GIBSON HASBROUCK & ASSOCIATES

Engaging Professional Development

SAILS and Suggestions for Differentiated Instruction

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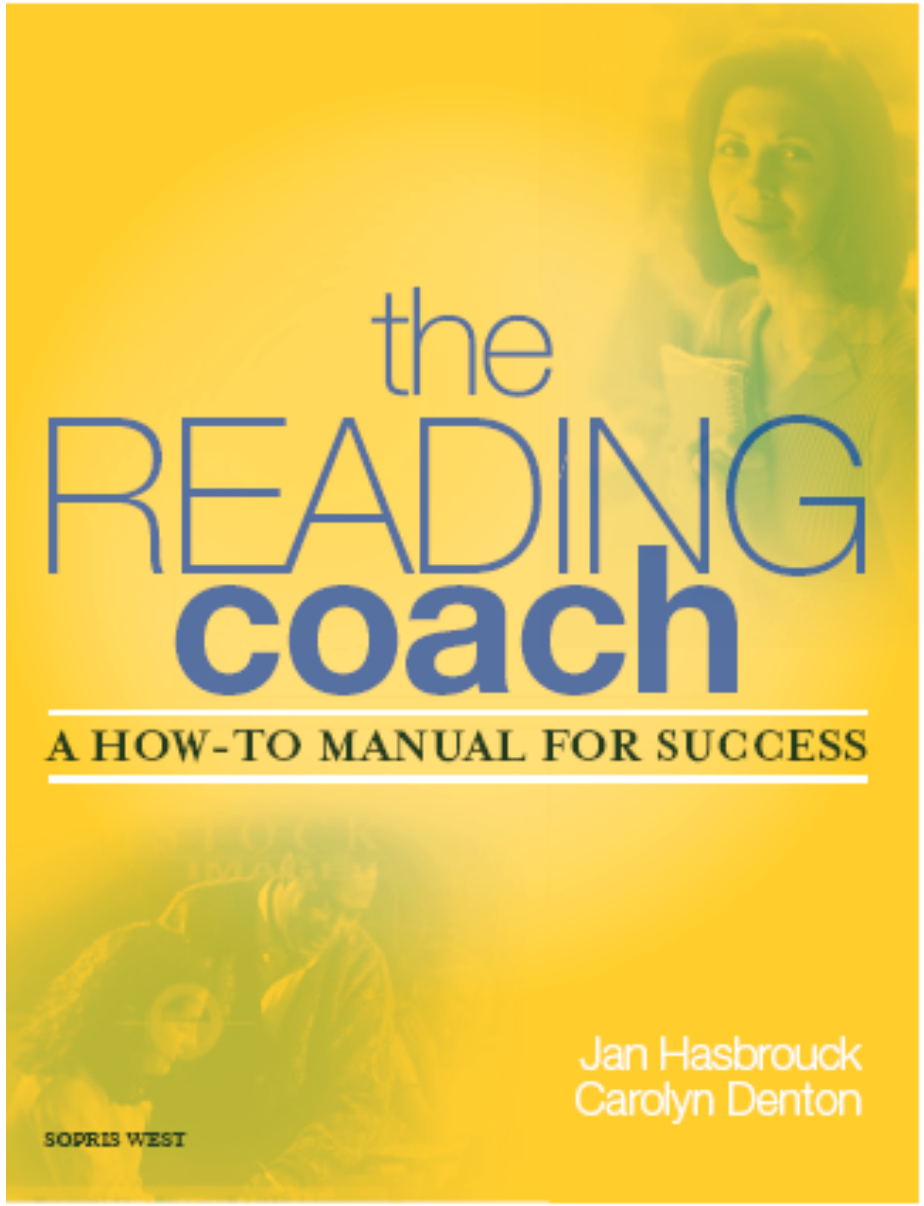
“Our school is ready to make some serious improvements in our instructional program…”

“So…

how do we get there?

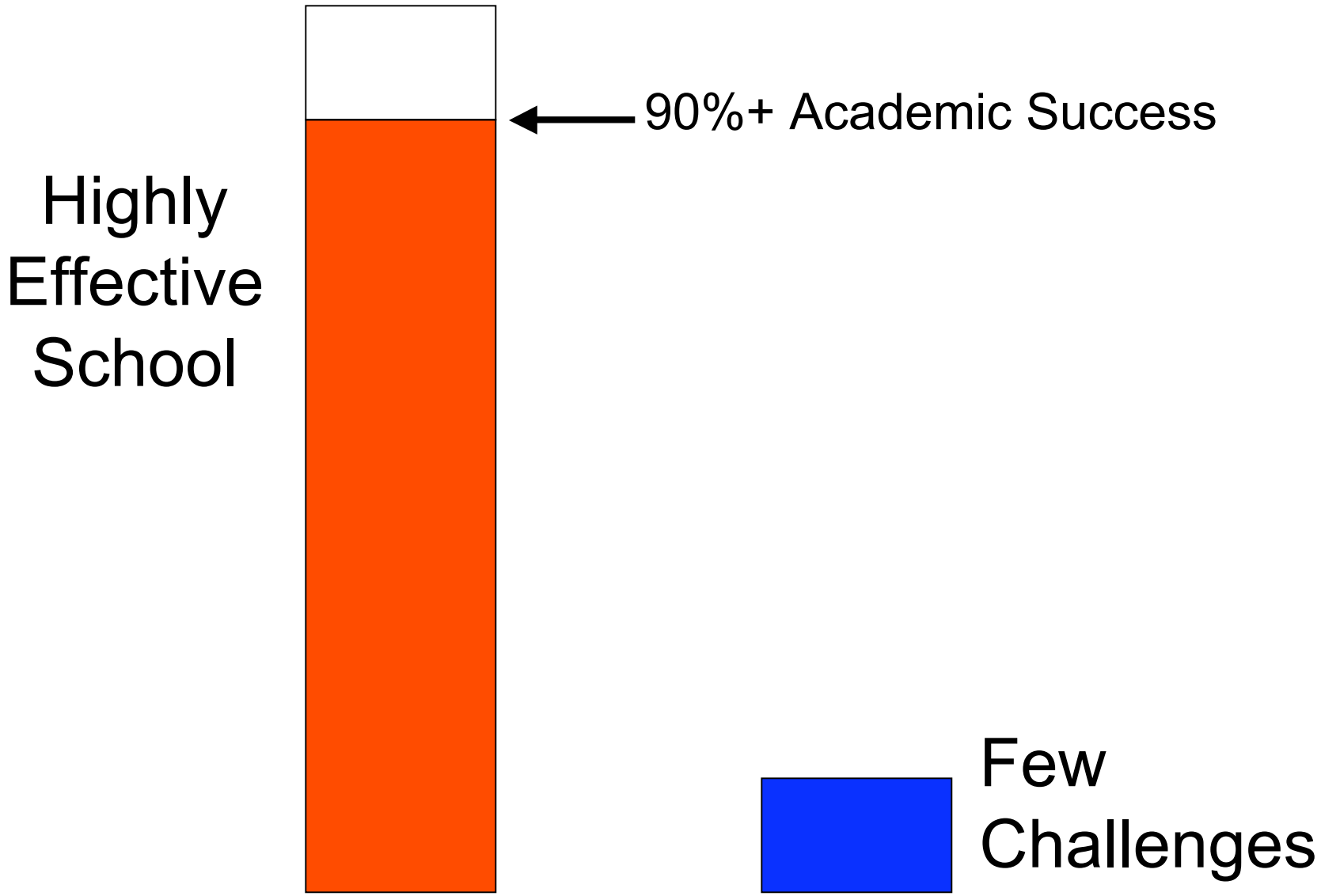


Systems Approach to Coaching: The SAILS Model

Chapter 2 p.15-19

Chapter 9 p. 83

EFFECTIVE SCHOOLS RESEARCH



GOOD NEWS!

BAD NEWS?

Set your

SAILS

for success!

S TANDARDS

A SSESSMENTS

I NSTRUCTION & INTERVENTION

L EADERSHIP

S YSTEM-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

INSTRUCTION & INTERVENTION

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

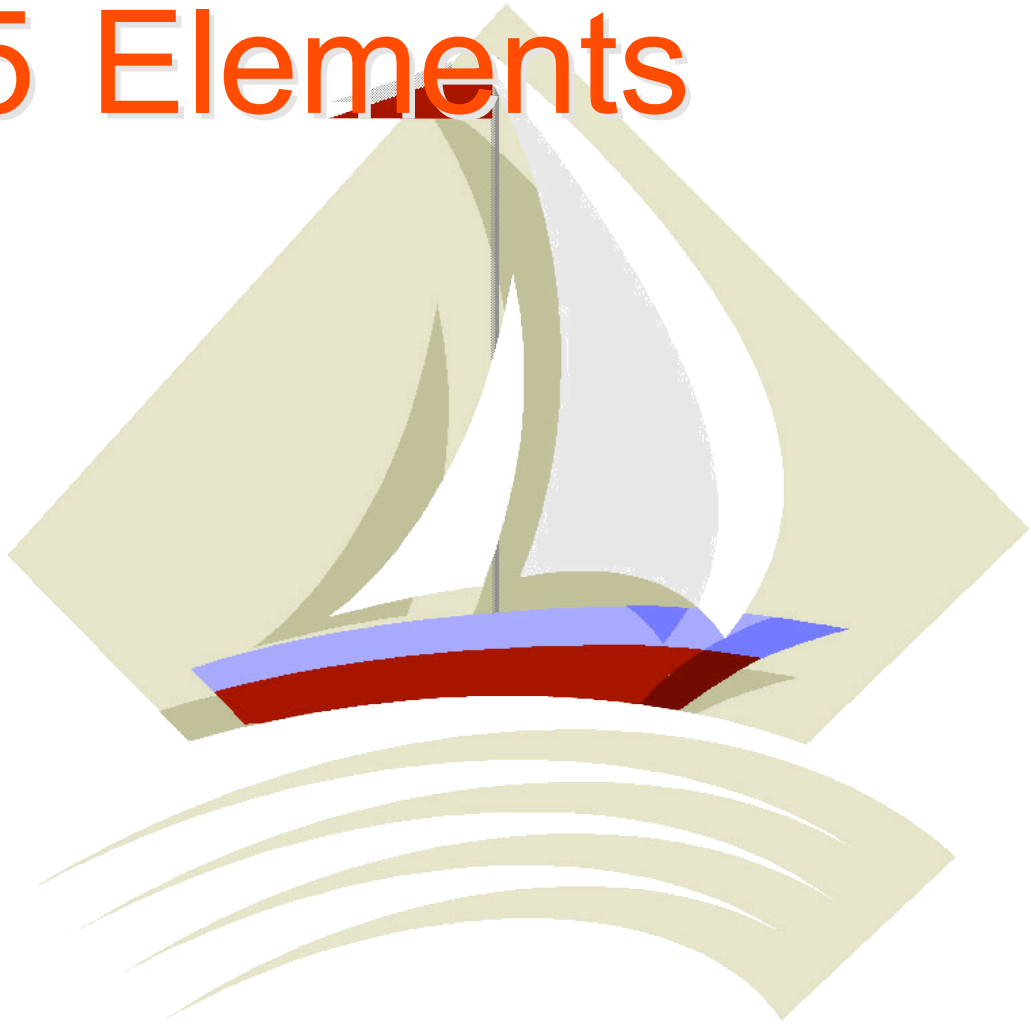
SYSTEM-WIDE COMMITMENT

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

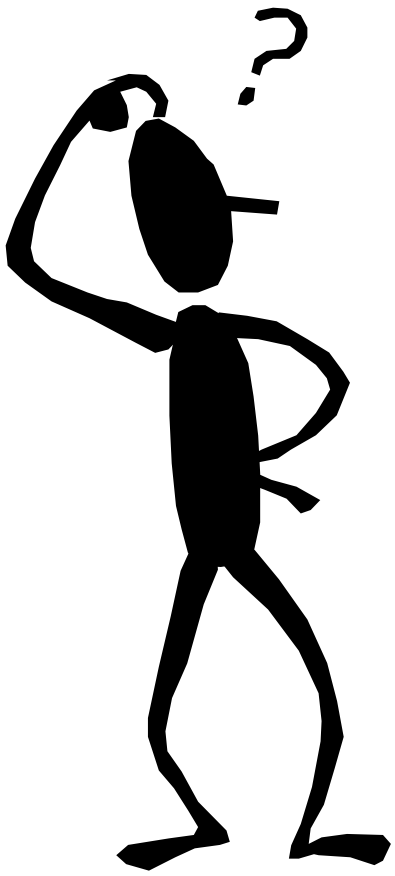
Set your

SAILS

for success!

INSTRUCTION & INTERVENTION

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?

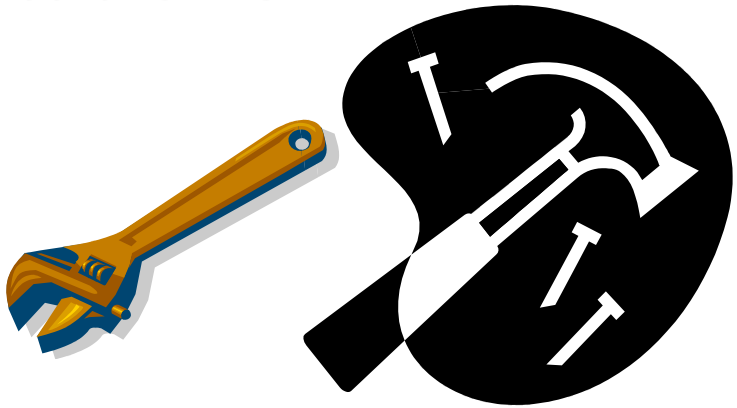
Implementing Differentiated Instruction

- 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 DELIVERYING 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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