

Integrated Differentiated Instruction

As the world shrinks and global interaction is more commonplace, acquiring more than one language becomes essential for all students – not just those in advanced programs.

Moreover, world language classrooms are comprised of a mix of students who acquire language at different rates and in different ways. Wayside Publishing recognizes that teachers must actively plan for varied approaches to what students will learn, how they will learn, and how they will show what they know and can do.

For this reason, Wayside embraces a differentiated instructional approach, which meets the needs of the learner by appealing to a variety of interests and offering varied levels of complexity to accommodate multiple rates of learning.

According to the work of Carol Ann Tomlinson⁶, differentiation is a teacher's response to learners' needs based on guiding principles, such as continuous assessment, flexible grouping, and respectful tasks. Effective teachers weave differentiation into three areas of the curriculum: content (what they will learn), process (how they will acquire the content), and product (how they will demonstrate and extend what they know and can do) based on learners' interests, learning profiles, and readiness levels.



Wayside Publishing invites teachers to differentiate their classrooms through the five “nonnegotiable” principles of Tomlinson’s approach by incorporating a variety of strategies and activities.

1. Supportive Learning Environment

Units are designed to build a sense of community among students, which promotes risk-taking and collaboration. The online Explorer extends support through a variety of resources to facilitate differentiation, such as scaffolding and supplementary resources.

2. Continuous Assessment

Each unit is comprised of a series of activities and steps that provide teachers with ongoing feedback on learners’ progress. These activities include the following:

- Pre-assessment tasks, which tap into learners’ background knowledge, interests, and readiness levels.
- Formative assessments, which build learners’ content knowledge and skills in the language and provide both teacher and learner with evidence of progress toward proficiency through a variety of tasks and check-ins.
- Summative assessments, which are performance based to enable learners to demonstrate what they know and can do in the language.

3. Articulated Curriculum

Wayside Publishing lays the foundation for learners to build proficiency from Novice to Intermediate levels, preparing them to tackle the more advanced proficiency and content expectations in programs such as AP® and IB.

4. Respectful Tasks

Unit topics are relevant and based in contexts that immerse students in the cultures that speak the language. Activities and assessments incorporate authentic sources and are set in theme-related, real-life cultural contexts. Tasks promote student choice and demonstration of what learners can do in the language. Moreover, tasks are tiered from the Novice to the Intermediate levels to promote higher level thinking.

5. Flexible Grouping

Suggestions are provided for diversified grouping scenarios that are dynamic in nature and that vary based on learners’ interests, learning modalities, and readiness levels.

⁶ Carol Ann Tomlinson, *The Differentiated Classroom*, 2nd ed., ASCD, Alexandria, VA (2014).