**Chapter 1 The Art of Teaching**

**Education has come a long ways since the 19th century since the three R’s were the primary goals.**

**Pedagogy**

**-art of teaching methods**

**-you will be held accountable for using best practices and methods throughout your careers**

**-twenty-first century teachers will be required to have a command of various knowledge bases(academic, pedagogical, social, and cultural) and be reflective, problems-solving professionals**

**-your purpose will be to assist students to become independent and self-regulated learners**

**-you will provide leadership toward a group of students, provide face-to-face instruction, and work with colleagues, parents, and other to improve classrooms and schools as learning organizations**

**Teaching strategies of the 21st century:**

**1.teaching in a multicultural society**

**2.teaching for the construction of meaning**

**3.teaching for active learning**

**4.teaching in a standards-based environment**

**5.teaching and technology**

**6.teaching with new views about abilities**

**7.teachign and choice**

**8.teaching and accountability**

**We must consider our multi-cultural society:**

**-The most important demographic shift involves the increasing number of students who have ethnic or racial heritages that are non-European, who learn English as a second language, and who live in poverty.**

**Impacts of our multicultural population:**

**1.most people will remain committed to providing educational opportunities to all children**

**2.society will demand that minorities and students with disabilities do well in school**

**3.teachers will need to be able to differentiate curriculum and instruction to make them more suitable for those who may find school devastatingly difficult or irrelevant to their lives**

**4.parents will no longer allow their children to be automatically grouped by ability and placed in non-college-bound tracks**

**Standards Based Curriculum**

**A standards based environment is established which includes the following features:**

**-efforts to agree on a set of standards that will guide teaching and learning**

**-a belief that every child and youth can meet these standards**

**-requirements that teachers use evidence-based practices**

**-educational accountability consisting mainly of assessing student learning with standardized achievement measures**

**Teaching for construction of meaning**

**-objectivist perspective involves knowing and learning with knowledge that is constant and unchanging**

**-constructivist perspectives-holds that knowledge is somewhat persona, and meaning is constructed by the learner through experience where learning is a social and cultural activity in which the learners construct meaning that is influenced by the interaction of prior knowledge and new learning events**

**Effective teachers**

**1.have personal qualities that enable them to form good relationships between students, parents, and colleagues(warm and loving teachers are the most effective)**

**2.create democratic classrooms that model social justice**

**3.have a knowledge base on subject matter, human development and learning, and pedagogy**

**-knowledge of learners and their development in social context**

**-subject matter and curriculum goals**

**-understanding of teaching in relation to content and the learners to be taught including content areas, assessments, and classroom management in the diverse classroom**

**4.common repertoire of teaching practices known to stimulate student motivation, enhance student achievement of basic skills**

**-you need to have a diverse repertoire and to a few pet practices**

**-no single approach is consistently superior to any other in all situations**

**5.consider learning to teach a life-long process**

**Organization**

**-you must be organized to perform leadership within a school as well as in the classroom that will influence your career**

**-student learning is related to what teachers (plural) do within a school being organized with all of your colleagues, and parents-engaging in cooperative planning and agreeing on common goals and common means for achieving these goals**

**Chapter 2 Diverse Classrooms**

**-Differential treatment occurs partially because teachers consciously or unconsciously have different expectations for some students as contrasted to others.**

**-be careful that you do not let the wrong impressions of students influence your influence on them**

**-student dress, language, physical features, interpersonal skills, socioeconomic status, race, religion, and past history should be irrelevant to you**

**Consider the following cyclical process of teacher expectations:**

**1.teacher expects certain behaviors**

**2.teacher behaves based on expectations**

**3.teacher’s behavior communicated to students**

**4.teacher’s behavior affects students**

**5.student conforms to teacher’s expectations**

**6.student behavior reinforces teacher’s expectations**

**7. BACK to #1**

**This cycle is not fair to students and in personal opinion is unacceptable. For me, every day is a new day with the same high expectations for every student.**

**-differential treatment also results from ability grouping and tracking as some students get put in a low ability group and may never get out**

**Multiple Intelligences-students learn best in different ways**

**Linguistic intelligence-involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.**

**Logical-mathematical intelligence-consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.**

**Musical intelligence-involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.**

**Bodily-kinesthetic intelligence-entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.**

**Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.**

**Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.**

**Intrapersonal intelligence-entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.**

**Naturalist intelligence-ability to discriminate among living things and sensitivity to features of the natural world**

**Additional intelligence**

**Emotional intelligence-ability to recognize and manage own’s emotions in others, and to handle relationships**

**Cognitive styles**

**Field dependent-they perceive situations as a whole rather than in parts(the big picture)**

**Field independent-they tend to see the separate parts of the whole instead of the whole itself(more people oriented, social relationships are more important to them and they work well in groups)**

**In-context-children acquire skills and knowledge at the point that they are needed in real life situations**

**Out-of-context-learning is unconnected to a real, immediate game (learn math equations before applying them to the real world)**

**Exceptionalities**

**-greatest diversities found in today’s classroom**

**-students who have learning disabilities or who are challenged have special needs that must be met if they are to successfully function in and out of school**

**Individuals with Disabilities Education Act**

**-Ensured a free and appropriate public education for all children in a setting that is most suitable for their needs**

**-Introduced mainstreaming-which is a strategy to move children out of special education and into regular classrooms**

**-children are to be educated within the least restrictive environment (you will children of all ability levels in your classroom-learn to differentiate)**

**Individualized education plant (IEP)**

**-developed by a committee composed of the regular classroom teacher, parents, special education teacher, any other helpful staff, and any other professionals that can be helpful**

**-they must be followed and may follow a student into higher education**

**Tips for special needs**

**-understand district policy**

**-understand IEP guidelines (do they need a reader, or do tests need to be modified)**

**Gifted and Talented students**

**-demonstrates above-average talent**

**-there is less support for these students than students with disabilities**

**-many have above average characteristic in some of the following areas: general intellect, specific academic ability, and creative productive thinking, and leadership ability, visual or performing artistry**

**-some of these students are popular while others lack social skills and may have serious emotional problems**

**-hold gifted students to HIGH standards**

**Culture, ethnicity, and race**

**Culture-describes a group’s total way of life**

**Ethnicity-refers to groups that have common language and identities such as nationalities**

**Race-reserved for groups that have common biological traits**

**Working with these students:**

**-develop cultural understandings and self-awareness**

**-understand that cultures may differ in their attitudes toward work and the appropriate balance between being on task and socialization**

**-middle-class American tends to be task-oriented while other classes give more attention to social interaction**

**-sense of time may be different or making eye contact may be different**

**-multicultural education-curriculum that teach students respect and value diversity**

**-Contribution approach-consists of devoting lessons to the heroes of various cultures, celebrating various holidays (look at school policy), and other aspects like foods**

**Transformation approach-transform the curriculum by incorporating a series of concepts associated with cultural into lessons(new state wide Native American standards)**

**Social action-encourages students to examine problems associated with diversity and to pursue projects that hold potential for taking action and promoting justice**

**-Do not be biased with culture not matter what your personal feelings are.**

**-connect the world of your students and their cultures to the world of the school and the classroom**

**-use flexible groupings that are not segregated the best that you can**

**-pay attention to learning styles**

**Religious diversity-protect yourself by understanding your district policy and model respect and tolerance for all religions disregarding your own beliefs**

**Dialects and language diversity**

**-remember that dialects are not speaking an error ridden form of Standard English**

**-transitional bilingual programs-instruction is initially provided in the native language with an gradual increase to English until there is proficiency**

**-full bilingual programs-goal is full oral proficiency and literacy in both languages**

**Gender differences**

**-remember that there are differences between boys and girls because there are differences in the brain**

**Sexual orientation**

**-show students who are gay, lesbian, or bisexual as much respect and concern as any other student no matter how you may personally feel**

**-monitor situations where students and faculty make jokes or ridicule students because of specific sexual orientations**

**Social class differences**

**Socioeconomic status-refers to the differences in students regarding wealth, status, power, and prestige**

**(it is assumed to be included in the “gap” a school may have in the new state-wide evaluation system)**

**-teachers cannot hold low expectations for children based on their status that may be obvious to staff and other students due to clothes, hygiene, language, or study habits**

**-all students should be equally important to a teacher**

**-remember “every child, every chance, every day”**

**-show respect and embrace the challenges you may face with students who may have challenges themselves to overcome**

**-academics may not be a priority as survival is their first priority**

**-contact parents as they are very concerned about their children and want them to be successful**

**Chapter 3 teacher planning**

**GOOD PLANNING IS VITAL TO TEACHING**

**Rational-linear model-focus is on goals and objectives as the first step in your planning process**

**Nonlinear model(I DISAGREE WITH THIS MODEL)**

**Planners start with actions that in turn produce outcomes**

**Three phases of teacher planning**

**Before instruction**

**-choosing content**

**-choosing approach**

**-allocating time and space**

**-determining structures**

**-determining motivation**

**During instruction**

**-presenting**

**-questioning**

**-assisting**

**-providing for practice**

**-making transitions**

**-managing and disciplining**

**After instruction**

**-checking for understanding**

**-providing feedback**

**-praising and criticizing**

**-testing**

**-grading**

**-reporting**

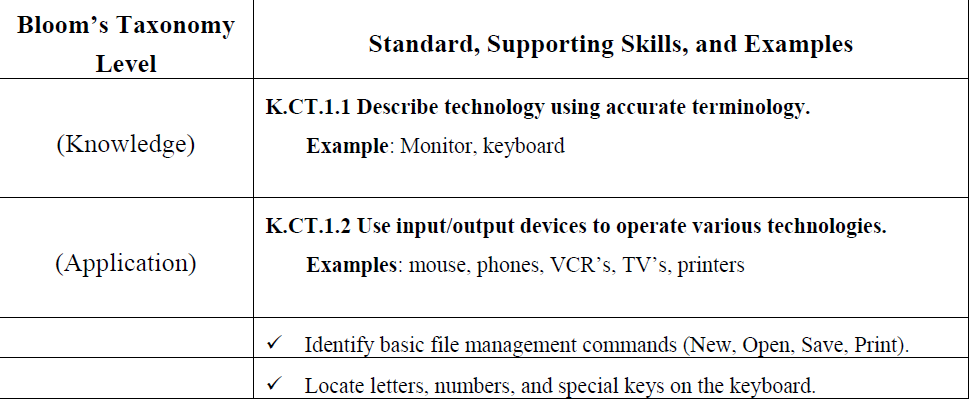
**Your curriculum should be guided by your Standards, school district policy, and community**

**Standards**

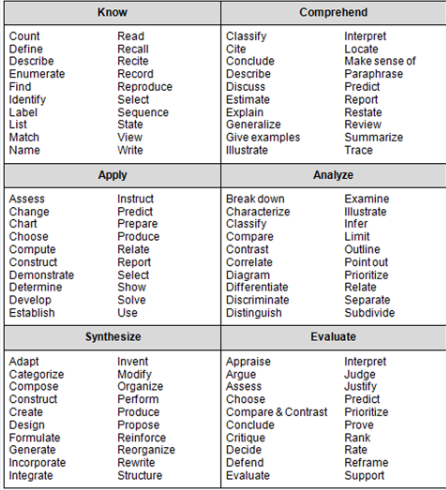
**-statement about what students should know and be able to do**

**-they should be listed first on your lesson plan**

[**http://doe.sd.gov/contentstandards/**](http://doe.sd.gov/contentstandards/)



**Instructional objectives-teacher’s intention for student growth and change best using Bloom’s taxonomy, however web leveling words are becoming popular**



**Madeline Hunter is a commonly used format when designing lesson plans**

**Madeline Hunter Lessons overview**

**Objectives**

**Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to do, understand, care about as a result of the teaching. i Bloom's Taxonomy of Educational Objectives which is shown below, gives an idea of the terms used in an instructional objective. See Robert Mager [library catalog] on behavioral objectives if writing specificity is required.**

**Standards**

**The teacher needs to know what standards of performance are to be expected and when pupils will be held accountable for what is expected. The pupils should be informed about the standards of performance. Standards: an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.**

**Anticipatory Set**

**Anticipatory set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. Here is a chance to put students into a receptive frame of mind.**

**-focus student attention on the lesson.**

**-create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").**

**-extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.**

**Teaching: Input**

**The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.**

**Teaching: Modeling**

**Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.).**

**Teaching: Checking for Understanding**

**Determination of whether students have "got it" before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.**

**Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives provides a structure for questioning that is hierarchical and cumulative. It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the**

**Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation.**

**Guided Practice**

**Here is an opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.**

**Closure**

**Here are actions or statements by a teacher that are designed to bring a lessor presentation to an appropriate conclusion. This is used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used:**

**-cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,**

**- help organize student learning,**

**-help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,**

**-reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.**

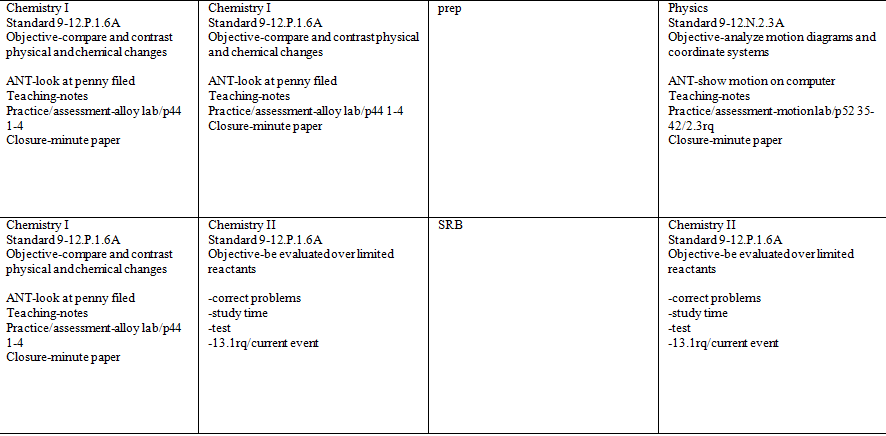
**Independent Practice**

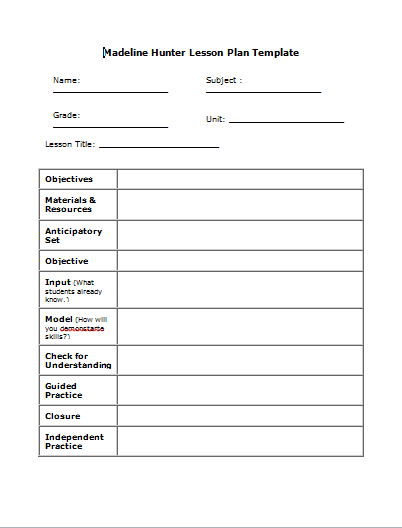
**Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.**

**Materials**

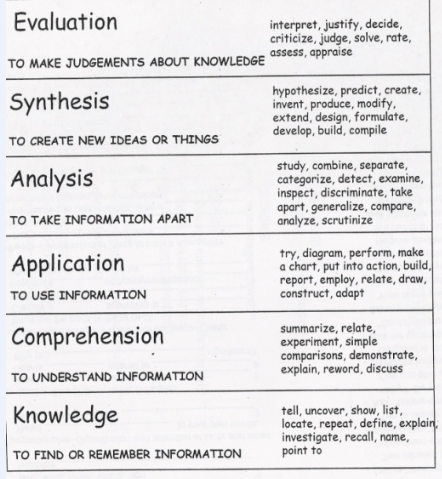
**List materials needed.**

**It is important to understand that different schools may require different parts of the Madeline Hunter methods on weekly lesson plans**





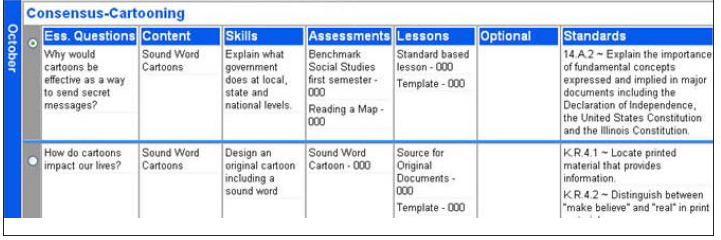
**Knowledge dimension is explained in Bloom’s taxonomy:**



**Yearly Planning**

**-many schools use a curriculum mapping program to map their entire curriculum to be updated constantly**

**Here is an example of Techpaths that has been widely used across South Dakota:**



**Differentiation through your planning**

**-keep learning objectives the same for ALL students**

**-vary time**

**-adapt materials(as allowed by district policies)**

**-use different learning activities**

Differentiation Strategies

Below are brief descriptions of differentiation and differentiation strategies.

Suggested URL’s are included to find further information about some of the

suggested strategies.

**Strategies that are starred (\*) require some initial planning, but once developed, are used**

**with a minimum of preparation.**

**Alternative Assessments**

Alternative assessment is taking place all the time; effective teachers use it as a diagnostic tool. It

takes a variety of forms: homework, discussions, journals, portfolios, quizzes, one-on-one

conferences, and products/ performances. Teachers can use that data to modify instruction,

assessment, or products.

http://www.cse.ucla.edu/resources/justforteachers\_set.htm

http://www.cse.ucla.edu/CRESST/Sample/AAIP.PDF

**Anchoring Activities**

This may be a list of activities that a student can do to at any time when they have completed

present assignments or it can be assigned for a short period at the beginning of each class as

students organize themselves and prepare for work. These activities may relate to specific needs

or enrichment opportunities, including problems to solve or journals to write. They could also be

part of a long-term project that a student is working on. These activities may provide the teacher

with time to provide specific help and small group instruction to students requiring additional

help to get started. Students can work at different paces but always have productive work they

can do. Some time ago these activities may have been called seat-work, and should not be

confused with busy-work. *These activities must be worthy of a student’s time and appropriate to*

*their learning needs.*

http://www.saskschools.ca/~bestpractice/anchor/index.html

http://www.rockwood.k12.mo.us/departments/curriculum/diff/anchor\_files/frame.htm

**Authentic Assessments**

Authentic assessment requires students to demonstrate skills and competencies that realistically

represent problems and situations most likely to be found in real life. Students are required to

produce ideas, to integrate knowledge, and to complete tasks that have real-world applications.

http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw1lk8.htm

http://jonathan.mueller.faculty.noctrl.edu/toolbox/

**Choices of Books (\*)**

Classrooms need a variety of books, reflecting the diversity in ability, learning style, and interest

of the students. A practical ways to provide this is to team up with two or three other teachers

when ordering books and share the various levels so that all levels are represented in each of the

classrooms.

**Choices of Research Questions, Homework Options (\*)**

This makes sense from a motivational perspective, but it goes far beyond. Students choice of

topic is not only important for task complexity and readiness, but for talent development, as well.

Students will continue to work hard and well at those tasks chosen by them. Discussing over

time the pleasure gained by choosing and working on a task of choice is key to the student’s

persistent development of those skills and talents.

“Choice Boards” are excellent tools for structuring these options. Questions, assignments, or

tasks can be placed in rows or color groupings (in pockets or on index cards) and can be grouped

within a particular interest, ability, or readiness level, still providing choice for the student within

that row or color.

**Community Mentorships**

The community is a wonderful resource for providing opportunities for differentiation for

students. Ideas, resources, or guidance for students interested in any number of areas are

available to schools taking the initiative to seek them out. Students can talk about ideas with

experts, interview, develop projects or products, or even apprentice as a way of learning.

**Compacting of Curriculum Based on Pre-Assessment**

Compacting is the process of adjusting instruction to account for prior student mastery of

learning objectives. Compacting involves a three-step process: (1) assess the student to

determine his/her level of knowledge on the material to be studied and determine what he/she

still needs to master; (2) create plans for what the student needs to know, and excuse the student

from studying what he/she already knows; and (3) create plans for freed-up time to be spent in

enriched or accelerated study.

http://www.gifted.uconn.edu/sem/pdf/Curriculum\_Compacting.pdf

http://www.carolyncoil.com/ezine21.htm

**Cooperative Learning Structures**

These are effective in kindergarten through college. As refined by John Slavin of Johns Hopkins

University Center for Academically Talented Youth, the critical attributes of cooperative

learning distinguishing it from group work are: assigned tasks, group learning, and individual

assessment. This results in a project or problem to be solved, during which all members of a

multi-ability team work at specific tasks to complete, their job being to make sure all members of

the team understand the concept. Following the group portion, students are tested individually on

the work. The teams are compiled to represent a microcosm of the larger class, relating to

gender, race, ability, and interest. Many have taken the original concept of Slavin’s model and

simplified and marketed it.

http://edtech.kennesaw.edu/intech/cooperativelearning.htm

http://www-acad.sheridanc.on.ca/scls/coop/cooplrn.htm

**Differentiation (\*)**

Students continue to come to us with diverse needs and abilities. Differentiation provides ways

for teachers to design instructional opportunities that meet the needs of all students in their

classes. Differentiated instruction gives students multiple ways to get to a desired learning goal.

Differentiation isn’t giving less of the same assignment; it means thinking of culture, learning

style, abilities and interest in designing other ways of learning and exploring a topic, learning the

same concept. This is done through modification of content or the process/product.

http://www.carolyncoil.com/ezine11.htm

http://www.ascd.org/portal/site/ascd/menuitem.3adeebc6736780dddeb3ffdb62108a0c/

http://www.ascd.org/ed\_topics/cu2000win\_willis.html

http://www.educationworld.com/a\_curr/strategy/strategy042.shtml

www.eduscapes.com (then search for topic)

http://www.migrant.org/esl/survival\_packet/ESL\_Tips\_and\_Techniques.htm

**Flexible Grouping (\*)**

Students work as part of many different groups depending on the task and/or content. Sometimes

students are placed in groups based on readiness, other times they are placed based on interest

and/or learning profile. Groups can either be assigned by the teacher or chosen by the students.

Students can be assigned purposefully to a group or assigned randomly. This strategy allows

students to work with a wide variety of peers and keeps them from being labeled as advanced or

struggling.

**4-Mat**

This is a complex model of instruction that incorporates brain research, learning styles, and

actually mirrors the way the brain functions. Instruction moves through a process of

engagement/involvement with the task, information, practice, and finally sharing and real-world

application.

http://www.aboutlearning.com/what\_is\_4mat.htm

**Games (\*)**

A wide variety of games can be used to practice mastery of information and skills. These can be

teacher-made, student designed, or purchased.

**Graduated Rubrics**

When describing what application of skills or understanding of a concept looks like, a rubric is

helpful in describing benchmarks along a continuum. A rubric can serve not only as a way to

assess progress along the continuum but it can help instruct by describing the next level of

learning.

http://www.aea267.k12.ia.us/cia/framework/rubrics/when.html

http://rubistar.4teachers.org/index.php

http://www.teachervision.fen.com/page/4521.html?detoured=1

**Graphic Organizers (\*)**

A visual method of organizing information to aid in comprehension and to foster understanding

(e.g., mapping, outlining, webbing). Graphic organizers help students relate information learned

in meaningful and accurate relationships. The organizers serve as a framework to structure the

information the teacher is providing, and not only help make sense of it but can increase

retention of the concepts taught, as well. The most effective organizers are simple visual

representations of the function of the concept.

http://www.teachervision.fen.com/page/6293.html

http://members.shaw.ca/priscillatheroux/graphicorganizers.html

**Guided Reading**

The teacher guides small groups of students in reading carefully chosen, instructional level texts

in order to build independence, fluency, and comprehension strategies. The teacher regularly

observes and assesses students’ changing needs and adjusts groups accordingly.

**Independent Studies**

When students study independently, they have the potential to develop talent and interest. It is

essential that teachers in all grade levels encourage and teach students to learn more about topics

that interest them. Organizational skills, developing questions to research, setting goals, and

sharing information are skills that need to be taught in order to structure that independence and

support them in their study.

**Individualized Spelling Lists (\*)**

Teachers can modify the lists or they can modify how the spelling is assessed. Words can be

taken from current reading material.

**Interest Groups/Centers/ Stations**

Interest centers (usually used with younger students) and interest groups (usually used with older

students) are set up so that learning experiences are directed toward a specific learner interest.

These are areas of the room where materials, resources, and possibly examples are available for

practice, research, or extension. These should be related to the enduring objectives, and can be

designed by the teacher and/or students. They can be remedial in nature, as well as areas for

independent study or enrichment.

**Jigsaw (see also Cooperative Learning)**

Balanced teams (ability, interest, and gender) research a given question or questions based on a

problem to solve, concept to define, or article to summarize. In each group, students become

“experts” on the topic, ultimately reporting back to the rest of the class on their findings.

(Students are assessed, however, not on their work with the team but individually.)

**Learning Centers**

Centers can be an excellent method for teaching students effectively. Working with children in a

small group setting allows for more direct teaching and enhanced student response. Centers

provide a less intimidating environment for the students and give the teacher the opportunity to

focus on specific areas of study. Although centers take a lot of organization and preparation on

your part, in the end the work can really pay off.

http://www.eduplace.com/rdg/res/classroom.html

http://www.teachervision.fen.com/teaching-methods/curriculum-planning/4755.html?detoured=1

**Learning Contracts**

Learning contracts begin with an agreement between the teacher and the student. The teacher

specifies the necessary skills expected to be learned by the student and the required components

of the assignment, while the student identifies methods for completing the tasks. This strategy (1)

allows students to work at an appropriate pace; (2) can target learning styles; and (3) helps

students work independently, learn planning skills, and eliminate unnecessary skill practice.

http://www-distance.syr.edu/contract.html

**Lectures and Graphic Organizers**

Graphic organizers help students relate information learned in meaningful and accurate

relationships. The organizers serve as a framework to structure the information the teacher is

providing, and not only help make sense of it but can increase retention of the concepts taught, as

well. The most effective organizers are simple visual representations of the function of the

concept.

http://www.eduplace.com/graphicorganizer/

http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm

A good reference to use is *Inspiration* software, which is available in the district. You can use

this to design a visual representation of a concept or, even more effectively, have your students

design the visual representation of their new understanding via the organizer.

**Literature Circles**

Choice plays a role again in this format, where small, temporary groups are formed based on

book choice. Students meet regularly, and discussion topics are designed by students. Teacher

plays the guide on the side as facilitator, who evaluates student conversations; students also selfevaluate.

Readers share with classmates at the end, and new groups form once again, based on

books chosen.

http://www.literaturecircles.com/article1.htm

http://www.litcircles.org/Extension/weaving.html

**Multiple Intelligences Options**

Based on Howard Gardner’s differentiation between and relationships among intelligence

preferences and strengths, teachers can build on his research by building upon varied intelligence

profiles. One strategy he recommends incorporates topics explored via “entry points” which

involves students using their particular “intelligence” to explore, discover, and share information.

http://www.education-world.com/a\_curr/curr054.shtml

**Multiple Levels of Questions (\*)**

Questioning hierarchies are useful tools in designing instruction and assessment in differentiated

classrooms. Multi-level questioning permits students to explore and think about a concept at the

appropriate level of complexity.

http://members.shaw.ca/priscillatheroux/thinkingskills.html#questions

**Multiple Texts as Resources (\*)**

Teachers can collect other versions of textbooks (text samples, textbooks in and out of adoption,

or other genre relating to the subject, such as poetry, stories) and keep these in an accessible and

inviting area for use by students.

**Open-ended Activities (\*)**

These can be learning activities, which are selected or designed by students. These activities

offer a range of learning styles, intelligences, genre, and interest areas. For example, students can

be required to design the way in which they will demonstrate their understanding of the objective

and the accompanying skills and knowledge of a major concept in the curriculum.

**Performance Assessment (see Authentic or Alternate Assessment)**

http://www.ncrel.org/sdrs/areas/issues/methods/assment/as8lk30.htm

http://www.educ.state.ak.us/tls/frameworks/mathsci/ms5\_2as1.htm

**Portfolio Assessment**

A portfolio is a collection of work gathered over time that reflects processes, products,

achievement, and progress. It is valuable to the teacher, the student, and to the student's

family/guardian.

http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea5l143.htm

http://www.phschool.com/professional\_development/assessment/portfolio\_based\_assess.html

**Problem-Based Learning/ Simulations**

Students research and move through a comprehensive study of a significant, contextualized, real

world situations individually or with a learning partner or small group comprised of students

with similar interests, abilities, readiness levels. Mixed ability levels can undertake such a task,

in which case the process would be modified accordingly.

http://www.ascd.org/portal/site/ascd/menuitem.a4befa0de1b8d1fddeb3ffdb62108a0c/

http://www.cotf.edu/ete/teacher/teacherout.html

http://www.intel.com/education/designprojects/

**Reading Buddies (\*)**

This strategy is particularly useful for younger students and/or students with reading difficulties.

Children get additional practice and experience reading away from the teacher as they develop

fluency and comprehension. It is important that students read with a specific purpose in mind

and then have an opportunity to discuss what was read. It is not always necessary for reading

buddies to always be at the same reading level. Many teachers use this strategy across the

grades.

**Schools Attuned Strategies**

Schools Attuned is a comprehensive professional development and service program that offers

educators new methods for recognizing, understanding, and managing students with differences

in learning. When implemented within schools, this program enriches the way in which all

students are educated.

http://www.schoolsattuned.org/

**Tape Recorded Materials**

These can be used as enrichment in learning/interest centers, as additional support for students

(reading as they listen), or as an alternate way for students to gather information.

**Think, Pair, Share (*\**see also Cooperative Learning*)***

Pairs of students work together. Individual students first take time to think about the

question/problem and then explain their thinking to their partners. During sharing, guiding

questions or frameworks for responding can be completed, or theories advanced by the students.

Finally, each pair presents thinking to another pair or to the large group.

**Tiered Activities, Labs, Products**

Teachers want all the students to understand the same enduring objectives, and to plan for this

they can design tiered or leveled activities. Students come away with the same essential concept,

but may arrive via a route differing in complexity, abstractness, and open-endedness. There are

core elements of the learning project, which are common to all students, but the demonstration of

the enduring objectives differ.

http://www.bsu.edu/gate/Instruction/criticalquestions.htm

**Varied Journal Responses (\*)**

Students who are given opportunities to respond in ways that are a close match to their readiness

level and the complexity of the thinking involved will be more highly motivated to response and

persist in the thinking and writing required. Topics can be designed in advance and the teacher

can hand them out or once again, students can be given the opportunity to select that response of

their choice

**Varied Supplementary Materials (\*)**

Teachers may keep a variety of textbooks, computer programs, and materials available for use in

interest centers, reference areas, or for work in small groups. Concepts explained visually,

musically, or in narrative form may help students understand in a way more aligned with their

strengths and learning style.

http://www.thinkquest.org/library/

**Writer’s Workshop**

This approach to teaching writing is effective in Kindergarten and, with some changes in

terminology, in the secondary school, as well. It incorporates writing process, replicating the

process that real world writer’s use when they create and revise their own writing. The

differentiation is evident in student choice of writing topic, genre, and decisions made regarding

revision. Students work independently, with a partner, with the teacher in brief conferences, and

in small groups, as well as sharing their work with the class at various points in the process.

<http://www.springfield.k12.il.us/resources/languagearts/readingwriting/writerworkshop.htm>

**The Seven Learning Styles**

**Visual** (spatial):You prefer using pictures, images, and spatial understanding.

**Aura**l (auditory-musical): You prefer using sound and music.

**Verbal** (linguistic): You prefer using words, both in speech and writing.

**Physical** (kinesthetic): You prefer using your body, hands and sense of touch.

**Logical** (mathematical): You prefer using logic, reasoning and systems.

**Social** (interpersonal): You prefer to learn in groups or with other people.

**Solitary** (intrapersonal): You prefer to work alone and use self-study.

**Differentiation** is designing and implementing curriculum, instructional strategies, and assessments that are responsive to the needs, background, interests, and abilities of students.

**Three ways to differentiate the K-6 lessons:**

**1.Modify the student independent practice. Examples:**

Add sentence starters to open response questions.

Change how students are required to demonstrate mastery - multiple choice, open response, illustration, dramatic performance.

Provide word banks to written response questions.

Provide texts on students' reading level when-ever reading a text is a requirement for the student independent practice.

**2.Modify how you teach the lesson. Examples:**

Add or revise visual scaffolding during the lesson, such as charts or graphic organizers.

Teach the lessons in small groups.

Vary the allotted lesson time by breaking up the lesson into two days, focusing on more modeling examples in day one.

Allow students to preview the text used for the lesson before the lesson.

**3.Modify the content used to teach the lesson. Examples:**

Choose a text for the lesson that is at the reading level of your students.

Add supporting learning objectives to the lesson to help students master the original learning outcome.

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