

# 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.

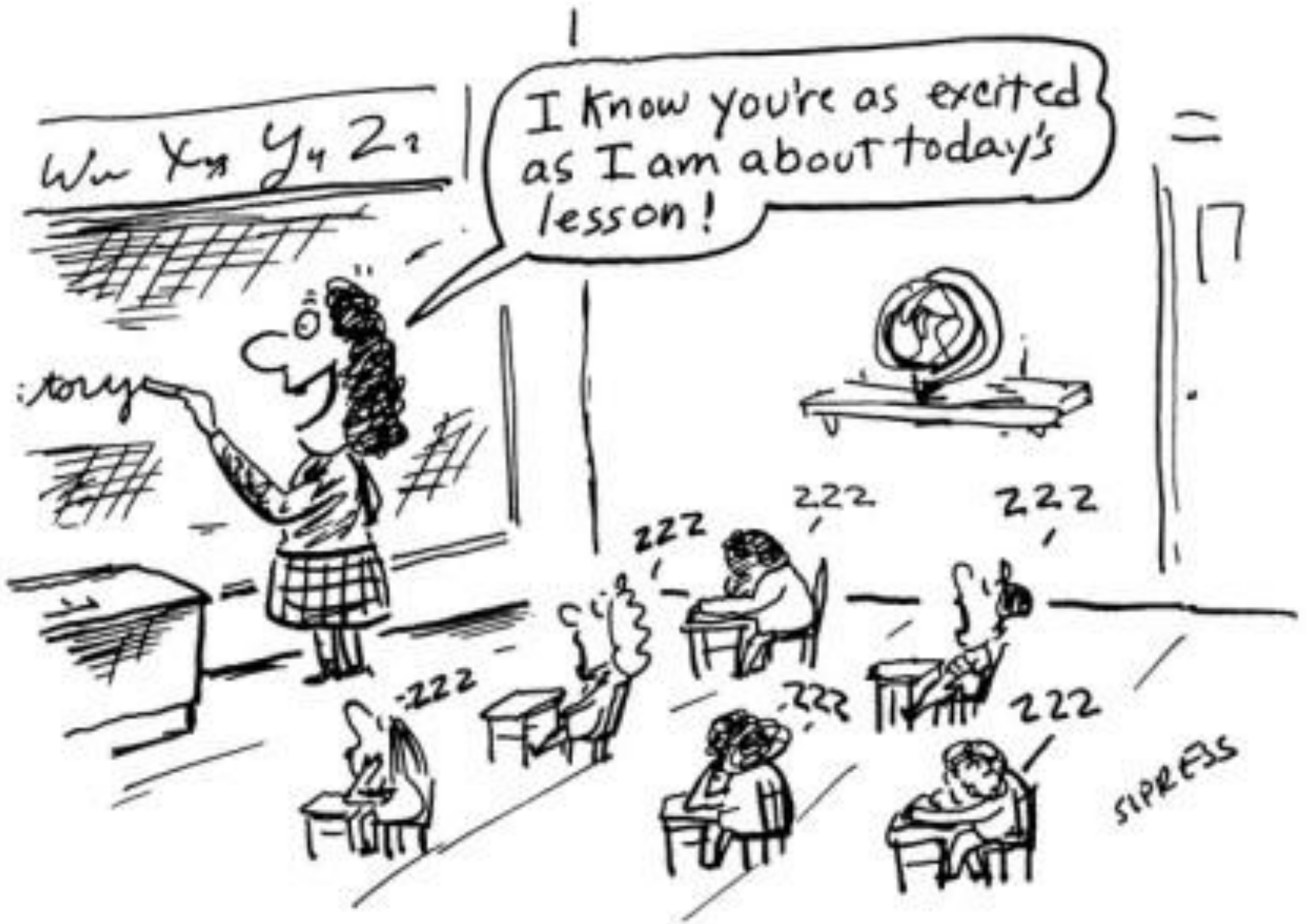
# COLLABORATIVE NORMS

➤ EQUITY OF VOICE

➤ ACTIVE LISTENING

➤ SAFE ENVIRONMENT

➤ SELF MONITOR ELECTRONICS



DAVID SIPRESS

¿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](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](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

VERBAL-LINGUISTIC	LOGICAL-MATHEMATICAL	VISUAL-SPATIAL	BODILY-KINESTHETIC
 <ul style="list-style-type: none"> <li>• Write a poem.</li> <li>• Write a book.</li> <li>• Give a speech.</li> <li>• Keep a journal.</li> <li>• Write an essay.</li> <li>• Write a letter to the editor of a newspaper.</li> <li>• Conduct a phone or email survey of others' opinions.</li> </ul>	 <ul style="list-style-type: none"> <li>• Make a diagram.</li> <li>• Create a timeline.</li> <li>• Design a flow chart.</li> <li>• Calculate a total.</li> <li>• Make a bar graph.</li> <li>• Organize a checklist.</li> </ul>	 <ul style="list-style-type: none"> <li>• Illustrate the topic.</li> <li>• Build a model.</li> <li>• Take and display photographs.</li> <li>• Design a comic book.</li> <li>• Create a diorama.</li> <li>• Make a poster or brochure.</li> </ul>	 <ul style="list-style-type: none"> <li>• Dramatize the event.</li> <li>• Conduct an experiment.</li> <li>• Role-play a character.</li> <li>• Describe what happened through interpretive dance.</li> <li>• Create a human tableau.</li> <li>• Construct a prototype.</li> </ul>
MUSICAL-RHYTHMIC	NATURALIST	INTERPERSONAL	INTRAPERSONAL
 <ul style="list-style-type: none"> <li>• Compose a song, such as a rap.</li> <li>• Create a jingle or rhyme.</li> <li>• Compose the musical score to a video or slide show.</li> <li>• Record sounds or interviews with people related to the topic.</li> <li>• Make up a hand jive and chant to remember a key point.</li> </ul>	 <ul style="list-style-type: none"> <li>• Display a collection you have made.</li> <li>• Write a brochure about traveling to another country.</li> <li>• Classify objects found in a location.</li> <li>• Visit a location over time and report your observations.</li> <li>• Look for patterns in weather, geology, and the environment and make predictions.</li> </ul>	 <ul style="list-style-type: none"> <li>• Participate in a roundtable discussion or debate.</li> <li>• Survey others for their opinions.</li> <li>• Conduct interviews about others' experiences.</li> <li>• Choose others to work with collaboratively.</li> </ul>	 <ul style="list-style-type: none"> <li>• Assess your own participation and effort.</li> <li>• Write your opinion as an editorial on the topic.</li> <li>• Keep a personal journal or log of events.</li> <li>• Take time for reflection, then share your opinion in a speech.</li> </ul>

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

Pre-Assessment	Environment	Content/Standard	Process Strategies	Product/Assessment
<p><b>Defined:</b> 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.</p>	<p><b>Defined:</b> Modifying the classroom learning environment in order to increase student learning.</p>	<p><b>Defined:</b> Content is the input of teaching. <b>What</b> you teach can be adapted. How students <b>are given access</b> 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.</p>	<p><b>Defined:</b> 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 <b>teaching strategies</b> and <b>activities</b> to help students make sense of new content, skills, and ideas.</p>	<p><b>Defined:</b> 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.</p>
Notes	<p>Activity A GO GO!</p> <p>The New Teacher Center</p>			

Three of the five components have been adapted from the original work of Carol Ann Tomlinson.

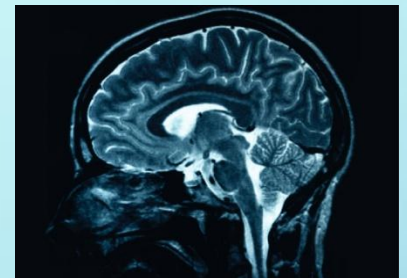
# GIVE ONE – GET ONE

- ▶ 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



# 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!

# Stress!

- ▶ 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

# 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?

# 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://www.teachnology.com/tutorials/teaching/differentiate/> Teachnology “How to differentiate”.
- ▶ <http://teachingactivities.pbworks.com/w/page/19890696/senior%20high%20school> Lots of activities – written for ELLs





# Essential Components of Differentiated Instruction

Pre-Assessments/ Individual Differences	Products/ Assessments	Content	Process/ Instructional Methods	Environment
<p><b>Type 1: Cultural &amp; Linguistic Dimension</b></p> <ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• Oral Histories</li> <li>• Cultural Affinity Lists</li> <li>• Place Names Journey Map</li> <li>• Life Literacy Profile</li> <li>• Reading Interest Surveys</li> <li>• Best Advice (from a relative, friend, community member, oral history)</li> </ul> <p><b>Type 2: Personal Dimension</b> (Learning Profile)</p> <ul style="list-style-type: none"> <li>• Learning Styles: 4MAT, Gregorc, Silver/Strong, Sternberg, Dunn/Dunn</li> <li>• Modality Surveys</li> <li>• Multiple Intelligence Surveys</li> <li>• Learning Profiles</li> <li>• Life Timeline</li> <li>• Graffiti Facts</li> </ul> <p><b>Type 3: Metacognitive Dimension</b></p> <ul style="list-style-type: none"> <li>• Goal Checklists</li> <li>• Interest Surveys</li> <li>• Learning Journals</li> </ul> <p><b>Type 4: Academic Literacy Dimension</b> (Students' academic literacy proficiencies and subject-specific knowledge/skills)</p> <ul style="list-style-type: none"> <li>• Developmental Portfolio</li> <li>• Skill Inventories</li> <li>• Reading Assessments</li> <li>• Standards Tests</li> </ul>	<p><b>Differentiate products by varying, modifying and/or offering student choice regarding:</b></p> <ul style="list-style-type: none"> <li>• Work samples</li> <li>• Performance tasks</li> <li>• Quizzes and tests</li> <li>• Project menus</li> <li>• Oral presentations</li> <li>• Graphic organizers</li> <li>• Group and individual projects</li> <li>• Portfolios</li> <li>• Self-assessment/reflection</li> </ul> <p><b>Evaluate products and assessments using:</b></p> <ul style="list-style-type: none"> <li>• Graduated rubrics</li> <li>• Criterion lists</li> <li>• Negotiated criteria</li> <li>• Varied checklists</li> </ul>	<p><b>Differentiate the content by:</b></p> <ul style="list-style-type: none"> <li>• Providing supplemental or leveled materials at varying degrees of difficulty</li> <li>• Offering multi-option assignments</li> <li>• Allowing students to select vocabulary, reading material, note-taking strategies, graphic organizers, assignments, prompts, questions, interest centers, skill stations, etc.</li> <li>• Expanding or simplifying key concepts and vocabulary</li> <li>• Creating simplified and/or extension activities</li> <li>• Using videos, taped materials and/or computer programs for simplifying or extending learning</li> <li>• Tapping into prior knowledge and experiences</li> <li>• Connecting to broader, culturally responsive themes, literature, perspectives and student interests</li> <li>• Using tiered instruction</li> </ul>	<p><b>Differentiate the method of instruction by utilizing:</b></p> <ul style="list-style-type: none"> <li>• Flexible, skill-based groupings</li> <li>• Cooperative groups, dyads, triads or teams</li> <li>• Group investigations</li> <li>• Learning stations/centers</li> <li>• Learning contracts and independent studies</li> <li>• Modeling/demonstrating</li> <li>• Think alouds and metacognition</li> <li>• Checking for understanding</li> <li>• Graphic organizers</li> <li>• Visuals</li> <li>• Varied time allotments</li> <li>• Simulations/role plays</li> <li>• Peer tutoring</li> <li>• Field trips/guest speakers</li> <li>• Debates</li> <li>• Multi-media, including computers, videos and taped materials</li> <li>• Varied questions and strategies to promote thinking such as: compare/contrast, categorize by characteristics, hypothesize &amp; experiment, predict, evaluate using criteria, etc.</li> </ul>	<p><b>Differentiate the environment through:</b></p> <ul style="list-style-type: none"> <li>• Seating (Formal-desks; Informal-bean Bags, Couches, etc.)</li> <li>• Teacher-driven Instruction</li> <li>• Student-centered Instruction</li> <li>• Time of Day</li> <li>• Multi-sensory Stimulation</li> <li>• Text-driven</li> <li>• Mobility</li> <li>• Lighting</li> <li>• Heat</li> <li>• Sound</li> <li>• Use of Fine Arts</li> <li>• Displays of Student Work</li> <li>• Touch-rich Artifacts</li> <li>• Student Choice</li> </ul>



# 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

# PARTICIPANT OFFERINGS

- ▶ 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**

# INTRAPERSONAL

- ▶ 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