



HERE'S HOW THE PROGRAM WORKS

At Vibrant Minds Charter School, we:

- Have an additional adult in every classroom (instructional assistant) to aid teachers in presenting curriculum and facilitating both one-on-one and small group support.
- Allow scholars access to programs like Raz Kids, Reading A-Z, NewsELA, iReady Reading and Math, iKhan Academy, and Prodigy where they can pace themselves through self-guided activities, as well as choose content in which they are interested.
- Engage our scholars in Project-Based Learning activities that allow them to learn about real-world concepts aligned with their areas of interest with differentiated outcomes and outputs.
- Allow GATE identified scholars to work with mentors on developing independent projects with self-defined outputs that align with their personal interests and goals.
- Incorporate Technology Infused Education (TIE) that allows scholars to engage their different learning styles and preferred learning methods, as well as control project outputs.
- Provide after-school programming that also differentiates, individualizes, and personalizes under the tutelage of specialists in their fields.

VIBRANT MINDS



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LEARNING
SHARING,
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VIBRANT MINDS CHARTER SCHOOL

WE UNDERSTAND THE POWER OF DIFFERENTIATION, INDIVIDUALIZATION, AND PERSONALIZATION (DIP)

No two scholars are the same. Scholars learn at their own rates and in different ways. They have different backgrounds, interests, and passions. In order to include all of our scholars and help them reach their academic and personal goals, the staff at Vibrant Minds Charter School focuses on providing Differentiation, Individualization, and Personalization in their classrooms each day.

DIP represents the practices of customizing scholars' learning experiences to address their individual interests, academic growth, and social-emotional well-being. It is deeply embedded in our strengths-based teaching/learning philosophy.



HERE'S MORE ABOUT DIFFERENTIATION, INDIVIDUALIZATION, AND PERSONALIZATION

DIFFERENTIATION

Differentiation is the act of designing curriculum to address the needs of all scholars who may be at varying levels within a single classroom. The teacher drives instruction and adjusts lessons that are best suited for each group. Differentiation does not customize the learning experience for each scholar, but it does help ensure that groups of scholars, at different levels, receive lessons that are geared toward their abilities. The learning goals are the same for all scholars, but the method or approach of instruction varies depending upon their needs.

- In a differentiated learning environment, scholars are organized into groups based on their proficiency on a skill or topic. For example, an elementary school classroom might be divided into an advanced reading group, an intermediate reading group, and a developmental reading group.

INDIVIDUALIZATION

Individualization is the practice of pacing curriculum to match the learning needs of each scholar. Learning goals are the same for everyone, but scholars can progress through curriculum at a pace that is comfortable and supportive for them.

- In a learning environment that is focused on individualization, scholars may work on a computer-based mathematics program individually. They can move more quickly through sections that they understand and more slowly on ones with which they are struggling.

PERSONALIZATION

Personalization refers to the practice of tailoring curriculum to the specific interests of individual learners in the classroom. Personalization starts with the learner. Scholars are helped to discover how they learn best, what they are interested in, and what types of outputs they enjoy creating. They are then supported as needed. In a personalized classroom, the teacher is no longer the sole driver of instruction – each learner now collaborates with the teacher to drive his or her learning, with the scholar taking a hands-on role in determining his/her own needs and informing the design of the learning experiences.

- In a personalized learning environment, a teacher may assign a project in which the scholars are directed to describe the life cycle of an animal. But, each scholar gets to choose the animal, as well as the method in which the information about the life cycle is shared. The scholar could choose to write an informational article, create a poster, create a video, write a story, etc. The options are limitless.



RESOURCES

DIFFERENTIATION, INDIVIDUALIZATION, AND PERSONALIZATION (DIP)

These links and references are a small sample of what has inspired Vibrant Minds Charter School to adopt these practices:

Personalization vs Differentiation vs Individualization by Barbara Bray and Kathleen McClaskey

www.education.alberta.ca/media/3069745/personalizationvsdifferentiationvsindividualization.pdf

ISTE: Personalized vs. Differentiated vs. Individualized Learning by Dale Basye

www.iste.org/explore/articleDetail?articleid=124#.W52z53D7iBM.email

The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson (2014)

Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom by David A. Sousa and Carol Ann Tomlinson (2018)

How to Differentiate Instruction in Academically Diverse Classrooms by Carol Ann Tomlinson (2017)

