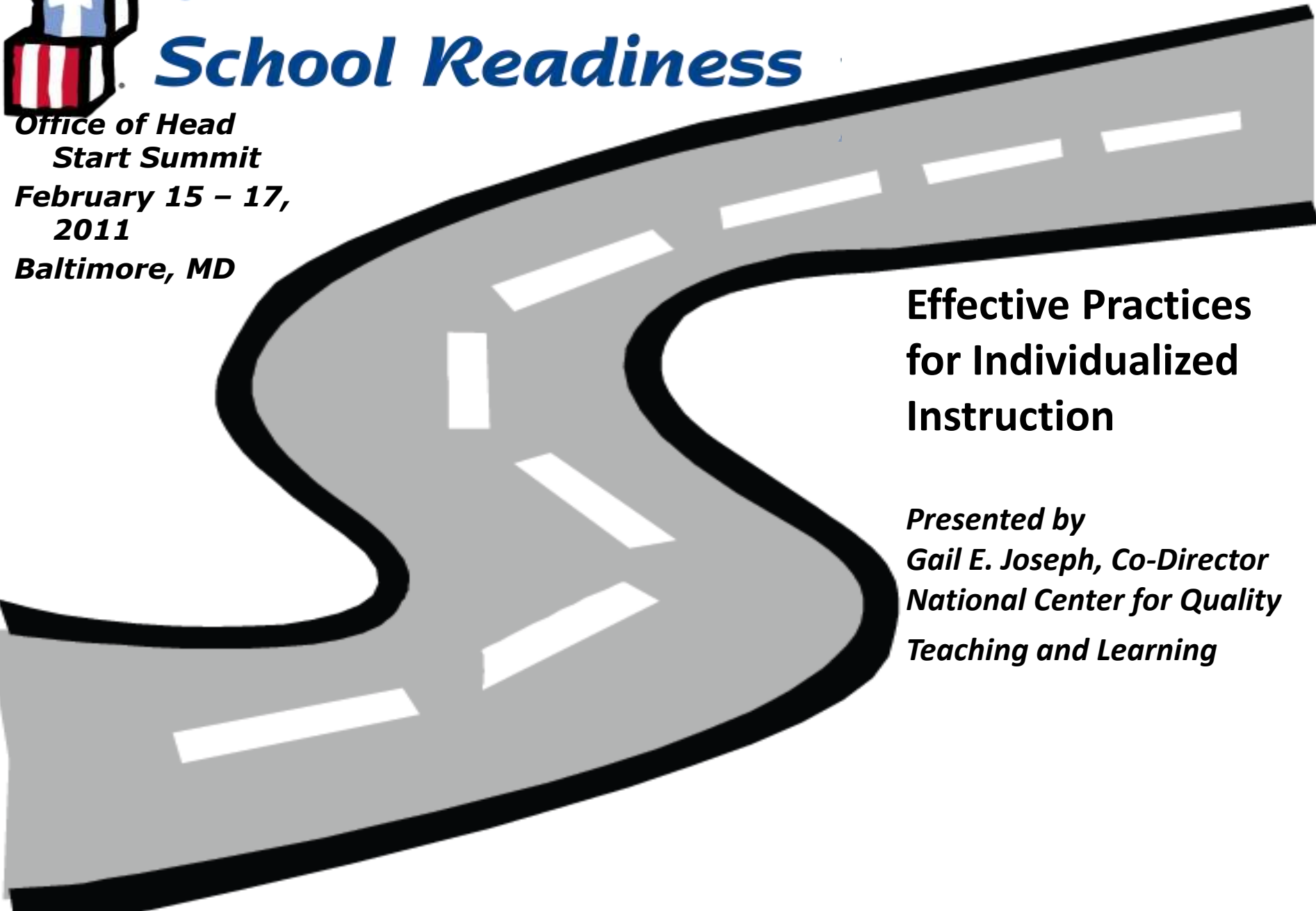




# ***On the Road to School Readiness***

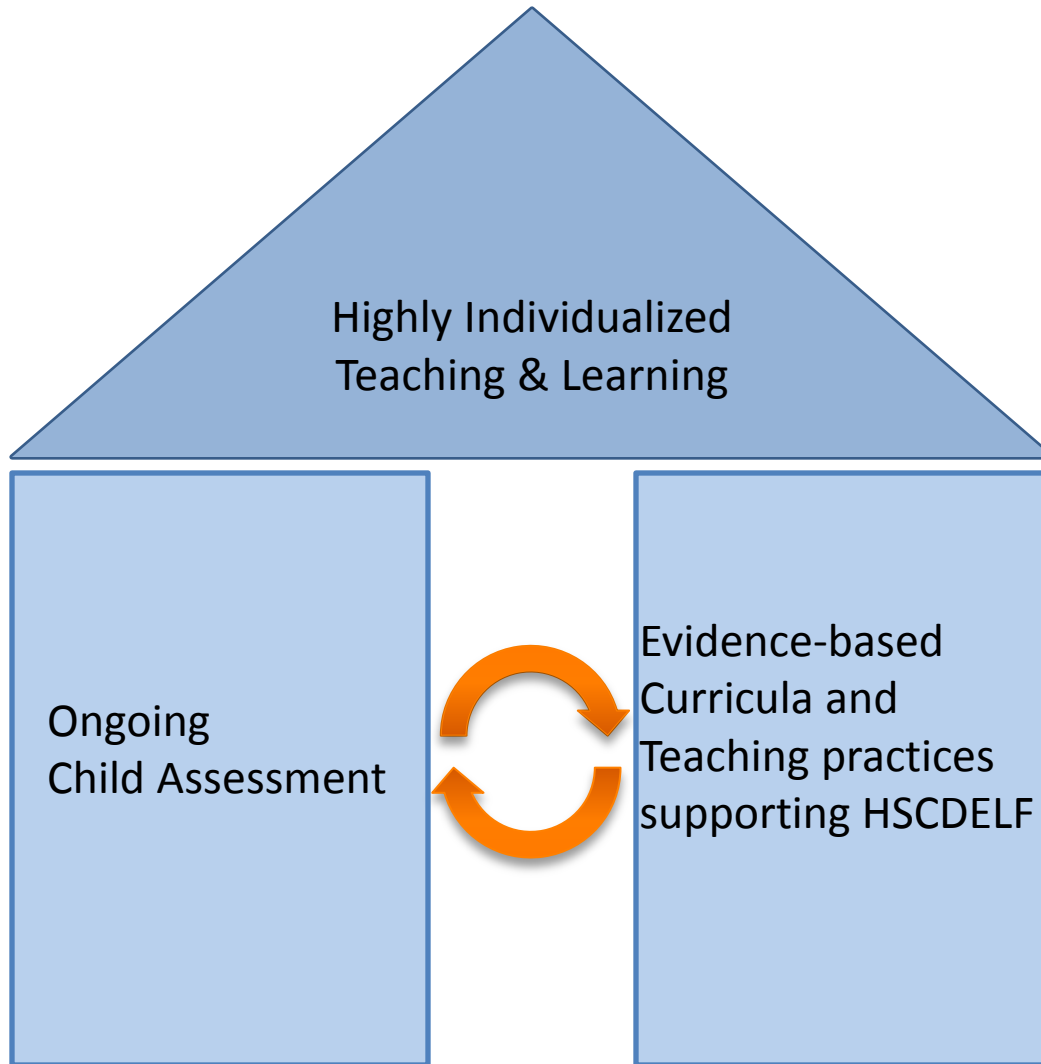
***Office of Head  
Start Summit  
February 15 – 17,  
2011  
Baltimore, MD***



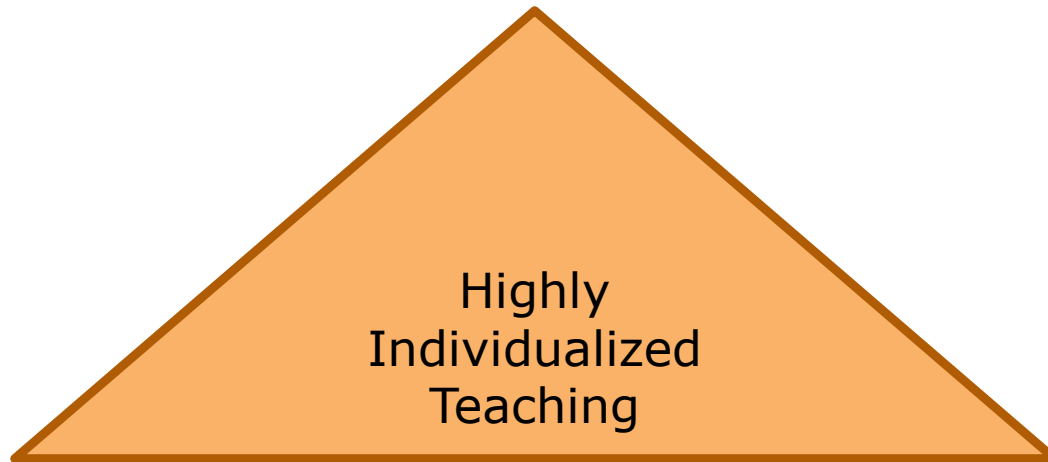
**Effective Practices  
for Individualized  
Instruction**

***Presented by  
Gail E. Joseph, Co-Director  
National Center for Quality  
Teaching and Learning***

Framework for  
Effective  
Everyday  
Practice for  
ALL Children



- What it is
- What it looks like in practice
- Role as leaders



# **Individualized Instruction**

- Much is known about effective instruction, especially in literacy and math (Stipek, 2009):
  - Builds on children's current understandings (requires frequent assessment)
  - Integrated – creates links among skills/subjects
  - Active – engages children in problem-solving and manipulation of materials
  - Diverse activities and teaching strategies
  - Planned & purposeful, but not scripted
  - Individualized – adjusted to children's skill levels and interests

- When it comes to teaching and learning...
  - One size does not fit all
- Based on the information from ongoing assessments and observation, children's families and more, we know that
- Some children will need
  - More frequent learning opportunities
  - More salient instruction
  - More support
  - More challenge

- Use assessment information about how children are progressing across domains of the HS outcomes framework to develop individualized teaching & learning opportunities
- Children with disabilities will also have IEP goals and objectives

- Individualized teaching and learning opportunities requires careful thought and planning

# Planning Matrix



	Schedule	B.G.	M. P.	M.J.	A. J.
→ Arrival		Copying name	Greet peers	Washing hands	Writing marks
→ Breakfast		Requests items in English	Identifying attributes	Identifying healthy foods	Drinking from a cup
→ Teeth brushing			Identifying attributes	Complete 3-step directions	Tolerate tooth brushing
→ Outside		Taking turns	Resolving conflict	Riding a tricycle	Write marks
→ Circle			Recognizes rhyming words		
→ Learning Centers					
→ Small group					
→ Outside					




<b>Barukh</b>	<b>Michael</b>	<b>Mariam</b>
5 y.o w/disability	4.5 y.o	5 y.o.
Social emotional	Social emotional	Literacy
Language & Communication	Language	Fine motor
Math	Math	Math
Self help	Cognitive	Social emotional

## Example

# Organizing Individualized Instruction Planning Matrix

	 <b>Barukh</b>	<b>Michael</b>	<b>Mariam</b>
<b>Circle</b>	Imitate actions with objects	Remaining with group Classifying	Identifying words that rhyme
<u><b>Free Choice</b></u>	Request a toy from a peer  <b>Rote count</b> Imitate vertical lines Use language to request or comment	Requesting a turn from a peer Classifying Counting objects 1-5, one-to-one	Ask a friend to play and follow through Write name Count 1-10 using one to one Identifying words that rhyme
<b>Outside and Gym</b>	Use language to request or comment Imitate vertical lines	Remaining with group Requesting a turn/item from a peer	Write name Ask a friend to play and follow through
<b>Breakfast/Lunch</b>	Complete handwashing Use language to request or comment	Classifying	Count 1-10 using one to one
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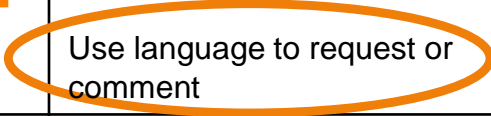
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- Identify the skill –
- Identify the activity –
- Materials needed -
- What will the teacher say or do?
  
- Allow the child to respond –
- Provide feedback as needed –
  
- Keep track –
- What will be done differently next time? –

## **Creating the teaching and learning opportunities**

	Jose	Samisha	Kayla	Ahmad	Aiden	Jam
Arrival	Walk down stairs independently	Initiate greetings to peers		Respond to greeting Remove coat		Initiate greeting to peers
Circle	Jump with 2 feet together Follow 1-step group direction		Expressively identify blue + yellow	Imitate gross motor actions	Participate in group activities	
Free Choice	Use 2 word combinations	Join + maintain cooperative play	Request from peer Respond to peer request	Use functional actions with objects	Initiate interaction with peer	Take turn with peer
Snack	Drink from open cup Use 2 word combinations	Count with 1:1 correspondence	Request from peer Respond to peer request	Use spoon	Ask questions	Take 2 turns in a conversation
	Jump with 2 feet	Ride a	Throw and catch	Kick a ball	Participate in group	Put on coat

- Counting occurrences
- Describing the quality
- Considering the level of independence
- Language samples and analysis
- Collecting and analyzing work samples

## **Support and Challenge**

**Ongoing assessment is key**

- Discovery
- Integration
- Teachable moments

**Still leaves room for**

# **Teachable Moment for Emotional Regulation**

- BUT, planning ensures that learning and positive child outcomes are not left to chance alone

**Individualized teaching and learning**

Highly Individualized Teaching & Learning

Framework for Effective Everyday Practice for ALL Children

Ongoing Child Assessment



Evidence-based Curricula and Teaching practices supporting HSCDEL F

Foundation  
Emotional support      Well Organized Classroom  
Instructional support



- Vision
- Deploy resources
  - Provide planning time
  - Provide effective professional development
- Support and align
- Recognition
- Partnerships
- Examined practice

**Leaders Create the Conditions**

Highly Individualized Teaching & Learning

Framework for Effective Everyday Practice for ALL Children

Ongoing Child Assessment



Evidence-based Curricula and Teaching practices supporting HSCDELF

Foundation

Emotional support

Well Organized Classroom

Instructional support

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Evidence-based Curricula and Teaching practices supporting HSCDEL F

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Emotional support

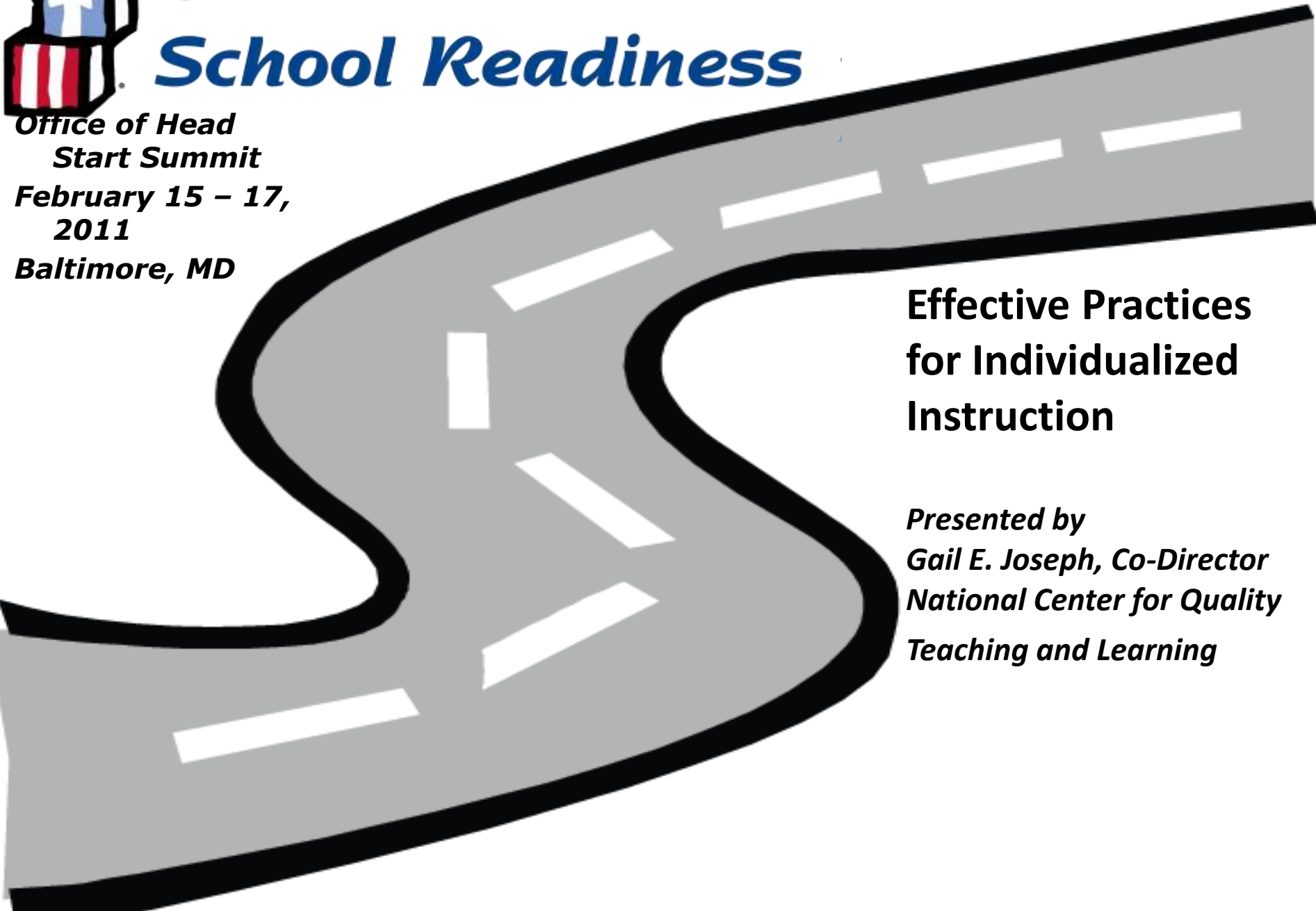
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