Refocus Towards Innovative Teaching Strategies

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Session 1 of GUIDE to Differentiated Instruction will give an overview of differentiated instruction in understanding how it fits with the Great Commission and an understanding of the concept.

Great Commission

Understanding Differentiated Instruction

Instruction and Assessment work together

Delivery methods

Educate for Success – Powerful Products
What do You Wish to Learn Today?

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JOY – Learners Different than us

Jesus

Others

You
Our Mission in Reaching ALL students

- The Great Commission
  - Matt. 28:19-20

- Elitism vs. The Least of These

- Making Disciples
  - Luke 6:40 & Phil 4:9
Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing. – Madeline Hunter
Do Learning Disabilities Really Exist?

Scatter of Ability

* Verbal Comprehension Index
* Perceptual Organization Index
* Freedom from Distractibility Index
* Processing Speed Index

WISC – R Psychological Assessment
Students who struggle with learning typically have trouble with:

- Organization
- Following directions
- Staying on task, attending
- Interpreting & remembering information
- Basic Skills
- Low expectation by others

- Knowing how to learn, using metacognition
- Making connections
- Learning styles that are different than the teacher
- Being “active” and engaged as learners
What are the Different Modalities?

- Visual
- Auditory
- Kinesthetic
## Gardner’s Theory of Intelligence

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<th>Intelligence Strength:</th>
<th>Students May Enjoy:</th>
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<tr>
<td>Verbal-Linguistic</td>
<td>Writing, speaking, publishing, vocabulary, word puzzles, puns, tongue-twisters</td>
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<td>Logical-Mathematical</td>
<td>Math games, logic puzzles, experiments, codes, analogies, numbers, mysteries</td>
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<td>Visual-Spatial</td>
<td>Maps, charts, diagrams, drawing, sculpture, graphic organizers, models, puppets, photographs</td>
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<td>Bodily-Kinesthetic</td>
<td>Movement, dance, manipulatives, drama, building, role-playing, sports</td>
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<td>Musical</td>
<td>Musical instruments, listening, recording, rhythmic language, poetry, songs, clapping</td>
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<td>Interpersonal</td>
<td>Board games, cooperative groups, collective problem solving, interviewing, peer tutoring, think-pair-share, discussions</td>
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<td>Intrapersonal</td>
<td>Journaling, scrapbooks, reflection, goal-setting, self-directed projects, debates, memoir</td>
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<td>Naturalistic</td>
<td>Outdoor experiences, plants, pets, bugs, classifying natural objects, environmental topics</td>
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## Learning Style Inventories

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<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
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<tr>
<td>1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussion.</td>
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<td>2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.</td>
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<td>3. I like to write things down or to take notes for visual review.</td>
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<td>4. I prefer to use posters, models, or actual practice and other activities in class.</td>
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<td>5. I require explanations of diagrams, graphs, or visual directions.</td>
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<td>6. I enjoy working with my hands or making things.</td>
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<td>7. I am skillful with and enjoy developing and making graphs and charts.</td>
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<td>8. I can tell if sounds match when presented with pairs of sounds.</td>
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How do we teach these students?

- Differentiated Instruction
- Teaching and Learning Strategies
What is the Answer?

- “I wish there was something I can do…but…”
- “I have too many students…”
- “I don’t have time…”
- “What about everyone else in the class?”

Differentiated Instruction & Learning Strategies
Political Challenges

- Standardized Testing vs Differentiated Instruction
- But – do we have to choose?
Political Challenges (Video)
Do we have to choose?

https://www.youtube.com/watch?v=QSFIFD8QoXsv
What is Differentiated Instruction?

- A way of teaching and thinking
- Adapt learning to the individual students
  - Based on student readiness, profile, modalities, and interests (OUR ABILITY TO MOVE TOWARDS OTHERS – JOY!)
  - Paul’s example (1 Cor. 9:19-23 – “…I have become all things to all men…”)

Proverbs 22:6

“Train a child in the way he should go, and when he is old he will not depart from it.”
People Who did NOT Give Up!

Thomas Edison (inventor) – people thought he was Intellectually disabled.

Ann Bancroft (explorer) – 1st woman to reach North Pole.
She had trouble learning how to read

Woodrow Wilson (President) – did not learn to read until he was 11 years old.

Albert Einstein (mathematician) – he had trouble with math in school

Patricia Polacco (children’s author) – did not learn to read until she was 14 years old.

Charles Schwab (founder, chairperson, and CEO of the Charles Schwab Corporation, the largest brokerage firm in the U.S) - has dyslexia
Charles Schwab

“the A students work for the B students. The C students run the businesses. And the D students dedicate the buildings”

- Fortune Magazine -
THINK, PAIR, SHARE activity

- Think about why it is important for Christian educators to embrace differentiated instruction. Use the ideas discussed and any of your own ideas. (3-5 minutes)

- Pair with someone and discuss your thoughts. (3-5 minutes).

- Share any thoughts and questions together as a class.
I will...

- Do my best to believe I need to reach out to all of my students in how they learn through readiness, interest, and profile and adapt my process, content, and product to their varying needs.

- I will support my colleagues in doing the same thing and will try to share what I have learned with others.
Differentiated Instruction Videos
Be Patient with Everyone

And we urge you, brothers and sisters, warn those who are idle and disruptive, encourage the disheartened, help the weak, be patient with everyone.

I Thessalonians 5:14
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