



An SRBI Model for Capital Preparatory Magnet School

**SRBI TIER I:
DIFFERENTIATED
INSTRUCTION**

Presented by
Elizabeth Modderno

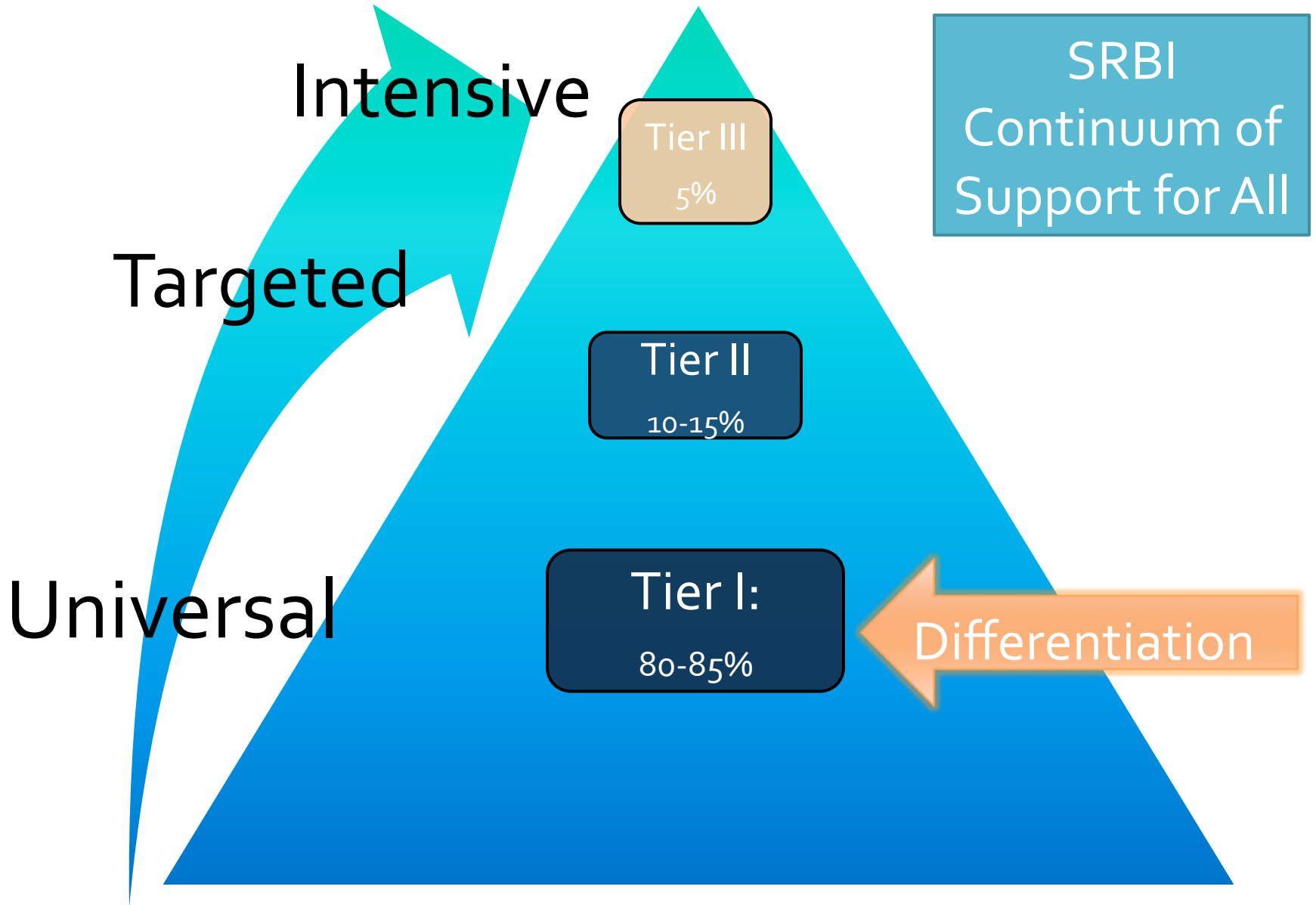




Objectives:

Teachers will be able to-

- Identify each of the 8 intelligences proposed by Howard Gardner.
- Identify appropriate areas and strategies to differentiate instruction.
- Develop a lesson plan/unit with differentiated content, process and product/ that incorporates knowledge of multiple intelligences theory and is leveled for students with varying abilities/ knowledge.



Intensive

Tier III
5%

SRBI
Continuum of
Support for All

Targeted

Tier II
10-15%

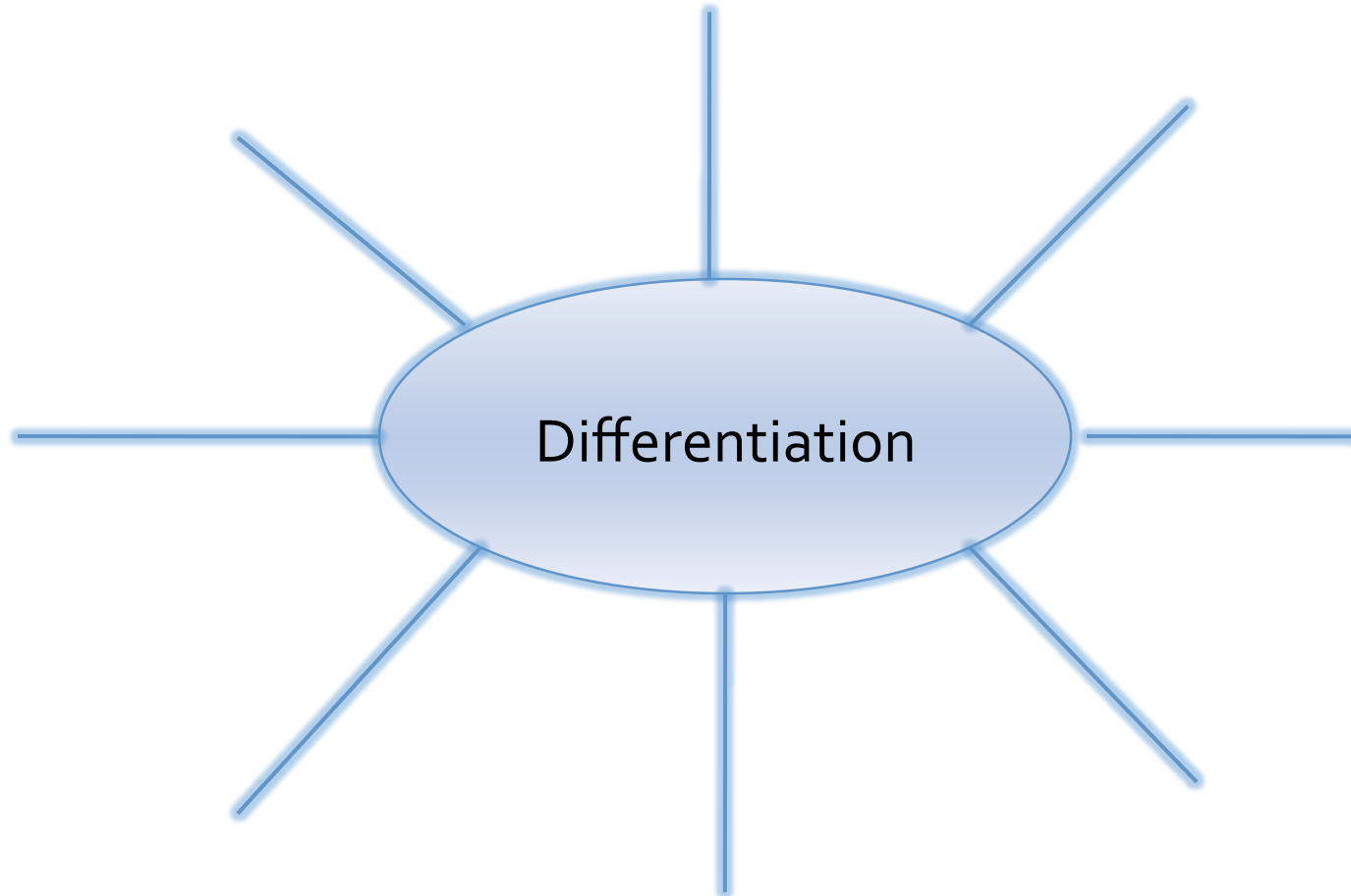
Universal

Tier I:
80-85%

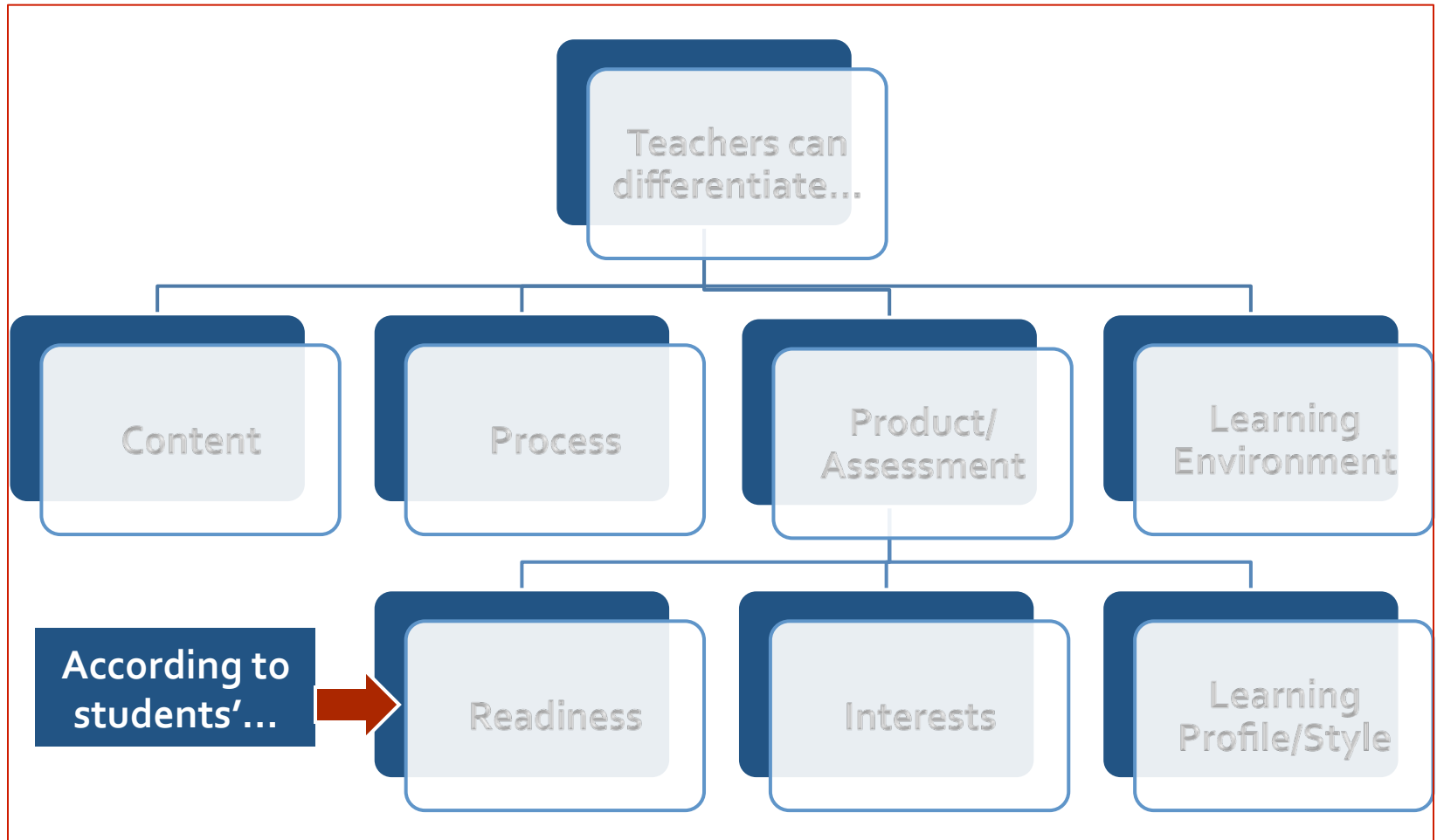
Differentiation



What?



How Teachers Differentiate



How to Differentiate Instruction

Content

- what the student needs to learn
- how the student will get access to the information

Process

- activities in which the student engages in order to make sense of or master content

Product/ Assessment

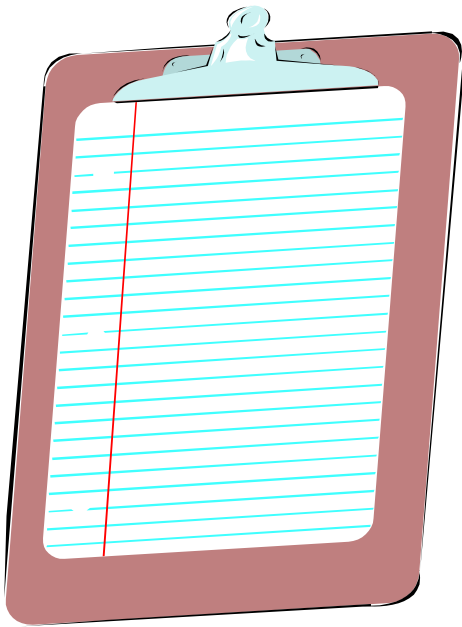
- culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit as well as tests/quizzes.

Learning Environment

- the way the classroom works and feels, student grouping.

Process

Process



Differentiation

- Using tiered activities with different levels of support;
- Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
- Offering manipulatives, graphic organizers or other hands-on supports; and
- Varying the length of time

Content

Content

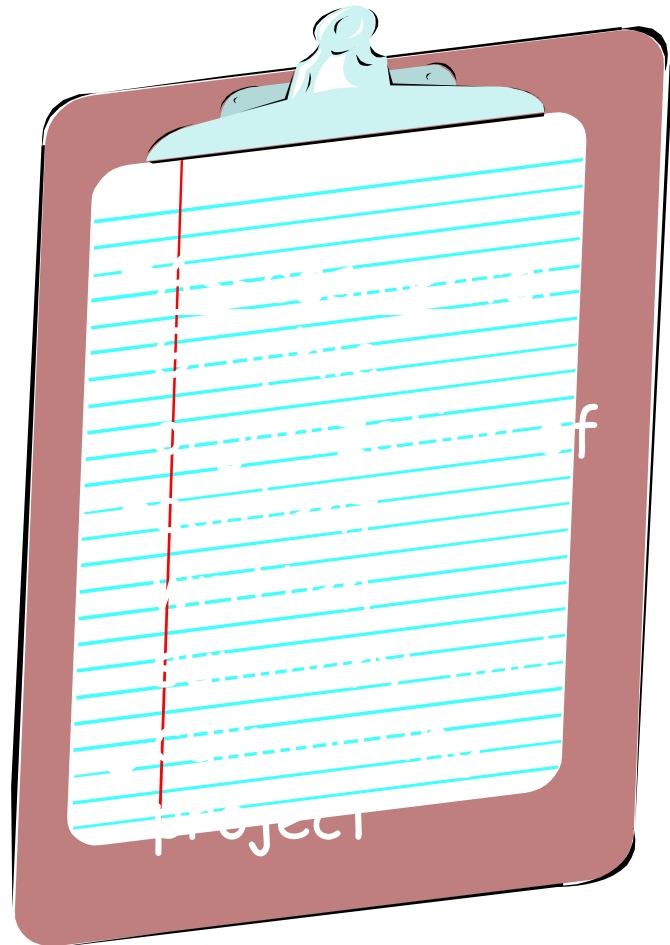


Differentiation

- Using reading materials at varying readability levels;
- Putting text materials on tape;
- Varying content based on knowledge/interests.
- Presenting ideas through both auditory and visual means; and
- Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Product

Product



Differentiation

- Giving students options of how to express required learning using multiple intelligences;
- Using rubrics that match and extend students' varied skills levels;
- Allowing students to work alone or in small groups; and
- Encouraging students to create their own product as long as the assignments contain required elements.

Learning Environment

Examples of differentiating learning environment include:

- There are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
- Visual Schedules, word walls, flexible seating, opportunities for movement.
- Materials that reflect a variety of cultures and home settings;
- Guidelines for independent work match individual needs; and
- Students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).





Instructional Strategies that Respond to Student READINESS

- Think-alouds
- Homework Menus (Modified HW Menus)
- Homogenous grouping
- Personalized spelling and vocabulary
- Learning contracts
- Materials at various reading levels
- Guided Reading Instruction
- Scaffolding/Acceleration.
- Word walls
- Tiered Activities/ Centers/Worksheets/Assignments
- Frequent self-assessments
- Testing Accommodations
- In order to plan for readiness, you must make pre-assessment routine component of lesson development.
- Progress monitoring.
- Goal Setting.



Instructional Strategies that Respond to Student INTEREST

- Flexible grouping: Interest groups (literature circles), and:
 - Expert groups
 - WebQuests
 - Independent studies
 - I-search
- Personalized criteria for success
- Survey for student interest at the beginning of the year
- Project/product presentation options.
- Project topic/content options.



Instructional Strategies that Respond to Student LEARNING PROFILE

- Graphic organizers
- Manipulatives
- Playing background music during centers
- Project-based learning/arts integration
- Varied work options (alone or with a partner, etc.)
- Opportunities for movement
- Varying modes of teacher presentation (auditory/visual/kinesthetic)
- Multiple Intelligences Theory

Howard Gardner's Theory of Multiple Intelligences:

Howard Gardner believes that human beings possess multiple intelligences/learning styles and that while all of us can and do learn through each of them, we are each stronger in some areas of intelligence than others. Gardner believes that if we can vary instruction to take into account our students' multiple intelligences, students can learn more effectively. Gardner's theory provides a useful organizational framework for differentiating instruction.

GARDNER'S 8 INTELLIGENCES:

- LINGUISTIC
- LOGICAL-MATHEMATICAL
- SPATIAL
- BODILY-KINESTHETIC
- MUSICAL
- INTERPERSONAL
- INTRAPERSONAL
- NATURALIST

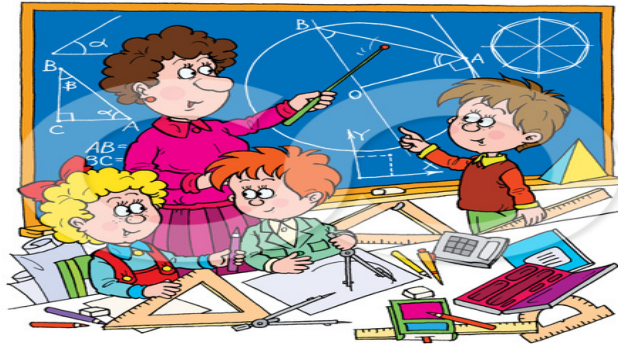
<http://www.youtube.com/watch?v=ImVRblyQ9qw>

Linguistic



- ✓ Debates
- ✓ Brainstorming
- ✓ Word Games
- ✓ Think/Pair/Share
- ✓ Editing Partners
- ✓ Individualized Reading
- ✓ Book Clubs
- ✓ Playwriting
- ✓ Newspaper Club
- ✓ Storytelling, Speeches
- ✓ Reading Mentor
- ✓ Reading to Class
- ✓ Reader's Theatre
- ✓ Spelling Bee
- ✓ Poetry Recital
- ✓ Literature Circles
- ✓ Journal Keeping
- ✓ Choral Reading
- ✓ Writer's Workshop
- ✓ Talking books/Cassettes
- ✓ Word Processing
- ✓ Books, Worksheets

Logical-Mathematical



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- ✓ Brainteaser of the day
- ✓ Logic Puzzles/Exercises
- ✓ Socratic Questioning
- ✓ Logic Games
- ✓ Classification Exercises
- ✓ Science experiments/
problems
- ✓ Computer Programming
- ✓ Logical-Sequential
Presentation
- ✓ Code Breaking/Creation
- ✓ Problem-Solving
- ✓ Video Game
Development
- ✓ Word Problems
- ✓ Board Game Creation
- ✓ Strategic Games
- ✓ Math Games
- ✓ Manipulatives
- ✓ Charts/Graphs



Spatial-Visual

- ✓ Charts/Diagrams/Graphic Organizers
- ✓ Visualization Exercises/Strategies
- ✓ Photography
- ✓ Videos/slides/poster/movies
- ✓ Visual Puzzles/Mazes
- ✓ 3-D construction projects
- ✓ Picture metaphors
- ✓ Draw interpretation of vocabulary/concepts
- ✓ Painting, collage, cartoons
- ✓ Storyboard to develop story plots
- ✓ Draw interpretation of text/story
- ✓ Telescopes/manipulatives
- ✓ Color cues/coding/organizational tools
- ✓ Highlighters
- ✓ Optical illusions
- ✓ Word/concept/picture association memorization techniques
- ✓ Visual literacy activities
- ✓ Multi-media presentation



Bodily Kinesthetic

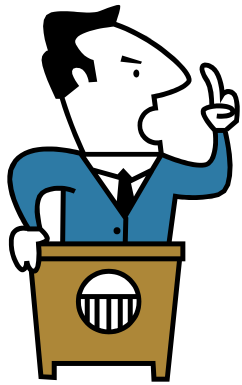
- ✓ Creative movement/mime
- ✓ Manipulatives/tactile materials/experiential learning
- ✓ Games
- ✓ Group Activities
- ✓ Experiments
- ✓ Project-based learning
- ✓ Hands-on center activities
- ✓ Field trips
- ✓ Outdoor learning
- ✓ Virtual reality software
- ✓ Opportunities to move around the classroom
- ✓ Repetitive physical activity during rote drill/memorization activities
- ✓ Body maps
- ✓ Drama
- ✓ Crafts
- ✓ Sign language

Musical



- ✓ Singing, humming, rhyme, rhythm to assist in memorization
- ✓ Mnemonics
- ✓ Play recorded music during center activities
- ✓ Write/sing songs to summarize stories/concepts
- ✓ Listen to audiotapes of lectures
- ✓ Books on tape
- ✓ Reader's theatre
- ✓ Mood music
- ✓ Link popular tunes with concepts
- ✓ Sound design for drama
- ✓ Concerts/musical plays for field trips





Interpersonal

- ✓ Debates
- ✓ Speeches
- ✓ Group leader
- ✓ Group activities & projects
- ✓ Drama
- ✓ Role play
- ✓ Cooperative Learning
- ✓ Peer teaching
- ✓ Conflict mediation
- ✓ Interactive software
- ✓ Academic Clubs
- ✓ Whole Group Discussion
- ✓ Board games
- ✓ Apprenticeships
- ✓ Service learning



Intrapersonal



- ✓ Independent Projects
- ✓ Self-Paced Instruction
- ✓ Private Spaces for Study
- ✓ Interest Centers
- ✓ Opportunities for Quiet-time
- ✓ Homework Menu
- ✓ Self-esteem Activities
- ✓ Interest Centers
- ✓ Journal Keeping
- ✓ SSR
- ✓ Goal-Setting Collaboration with adult
- ✓ Older Student Mentors
- ✓ Lecture
- ✓ Story-writing



Naturalist

- ✓ Project-based learning
- ✓ Experiments
- ✓ Experiential Learning
- ✓ Garden and ecology service learning projects
- ✓ Nature Journal
- ✓ Science projects
- ✓ Categorization Activities
- ✓ Graphs, Surveys
- ✓ Interest Centers
- ✓ Informational/Science-based texts
- ✓ Research-based reports



In a nutshell . . .



The Differentiated Classroom is...

- Focused on multiple forms of intelligences.
- Assessment that is ongoing and diagnostic
- Multi-option assignments
- Multiple materials
- Variety of instructional arrangements
- Some level of choice/preference/autonomy.
- Groupings are fluid and can be heterogenous according to interests/learning style as well as homogenous according to needs/abilities.



Differentiation is NOT...

- Preferential seating
- Lowered expectations
- Suspension
- Retention
- Peer tutoring

CONCLUDING ACTIVITY

1. Break up into groups by grade/subject matter teams
2. Develop a lesson plan/unit based that is differentiated for:

