



Standards for Programs: Differentiated Teaching and Learning

Program Standard 3:

The program implements early childhood practices that support each child's learning and growth toward the Standards. Program-wide strategies ensure that differentiated teaching and learning is based on the assessment of each child's developmental levels, learning styles, and interests.

Description: The program utilizes information on children's developmental levels, their learning styles and interests to design and modify the curriculum content and the learning environment. Children are provided with multiple options and opportunities for learning and expressing what they have learned based on their individual uniqueness. A variety of instructional strategies are used to support children's development. Multi-level learning opportunities are designed and implemented to match children's skills and learning styles.

Indicators:

- The program has a written philosophy statement indicating the commitment to support each child's unique learning style, and individual development levels and interests.
- The program has a written plan and description of practices for implementing a curriculum to support children's learning based on their individual developmental levels, learning styles and interests. The plan is written to guide practitioners in using a variety of instructional strategies and multi-level learning opportunities to support children's development.
- The program has a system that supports practitioners to develop competencies in implementing differentiated teaching and learning practices to enhance each child's learning.



Program Standard 3: Differentiated Teaching and Learning Assessment Worksheet

Program Standard 3:

The program implements early childhood practices that support each child's learning and growth toward the Standards. Program-wide strategies ensure that differentiated teaching and learning is based on the assessment of each child's developmental levels, learning styles, and interests.

Indicator 1: The program has a written philosophy statement indicating the commitment to support each child's unique learning style, and individual development levels and interests.

Guiding Questions

- Does the program currently have a written philosophy statement regarding the program's commitment to support each child's individual growth and development and is this written statement available to program staff, families and other interested people?
- Does the statement include the recognition of children's unique learning styles and interests?
- Is this philosophy statement written in a way that families and staff can understand and apply to individual children?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



Indicator 2: The program has a written plan and description of practices for implementing a curriculum to support children’s learning based on their individual developmental levels, learning styles and interests. The plan is written to guide practitioners in using a variety of instructional strategies and multi-level learning opportunities to support children’s development.

Guiding Questions

- Does the program have a written plan and description of practices for using assessment information in planning for and implementing activities that reflect children’s preferred learning styles and interests?
- Does the written plan include various strategies for using this information to design multi-level learning opportunities that match children’s developmental levels, learning styles and interests?
- Does the written plan include multiple roles that a teacher could use to support individual children’s learning?
- Does the written plan include strategies for engaging families in providing information on their children’s learning styles and interests?
- Does the written plan reflect current practices for serving children with disabilities in high quality, inclusive settings?
- Does the written plan include a description of the collaborative relationship with agencies supporting children with disabilities?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



Indicator 3: The program has a system that supports practitioners to develop competencies in implementing differentiated teaching and learning practices to enhance each child's learning

Guiding Questions

- Is there a program-wide, ongoing system of support for practitioners to assess their competencies in implementing differentiated teaching and learning practices?
- Does the program have a written description of the resources and strategies available to support practitioners in acquiring competencies in implementing differentiated teaching and learning that is based on the identified strengths and needs of practitioners?

Program strengths:

Ways that our program can be strengthened and improved:

Rhode Island Early Learning Standards



Name: _____

Date _____

Program Quality Improvement Plan

Program Standard 3: The program implements early childhood practices that support each child's learning and growth towards the Standards.

GOAL:		
Strategies	Time Frame	Progress

GOAL:		
Strategies	Time Frame	Progress

Date we will evaluate progress and reassess goals: _____