REVISITING DIFFERENTIATED INSTRUCTION

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OBJECTIVES FOR TODAY

- **Assess** your familiarity with MI/DI strategies
- **Reawaken** the DI strategies that target MI that you already use or of which you are aware
- **Share** these strategies among us
- **Model** some strategies to accomplish the above.
COLLABORATIVE NORMS

- EQUITY OF VOICE
- ACTIVE LISTENING
- SAFE ENVIRONMENT
- SELF MONITOR ELECTRONICS
I know you're as excited as I am about today's lesson!
¿A quién le gusta el Congreso en D.C.?
The real voyage of discovery lies not in seeking new landscapes but in having new eyes.  

(Marcel Proust)
Visual images are Processed 60,000x Faster than Written Text!

75% of all information reaching the brain arrives through the visual system.

Create a Visually Rich Environment!
Multiple Intelligence Inventories

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/questions/questions.cfm  “to take an online MI test. Results are printed in an attractive pie graph”

http://surfaquarium.com/MI/inventory.htm  MI Inventory – “Not a test – it is a snapshot in time of an individual's perceived MI preferences.”

http://www.thirteen.org/edonline/concept2class/mi/w1_interactive1.html  “An interactive activity that shows that everyone has all of the intelligences in varying degrees.”

“The Paragon Learning Style Inventory (PLSI) is a self-administered survey that provides a very reliable indication of learning style and cognitive preference.”
http://www.calstatela.edu/faculty/jshindl/plsi/taketest.htm
# Products and Performances Using the Multiple Intelligences

<table>
<thead>
<tr>
<th>VERBAL-LINGUISTIC</th>
<th>LOGICAL-MATHEMATICAL</th>
<th>VISUAL-SPATIAL</th>
<th>BODILY-KINESTHETIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write a poem.</td>
<td>• Make a diagram.</td>
<td>• Illustrate the topic.</td>
<td>• Dramatize the event.</td>
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<tr>
<td>• Write a book.</td>
<td>• Create a timeline.</td>
<td>• Build a model.</td>
<td>• Conduct an experiment.</td>
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<td>• Give a speech.</td>
<td>• Design a flow chart.</td>
<td>• Take and display photographs.</td>
<td>• Role-play a character.</td>
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<tr>
<td>• Keep a journal.</td>
<td>• Calculate a total.</td>
<td>• Design a comic book.</td>
<td>• Describe what happened through interpretive dance.</td>
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<tr>
<td>• Write an essay.</td>
<td>• Make a bar graph.</td>
<td>• Create a diorama.</td>
<td>• Create a human tableau.</td>
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<td>• Write a letter to the editor of a newspaper.</td>
<td>• Organize a checklist.</td>
<td>• Make a poster or brochure.</td>
<td>• Construct a prototype.</td>
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<td>• Conduct a phone or email survey of others' opinions.</td>
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<tr>
<th>MUSICAL-RHYTHMIC</th>
<th>NATURALIST</th>
<th>INTERPERSONAL</th>
<th>INTRAPERSONAL</th>
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<tr>
<td>• Compose a song, such as a rap.</td>
<td>• Display a collection you have made.</td>
<td>• Participate in a roundtable discussion or debate.</td>
<td>• Assess your own participation and effort.</td>
</tr>
<tr>
<td>• Create a jingle or rhyme.</td>
<td>• Write a brochure about traveling to another country.</td>
<td>• Survey others for their opinions.</td>
<td>• Write your opinion as an editorial on the topic.</td>
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<tr>
<td>• Compose the musical score to a video or slide show.</td>
<td>• Classify objects found in a location.</td>
<td>• Conduct interviews about others' experiences.</td>
<td>• Keep a personal journal or log of events.</td>
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<tr>
<td>• Record sounds or interviews with people related to the topic.</td>
<td>• Visit a location over time and report your observations.</td>
<td>• Choose others to work with collaboratively.</td>
<td>• Take time for reflection, then share your opinion in a speech.</td>
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<tr>
<td>• Make up a hand jive and chant to remember a key point.</td>
<td>• Look for patterns in weather, geology, and the environment and make predictions.</td>
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To differentiate instruction is to recognize students’ **varying background knowledge, readiness, language, preferences in learning, interests**, and to react responsively. Differentiated instruction is a **process** to approach teaching and learning for students of differing abilities in the same class (Tomlinson, et al., 2003).
## Five Key Components of Differentiation: Definitions

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>Environment</th>
<th>Content/Standard</th>
<th>Process Strategies</th>
<th>Product/Assessment</th>
</tr>
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<td><strong>Defined:</strong> Using various pre-assessment tools to learn about learners’ backgrounds, interests, learning styles, attitudes, learning preferences, academic readiness levels, and skills. This is followed by using pre-assessment data to design instruction that meets the needs of various learners.</td>
<td><strong>Defined:</strong> Modifying the classroom learning environment in order to increase student learning.</td>
<td><strong>Defined:</strong> Content is the input of teaching. What you teach can be adapted. How students are given access to what you teach can also be adapted (varied texts and resource materials). Content differentiation involves choosing content and making it accessible to students via students’ needs, readiness levels, interests, learning profiles.</td>
<td><strong>Defined:</strong> When students encounter new ideas, information, or skills, they need time to run the input through their own filters of meaning. Process differentiation involves using varied teaching strategies and activities to help students make sense of new content, skills, and ideas.</td>
<td><strong>Defined:</strong> Providing different types of assessments or choices on assignments. Individuals and/or groups can then show evidence of learning via different products or performance assessments.</td>
</tr>
</tbody>
</table>

### Activity A GO GO!

**The New Teacher Center**

Three of the five components have been adapted from the original work of Carol Ann Tomlinson.
Independently, jot down three ideas that fit for each of the five categories.

Get up and mingle to find someone you don’t or only barely know.

GIVE ONE idea from your list to your partner GET ONE idea for your list from same.

Move to a new partner and repeat.

Exchange no more than one idea with any partner at a time.
Using Educational Neuroscience to Differentiate Instruction

- Discover how the brain learns naturally
- Create a Brain–Compatible environment
- Orchestrate *relevant firsthand experiences* to promote brain growth
- Use learning preferences to maximize how the brain learns most effectively

Martha Kaufeldt  [www.beginwiththebrain.com](http://www.beginwiththebrain.com)
3 Key Elements of Brain-Compatible Learning

1. Perceived threats, stress, emotional upsets, isolation, and unpleasant physical environments trigger a “reflex response” and can minimize brain’s capabilities to learn.

Martha Kaufeldt www.beginwiththebrain.com
3 Key Elements of Brain-Compatible Learning

2. Multi-sensory experiences in enriched environments can stimulate brain growth—“Neural Plasticity”—new learning requires a “hook” to prior knowledge. Meaningfulness drives engagement.
3 Key Elements of Brain-Compatible Learning

3. “Use it or lose it”! Process learning in a variety of ways for long-term retention!

Martha Kaufeldt www.beginwiththebrain.com
What causes stress in our students?

- Embarrassment
- Inadequate time for a task
- Unfamiliar work with little support for learning
- Lack of orderliness/groups with no roles
- Lack of information about **goals/objectives/purpose**.
- Restricted movement/lack of physical activity

Martha Kaufeldt [www.beginwiththebrain.com](http://www.beginwiththebrain.com)
Engaging the Learner

- Relevant and meaningful tasks *The brain seeks relevance!*

- Stimulate the learner’s interest: (1) promote curiosity 2) inspire participation, (3) activate prior knowledge

- Humor—gets the brain’s attention/releases endorphins/ bonds us to others—we look at each other when we laugh! Did you ever notice that?

Martha Kaufeldt [www.beginwiththebrain.com](http://www.beginwiththebrain.com)
What does this look like in the WL Classroom?

Some excellent sites:

- https://www.teachingchannel.org/videos?default=1  A thorough treatment of the topic. Videos,
- http://teachingactivities.pbworks.com/w/page/19890696/senior%20high%20school  Lots of activities – written for ELLs
## Essential Components of Differentiated Instruction

<table>
<thead>
<tr>
<th>Pre-Assessments/Individual Differences</th>
<th>Products/Assessments</th>
<th>Content</th>
<th>Process/Instructional Methods</th>
<th>Environment</th>
</tr>
</thead>
</table>
| **Type 1: Cultural & Linguistic Dimension**  
- Home Language Survey  
- Oral Histories  
- Cultural Affinity Lists  
- Place Names Journey Map  
- Life Literacy Profile  
- Reading Interest Surveys  
- Best Advice (from a relative, friend, community member, oral history) | **Differentiate products by varying, modifying and/or offering student choice regarding:**  
- Work samples  
- Performance tasks  
- Quizzes and tests  
- Project menus  
- Oral presentations  
- Graphic organizers  
- Group and individual projects  
- Portfolios  
- Self-assessment/reflection | **Differentiate the content by:**  
- Providing supplemental or leveled materials at varying degrees of difficulty  
- Offering multi-option assignments  
- Allowing students to select vocabulary, reading material, note-taking strategies, graphic organizers, assignments, prompts, questions, interest centers, skill stations, etc.  
- Expanding or simplifying key concepts and vocabulary  
- Creating simplified and/or extension activities  
- Using videos, taped materials and/or computer programs for simplifying or extending learning  
- Tapping into prior knowledge and experiences  
- Connecting to broader, culturally responsive themes, literature, perspectives and student interests  
- Using tiered instruction | **Differentiate the method of instruction by utilizing:**  
- Flexible, skill-based groupings  
- Cooperative groups, dyads, triads or teams  
- Group investigations  
- Learning stations/centers  
- Learning contracts and independent studies  
- Modeling/demonstrating  
- Think alouds and metacognition  
- Checking for understanding  
- Graphic organizers  
- Visuals  
- Varied time allotments  
- Simulations/role plays  
- Peer tutoring  
- Field trips/guest speakers  
- Debates  
- Multi-media, including computers, videos and taped materials  
- Varied questions and strategies to promote thinking such as: compare/contrast, categorize by characteristics, hypothesize & experiment, predict, evaluate using criteria, etc. | **Differentiate the environment through:**  
- Seating (formal-desks; informal-bean bags, couches, etc.)  
- Teacher-driven instruction  
- Student-centered instruction  
- Time of day  
- Multi-sensory stimulation  
- Text-driven  
- Mobility  
- Lighting  
- Heat  
- Sound  
- Use of fine arts  
- Displays of student work  
- Touch-rich artifacts  
- Student choice |
| **Type 2: Personal Dimension**  
(Learning Profile)  
- Learning Styles: 4MAT, Gregorc, Silver/Strong, Sternberg, Dunn/Dunn  
- Modality Surveys  
- Multiple Intelligence Surveys  
- Learning Profiles  
- Life Timeline  
- Graffiti Facts | | | | |
| **Type 3: Metacognitive Dimension**  
- Goal Checklists  
- Interest Surveys  
- Learning Journals | **Evaluate products and assessments using:**  
- Graduated rubrics  
- Criterion lists  
- Negotiated criteria  
- Varied checklists | | | |
| **Type 4: Academic Literacy Dimension**  
(Student’s academic literacy proficiencies and subject-specific knowledge/skills)  
- Developmental Portfolio  
- Skill inventories  
- Reading Assessments  
- Standards Tests | | | | |

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The New Teacher Center
Key Word = HABITS

- Do not stress or overload!
- Pick a few (maybe even 1–2) strategies you like.
- Make them a priority (so you get really comfortable with them)
- They will become habits of mind!
THANKS!

- The New Teacher Center
- Martha Kaufeldt
- Kristin Polseno
- ASCD
- Carol Ann Tomlinson
- David Sipress
- Kootation.com
THE FOLLOWING SLIDES ARE THE COLLABORATIVE OFFERINGS OF PARTICIPANTS AT OUR RIFLA CONFERENCE SESSION ON ACTIVITIES THAT FALL UNDER THE MULTIPLE INTELLIGENCES! THANK YOU FOR YOUR PARTICIPATION AND YOUR VALUED WORK IN WORLD LANGUAGE EDUCATION OF OUR YOUTH!
VERBAL/LINGUISTIC

- Read aloud
- Prepare Written Prompts
- Write Books (on many topics)
- Poetry
- Make lists/ written summaries
- Write essays/Compositions
- Repeat Examples
- Categorize, Keep Journals, Summarize a reading
- Dictation
- Response to (prewritten) Email
- Self Recording
- Oral presentations
- Shape Poems
- Senior Project in (target language)
Logical/Mathematical

- Graphic Organizers/Charts
- Bar Graphs with Birthdays
- Venn and other Diagrams
- Interpreting Charts and Data
- Math Activities (problems) in Target Language
- Temperature and Currency Conversions
- Timelines about childhood/Preterite v Imperfect/an artist or other famous person
- Shopping list
- Conduct Survey
- Fill in the blank/matching activities
VISUAL/SPATIAL

- Display photos (Presentation software)
- Video clips
- Show and tell
- Word Walls
- Make/draw – a book, posters, calendars
- Draw a favorite meal etc., create a menu
- Skits
- Cartoons/Comic Strips
- Illustrate vocab
- Create blueprints for house design
BODILY/KINESTHETIC

- Speed dating
- TPR/Twister /Charades/Sign Language
- Body Language, Walking
- Simon Says, Act, Role Play, Dramatize, Dance
- Memory Game, Slap Jack
- Build/Create something. (Ponchos)
- Make tortillas by hand
- Cook
- Board Games/Bingo
- Stations
- Dialogue
- You are a number, stand in sequence
MUSICAL/RHYTHMICAL

- Clapping Chants
- YouTube videos (with grammar)
- Cloze Activities
- Singing/Listening to songs
- Name artist/instrumentation/music style
- Musical Chairs
- Dance
- Conjugate Verbs
- Listen to music
- Alphabet song
- Play music/raps
NATURALIST

- Posters/Brochures/Travel realia
- Real Food/ Plantains/Breakfast
- Clothing, Weather/Season
- Take a trip to Canada/other
- Menus
- Weather reports, pictures
- Nature Walks
- Create a Calendar
- Passport lesson
- Birthday Graph
INTERPERSONAL

- Role Play/Debate/Dialogues/Speed Dating
- Unscramble sentences in pairs
- Information gap activities
- Surveys and interviews
- Collaborative grouping
- Oral presentations about a classmate
- Group/pair work. Think Compare Pair Share
- Socratic Seminar
- Create Blog, add comments
- Critic work in pairs or small groups
- Question asking activities in pairs/groups
- Telephone game
Write in personal diary/journals
Reflect/meditate
Critique work/give opinions
Portfolio reflections
Pre-test
Share through speech
Adjective activity, how are you feeling?
Wait time, specific purpose