

Accelerating Math Achievement in North Dakota

Partnership Activities and Outputs

Evidence-based strategies for differentiated instruction and blended learning (Task 4)

REL Central will design and conduct a series of trainings focused on a) increasing state-, district- and school-level educators' understanding of the evidence regarding differentiated instruction and blended learning and b) how to prepare for and manage changes necessary for differentiated instruction to be effective in driving student learning improvements.

Grantee Community of Practice (CoP) (Task 4)

REL Central and NDDPI will jointly convene a CoP designed to build grantee district and school capacity to:

- Use research and evidence to plan for implementation of their differentiated instruction programs and adapt them to the local context (building on learnings from the TCTS project);
- Use data and evidence—along with continuous improvement strategies—to strengthen the implementation of their differentiated instruction programming; and
- Share knowledge and scale promising practices with colleagues

Short-term Outcomes

NDDPI staff and educators at grantee districts and schools **gain understanding** of:

- Evidence-based strategies for implementing effective differentiated instruction and blended learning
- Contextual factors that support effective differentiated instruction and blended learning implementation
- How to change their own instructional practice or how to support other educators in implementing changes that support differentiated instruction and blended learning models

Educators at grantee districts and schools demonstrate increased confidence in the value of differentiated instruction and in their ability to implement it

Educators at grantee districts and schools gain capacity to use continuous improvement to refine differentiated instructional practices

Medium-term Outcomes

Educators at grantee districts and schools use new knowledge to inform the design and implementation of their differentiated instruction programs

NDDPI staff and leaders at grantee districts and schools apply new knowledge to help educators to change their practices

Grantee district-, and school-level educators use data and evidence to continuously improve the design and implementation of their differentiated instruction plans

Teachers at grantee schools routinely integrate differentiated instruction into their math lessons

Long-term Outcomes

By 2026 we expect to see:

- Increased growth in math for students at grantee schools as measured by school and/or district assessments
- Increased math proficiency for students at grantee schools as measured by state assessments

Contextual factors

- Stability/continuity in state education leadership
- Capacity of partners
- Availability of funding and other resources for blended learning grant program
- Conditions in North Dakota schools and districts