

Amy Symons

Differentiated Instruction Consultant

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Professional Development Workshops

Workshops agendas are tailored to the interests and readiness of the participants as well as the objectives of school professional and academic culture. Possible topics are listed below.

◆ The How and Why of Differentiation (DI 101)

Includes the Theoretical and Neuro-scientific Underpinnings of DI, Common Misconceptions of DI, as well as Why Differentiation is 21st Century Pedagogy

◆ Methodology for Differentiating by Readiness

Specific Strategies to Address the Readiness Range in Your Class

◆ Assessment: Purposes and Formats

Explaining Formative Assessment, Its Value and Uses to Drive Instruction, as well as Various Formatting Options for Tracking Data

◆ What DI Looks Like Around the Bay

Includes thought-provoking Photos and Classroom Videos of Differentiation in Bay Area Independent Schools



◆ The Blended Classroom: How to Use Tech to DI in Your Class

Includes multiple examples of tech integration in order to differentiate. Offered as BATDC workshop in 2012-13.

◆ Backwards Planning

Provides introductory to nuanced structures for curriculum design and development based on principles from *Understanding By Design*.

Individual Coaching

- ◆ Observe 4 Teachers in Their Classrooms, Gather Data on Interests and Readiness, Develop an Action Plan for Each
- ◆ Individualized Coaching on 2 of the Following: Backwards Planning, On-Going Assessment, Inquiry or Differentiation Strategies
- ◆ Meet with *Champions Team* 2 Times Each Month
- ◆ Model and Teach Methods for Differentiating Instruction
- ◆ Collaborate with Administrative Team(s) and Provide Executive Summaries of Progress for Each Champion
- ◆ Outcomes: Increased Methodology for Planning and Differentiation; Develop Teacher Leaders in Differentiation, *Champions* Present Approaches at Grade Level or Faculty Meetings, Identify Valuable Professional Development for *Champions*
- ◆ Engagement: Two Full Days Each Month



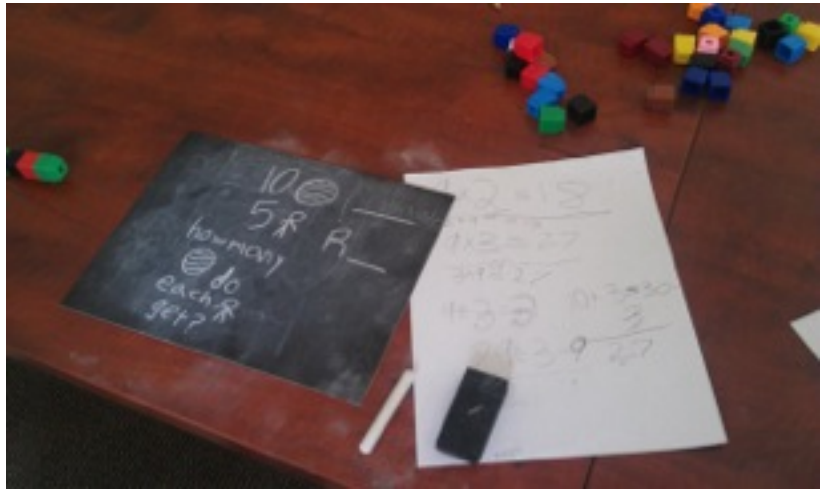
Small Group Coaching

- ◆ Observe **8** Teachers in Their Classrooms, Gather Data on Their Interests and Readiness, Develop an Action Plan for Each
- ◆ Individualized Coaching on 2 of the Following: Backwards Planning, On-Going Assessment, Inquiry or Differentiation Strategies
- ◆ Meet with *Champions Team 2* times Each Month
- ◆ Model and Teach Methods for Differentiating Instruction
- ◆ Collaborate with Administrative Team(s) and Provide Executive Summaries of Progress for Each Champion
- ◆ Outcomes: Increased Methodology for Planning and Differentiation; Develop Teacher Leaders in Differentiation, Champions Present Approaches at Grade Level or Faculty Meetings, Identify Valuable Professional Development for *Champions*
- ◆ Engagement: Two Full Days Each Month



Full Suite of Coaching Services

- ◆ Observe Identified Teachers or Grade Level Teams in Their Classrooms, Gather Data on Their Interests and Readiness, Develop an Action Plan for Each
- ◆ Individualized Coaching on Backwards Planning, On-Going Assessment, Inquiry and Differentiation (during Teachers' Prep Periods)
- ◆ Meet with Identified Teachers 2 Times Each Month
- ◆ Model and Teach Methods for Differentiating Instruction
- ◆ Collaborate with Administrative Team(s) and Provide Executive Summaries of Focus Areas, Goals and Progress for Each Teacher or Team
- ◆ Outcomes: Increased Methodology for Planning, Collaboration, Formative Assessment, Inquiry and Differentiation within Faculty; Identify Valuable Professional Development for Individuals or Teams; Train Emergent Teacher Leaders for Differentiation
- ◆ Engagement: Four Full Days Each Month



Tailored Professional Development

◆ ***Professional Learning Communities:*** PLCs are effective, collaborative learning communities to deepen a faculty's understanding of student work and pedagogical decision-making. PLCs can be established, supported or facilitated depending on the school's development.

◆ ***Virtual Coaching:*** Connecting via email, FaceTime or Skype, teachers work to develop or refine curricula, deepen understanding of a topic, reflect on student data, or strategize about goals for a Blended Classroom.

◆ ***Flexible Timeline:*** The coaching interval is flexible, depending on desired outcomes. Coaching can be compressed or extended based on readiness and interest.



◆ ***Summer Curriculum Development:*** Teachers work to develop or refine curricula to include greater differentiation and clarity based on Backwards Planning principles. For groups up to 3 people.

Fee Structure

Consultation Rate:

- ◆ After 1 hour of consultation, work is \$150/hour, billed hourly in 1/4 hour increments. There is a 4 hour minimum for on-site consultations and coaching.

Preparation Rate:

- ◆ For meeting preparation, creation of Executive Summaries, Next Step documents, Evaluations, correspondence and scheduling, work is \$125/hour, billed hourly in 1/4 hour increments.

Transportation:

- ◆ For distances greater than 7 miles, \$50/hour fee billed in 1/4 hour increments includes tolls, gas and mileage.

Policies:

- ◆ After consultation with the institution, a work contract will outline the schedule, services and estimated fees. Actual fees will be based on services as described above.
- ◆ Any additional services added or modified after the initial agreement will be billed according to the above rates.
- ◆ Modifications to the work contract made at any time subsequent to the original contract will be memorialized in a written change order.
- ◆ In order to optimize teachers' time, it is essential to schedule precise dates and times. As a result, a \$300 rescheduling fee applies to cancellations made within 72 hours from the original scheduled activity.
- ◆ In the event of cancellation of the scheduled activity, all work performed (including preparation and transportation) will be invoiced.
- ◆ In the event that some staff originally scheduled to participate in an activity are unable to participate, any makeup / catchup services additionally scheduled—per institutional request—for absent staff will be separately performed and invoiced according to the specifications in the work contract(s).

AMY SYMONS

INSTRUCTIONAL CONSULTANT

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