Differentiation: Planning for Intervention and Enrichment in PLCs

Link to our presentation: https://goo.gl/5LA83a

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“You just need to differentiate...”

Easier said than done! Knowing that all students enter our classrooms with varying experiences, prior knowledge, and interests, we must respond with a variety of learning experiences, strategies, and processes.

We will explore ways that PLCs can preemptively plan for intervention and enrichment and set the foundation for successful classroom differentiation.
What is DIFFERENTIATION?
Pick a column and silently record your response.

| Write a definition of differentiation you feel clarifies it’s key intent, elements, and principles. | Explain to a new teacher what differentiation is in terms of what a teacher would be doing in the classroom - and why. Your definition should create an image of differentiation in action in a real setting. | Develop a metaphor, analogy, or visual symbol that you think represents and clarifies what’s important to understand about differentiation. |
What is DIFFERENTIATION?

Providing intervention and enrichment based on prior readiness and current reality.

Teachers responding to the needs of students based on content, process, and product.
DIFFERENTIATION IS

AN IDEA AS OLD AS EFFECTIVE TEACHING

Lessons designed around patterns of student need

USE OF WHOLE-GROUP, SMALL-GROUP & INDIVIDUAL TASKS BASED ON CONTENT AND STUDENT NEEDS

Valuing and planning for diversity in heterogeneous settings

Necessary for success with standards for a broad range of learners

A STUDENT-FOCUSED WAY OF THINKING ABOUT TEACHING AND LEARNING

PURPOSEFUL USE OF FLEXIBLE GROUPING

TEACHING UP AT THE CORE OF QUALITY TEACHING

ASCD

Address learning & affective needs that all students have
DIDRENTIATION IS NOT

Tracking or grouping students into classes by "ability"

Incompatible with standards

Bluebirds, buzzards & wombats
(ability grouping within a classroom)

Dumbing down
Teaching for some students

A set of instructional strategies

Something extra on top of good teaching

Mostly for students identified as gifted

Individualized instruction

IEPs for all

A synonym for group work

ASCD
Learn, teach, lead.
PLANNING is the KEY
Where does differentiation fit in the PLC Process?

1. **What** do we want students to learn?
2. **How** will we know they learned it?
3. How will we **respond** when students don’t learn it?
4. How will we **enrich and extend** the learn for those who already know it?
Professional Learning Communities

1. Know / Unpack the TEKS
2. Build Collaborative Culture
3. Establish Essential Outcomes
4. Provide Intervention and Challenge based on assessment
5. Create Common Assessments and Success Criteria
6. Plan & Implement Instructional Strategies for All
7. Assess and Analyze Student Performance

PLC Cycle
Where do we start?
Reflection
Questions -

1. What makes Essential Outcomes essential?
2. If it’s predictable, it’s preventable. (What does this statement mean to you?)
3. How do we anticipate what students know and don’t know?
4. What is the difference between got-to-knows and nice-to-knows?
### Essential Outcomes

**Based on** -
- Endurance
- Leverage
- Readiness

**This is the 1st step!**

**Common Assessments and Intervention/Enrichment are based on EOs.**

### Essential Outcome Selection Protocol - (Max Time 45 minutes)

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<th>Time</th>
<th>Process</th>
<th>Notes</th>
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<td>2 min.</td>
<td><strong>Step 1 - Select an Essential Unit of Study (EUS) to use with this protocol.</strong>&lt;br&gt;<strong>Teachers need to...</strong>&lt;br&gt;• Locate and open current curriculum documents.&lt;br&gt;• Consider historical and current data.</td>
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<td>5-10 min.</td>
<td><strong>Step 2 - Identify the critical learning goals of the unit. PLC comes to consensus on the summary statement.</strong>&lt;br&gt;<strong>Teachers need to...</strong>&lt;br&gt;• Read the unit summary silently.&lt;br&gt;• Develop/write a summary statement in your own words.</td>
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<td>2-3 min.</td>
<td><strong>Step 3 - Individually, identify the understandings and how they relate to the knowledge and skills that are critical in this unit.</strong>&lt;br&gt;<strong>Teachers need to...</strong>&lt;br&gt;• Chunk the TEKS within the unit of study if needed.&lt;br&gt;• Consider the 3 Cs of the &quot;Unpacking the TEKS&quot; process.</td>
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<td>20-30 min.</td>
<td><strong>Step 4 - As a PLC, come to consensus on the essential outcomes.</strong>&lt;br&gt;<strong>Teachers need to...</strong>&lt;br&gt;• Discuss readiness, leverage, and endurance:&lt;br&gt;  - <strong>Endurance</strong> - Are students expected to retain the knowledge and skill beyond the unit and course?&lt;br&gt;  - <strong>Leverage</strong> - Will the student be able to apply the standard in more than one subject area?&lt;br&gt;  - <strong>Readiness</strong> - Has this standard been identified as an essential prerequisite skill in the next course or grade level? <em>(This does not refer to identified Readiness Standards by the state, but how prepared a student is to access the next level of learning.)</em>&lt;br&gt;• Discuss and consider data:&lt;br&gt;  - Where are our students in their ability or understanding of this standard?&lt;br&gt;  - Will it require sustained instructional attention, or do our students already have a relatively firm foundation with the necessary knowledge or skills in this area?&lt;br&gt;• Unpack the TEKS as needed for creating common assessments.</td>
<td>Teams are now ready to create common formative and summative assessments using the EOs and plan for instruction.</td>
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Unit Planning Template

Key Components

- Essential TEKS/Learning Targets
- Common Assessments
- Success Criteria per Common Assessment
- Instructional Strategies for ALL
- Scope and Sequence - put it on the calendar!
Differentiation is Hard

We CANNOT begin to think about intervention and enrichment the moment we get formative evidence that students either know it or not.

ANTICIPATE through the development of Essential Outcomes and Common Assessments.
### Grade: __________ Response to Common Assessment # ______

The essential standards addressed are:

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<th>Self-Reflection: Which of my students are struggling and in which area(s)?</th>
<th>Team Reflection: What areas do we need to address as a team?</th>
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What strategies were used by teammates whose students performed well?

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How will we provide the additional support? Be specific with teacher’s names and strategies.

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What is our plan to enrich and extend the learning? Be specific with teacher’s names and strategies.

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How can special areas support your students with essential standards?

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Proactive not Reactive!

How do we anticipate students’ readiness for grade level content and their response to instruction?

- Vertical Alignment resources
- Historical classroom evidence
- Formative Assessments
Ready to Get Started?

Don’t start with menus, choice boards, and stations!

Small Group Instruction is the easiest way to structure intervention and enrichment.
Ready to Get Started?

Differentiated questioning during Small Group Instruction requires minimal prep but can effectively target the needs of each group.
Examples in the Classroom

- Menus
- Student Mastery Reviews
- Star leveled learning
  - With the same skill assessed
  - Students pick the journey you feel suits your current learning best
    - Allows for intervention & challenge
    - Reteaching
    - Areas of focus
- Google Forms for differentiated feedback groups
- Google Classroom for Differentiation