

# Differentiation in Plano ISD

“Learning @ Every Student”

Board Presentation – Oct. 2, 2007

# Team Definition of Differentiation

Differentiation is a philosophy of strategic planning and instruction that matches learning experiences to diverse student needs, the goal being to master targeted standards while maximizing each student's potential.



# Previous Work

- Curriculum development initiatives at both the elementary and secondary level have used differentiation strategies as a foundation since the mid-90s
- Findings from our work
  - *Technology supports multi-tasking*
  - *Multi-tasking supports differentiation*
  - *Technology supports differentiation*
- Rationale for distributed computers and technology resources in classrooms



# Continuing Goals

- **Improve student learning through varied instructional experiences in response to identified student needs**
- **Increase district and campus capacity to support, train, and/or assist teachers in differentiated instruction through campus-based teacher coaches**
- **Acknowledge current research-based best practices regarding differentiated instruction, most notably from the work of Dr. Carol Ann Tomlinson**
- **Increase organizational and community understanding of and support for differentiated instruction**
- **Support district efforts at closing the achievement gap, promoting college readiness, encouraging life-long learning, and delivering “an excellent education for all students”**



# Research on Teacher Skill Acquisition And Use

Training Component	Participant Knowledge	Skills Acquired	Transfer to Practice
Theory	Mid to high	5%	----
Theory & Demonstration	High	5-10%	Will try
Theory, Demonstration, Practice & Feedback	High	90+%	5-10%
Theory, Demonstration, Practice & Feedback & <b><u>Coaching</u></b>	High	90+%	80-90%



# Differentiation Resource Team

## Four Year Process

Elementary, Middle, and Upper Secondary

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# Four Year Process

- Year 1: Building the Capacity of Coaches
- Year 2: Building Campus Capacity and Foundation Differentiation Skills
- Year 3: Extending Observable Changes in Classroom Instruction
- Year 4: Evaluation and Sustaining Implementation



# Project Year By Level

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Pilot at 19 elem. schools	Year 1	Year 2	Year 3*
Remain 24 elem. schools	---	Year 1	Year 2*
Middle schools	---	---	Year 1
High schools / sr. high	---	---	Year 1

\* Elementary groups have been merged for the 2007-2008 school year.



# Observable Indicators

- Know the learner
- Community in the classroom
- Data, pre-assessment, and on-going assessment used to guide instruction
- Flexible grouping and multi-tasking
- Varied learning experiences engage student learning



# Observable Indicators

- Teaching up for high performing students
- Targeted interventions for struggling students
- Varied assessments
- Appropriate differentiated grading practices
- Collaborative planning prior to instruction



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