movement, paper management
  – Teach expectations & identify boundaries

• Communicate expectations
  – Daily Schedule
  – Job Chart
  – Rotation Chart
Plan of Action:

WEEK ONE

FOCUS: Behavior & Environment—not academic!

• Set up 3-4 groups—students working well together
• Physically organize the classroom
• Develop schedule
• Job & rotation chart
• Assign & teach jobs
• Set up management systems
• Teach basic communication & conflict resolution skills
Plan of Action:
WEEK TWO

PRACTICE, PRACTICE, PRACTICE!

• Students with Week One jobs teach others
• Begin administering assessments to determine skill needs for academic grouping
Plan of Action:
WEEK THREE

Begin moving to academic focus...

- Students with Week Two jobs teach others
- Begin administering assessments to determine skill needs for academic grouping
- Continue practicing routines
- Rotate jobs
- Form small groups based on academic needs
- Plan whole class, small group, and work station lessons
Plan of Action: WEEKS FOUR+

Provide intensive, explicit, systematic instruction

- TEACH small groups based on assessed needs
- Adjust grouping assignments
- Monitor and adjust schedule
- Use Student Contracts or Do/Done folders
- Continue rotating jobs
- Acknowledge students’ success in managing their own behaviors
REFERENCES


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