

High School Reform Work Team Report

Work Team: Mary Clayton, Sandra Page, Fred West

Options Keyword: Differentiation at Middle School to High School

Step: Implementation Plan

Our district's overarching vision is that differentiation become standard operating procedure in secondary classrooms. An assumption implicit in the implementation plan is that leaders will need to provide multiple pathways to common and agreed upon goals for teachers.

Expected Outcome: Desired state is differentiation is the norm	Strategies: To ensure maximum implementation, we will offer these Activities	Person(s) Responsible	Completion Timeline	Evaluation Indicator
1.0. District provides multiple starting pathways to common goals <ul style="list-style-type: none"> Understanding/conversing about diversity and accepting responsibility for responsive instruction Teachers analysis of course expectations Assessment of students' current learning status Teachers' awareness of pre-assessment strategies Teachers' awareness of instructional responsive strategies 	1.1. Offer training in differentiated instruction as requested	ISD, building administrators, others	On-going	Calendar of st dev
	1.2. Differentiate staff development and support	ISD, building administrators, others	On-going	
	1.3. Offer differentiated training in modes of assessment as requested	ISD, building administrators, others	On-going	Calendar of st dev
Expected Outcome: Desired state is differentiation is the norm	Strategies: To ensure maximum implementation, we will offer these Activities	Person(s) Responsible	Completion Timeline	Evaluation Indicator

	1.4. Prepare items for and use curriculum guides to focus assessments strategies in various disciplines	ISD, curr writing teams	Summer 2004-June 2006	
	1.5. Include differentiated instruction and curriculum extensions as part of the curriculum guides	ISD, curr writing teams	Summer 2004-June 2006	
2.0. Teachers use assessment as a way of determining and being responsive to students' needs <ul style="list-style-type: none"> ▪ Lesson plans/curriculum maps incorporate systematic pre-assessment and ongoing student assessments to determine individual student needs, progress ▪ Lesson plans/curriculum adapt in pace, content and skill activities to meet assessed student needs 	2.1. Building leaders guide on-going study and discussion of evidence on the learning patterns of and achievement outcomes for various individuals and groups within the school.	Principals	2004-07	
	2.2. Building leaders provide time, guidance, and establish routine procedures for teachers to develop continuous assessment plans, link those plans with learning goals, and use results for instructional planning.	Principals	2004-07	
	2.3. Administrators routinely monitor whether preassessment and continuous assessment are occurring.	Principals and ISD	2004-07	

Expected Outcome: Desired state is differentiation is the norm	Strategies: To ensure maximum implementation, we will offer these Activities	Person(s) Responsible	Completion Timeline	Evaluation Indicator
	2.4. ISD provides varied on-going staff development options on approaches to preassessment and on-going assessment and use of findings for differentiated instruction.	ISD	Spring 2004-June 2007	
	2.5. Teachers include plans for pre-assessment and on-going assessment in lesson plans.	Teachers	Aug 2004-June 2007	Evidenced in lesson plans
	2.6. Teachers plan presentations, activities, and summative assessments based on evidence of student need.	Teachers	Aug 2004-June 2007	Evidenced in lesson plans
3.0. Teachers consistently and appropriately use a range of instructional approaches to address varying learner needs and support student growth.	3.1. District provides staff development on a range of strategies that have proven useful to secondary students achieve learning goals	ISD	Aug 2004-07	
	3.2. Teachers implement strategies learned at workshops and are then provided opportunities for feedback, coaching, refining, collaborating.	ISD and Schools	Aug 2005-07	School Improvement Plans show focus on instructional approaches
	3.3. Schools may choose to focus on particular strategies to be used by all teachers; for example, seminar teaching, learning contracts, or quality rubrics for culminating projects.	Principals	Aug 2005-07	School Improvement Plans show focus on instructional approaches
	3.4. Students' work samples and projects show evidence of individual growth. Students are aware of learning needs being addressed.			Student surveys indicate satisfaction with challenge levels being appropriate.

Expected Outcome: Desired state is differentiation is the norm	Strategies: To ensure maximum implementation, we will offer these Activities	Person(s) Responsible	Completion Timeline	Evaluation Indicator
4.0. Teachers seek deepening understanding of the nature and needs of the broad range of learners, including: <ul style="list-style-type: none"> ▪ English Lang Learners ▪ Learning disabled ▪ Gifted ▪ Other exceptionalities 	4.1. Include differentiation on teachers' individual growth plans as a goal.	Teachers principals	2006	Teachers write in professional goals that show growth toward higher frequency, intentionality and quality of instruction with diverse learners.
	4.2. Include goals for implementing specific differentiation strategies in School Improvement Plans	SGCs, principals, teachers	2007	Review of SIP shows intentional instructional focus chosen to improve teachers' use of strategies for diverse learners.
	4.3. Offer strategic faculty meeting staff development to support training goals of SIPs	Principal with support of ISD	2007	Staff development planning calendars at schools reflect SIP goals
	4.4. The district promotes improved instruction and facilitates collaboration between the high schools by supporting differentiation training.	ISD	2007	District offerings in professional development on differentiation are targeted at secondary teachers
5.0 Teachers clearly articulate essential learning outcomes and use them as a focus of differentiated learning plans.	5.1. Lesson plans and curriculum plans are based on learning goals of what students should know, understand and be able to do.	ISD, teachers	2004	Visible in plans; Students also can articulate what they are expected to know, understand and do.

Expected Outcome: Desired state is differentiation is the norm	Strategies: To ensure maximum implementation, we will offer these Activities	Person(s) Responsible	Completion Timeline	Evaluation Indicator
	5.2. Teachers work collaborative to align curricular and instructional goals	ISD, Teachers	2005	Visible in plans; Students also can articulate what they are expected to know, understand and do.
6.0. Teachers work collaboratively with a range of colleagues to better address the varying learning needs of their students.	6.1. Provide time for common planning, curriculum development, sharing of expertise.	Teachers, principals	2006	Articulated in evaluations and surveys on time usage.
	6.2 Develop skills in collaboration	Principals, ISD	2006	Articulated in evaluations and surveys on time usage.
	6.3. Provide structure of teaming and common planning times for teams, at least at ninth grade <ul style="list-style-type: none"> ▪ Use opportunities to work together to prepare curriculum maps, planning, discuss instructional strategies ▪ Discuss individual student problem-solving and/or intervention strategies in routinely structured and scheduled dept or grade level meetings. 	Principals, SGCs	2006	Schedule reflects structure. Practice reflects intention.