

Differentiated Instruction for Students with Uneven Learning Styles

60 Inservice Points

Component No. 2 411 004

General Objectives

1. To assist teachers in recognizing the behavior, characteristics, and instructional needs of students with uneven learning styles in the classroom.
2. To recognize the profile of a student with an uneven learning style that can be found by reading a psycho-educational assessment.
3. To familiarize teachers with the theory of and rationale for the use of Differentiated Instruction in the classroom for students with differing needs based on learning styles.
4. To explore some specific methods of differentiating instruction in the classroom in different content areas of the curriculum.
5. To experiment with using differentiated instruction effectively for students with differing modalities of learning.
6. To assess the effectiveness of this method of instruction for these learners.
7. To develop an action plan for continuing to explore and use differentiated instruction to increase academic success for students with uneven learning styles.

Specific Objectives

1. To identify and list the characteristics of students with uneven learning styles in the classroom.
2. To examine and discuss a variety of psycho-educational assessments of students with profiles that illustrate this problem in the classroom.
3. To identify and become familiar with the educational theory and rationale for differentiating instruction to increase success for students with differing needs based on learning styles.
4. To identify some specific examples of what differentiated instruction looks like in different content areas of the curriculum in the classroom.
5. To identify some students with uneven learning styles with whom to differentiate instruction and then select and use specific techniques of differentiating instruction to increase achievement with these students.
6. To create and use a predetermined rubric for assessing the success of this instructional experiment.
7. To map out an action plan for the ongoing use of Differentiated Instruction for students with uneven learning styles in his/her specific professional context.

Activities/Procedures

1. Teachers will attend and participate in course meetings, including group discussions and collaborative and individual activities. Participants will also evaluate assigned readings and reflections and complete as-signed activities.
2. Part 1: Familiarize the participants with the profile of students with uneven learning styles and the educational/emotional implications of dealing with this learning issue in the classroom. A psychologist will present a psycho-education profile to the participants. The participants will then work in groups to develop a list of the characteristics and behaviors of this learning style frequently seen in the classroom. Finally, they will work on identifying students in their won classrooms who display the identified characteristics and behaviors. Teachers will then be given a reading assignment on Differentiating Instruction and an activity to do in their own classroom with the identified students.



3. Part 2: Participants will discuss the reading assignment and analyze the relative effectiveness of the activity they did with their students. Next, participants will watch an ASCD video introducing Differentiated Instruction. Examples of methods of differentiating instruction for learning styles will be examined, including activities utilizing technology, presented by the technology specialists. Finally, each teacher will choose one method to apply with a small group of students with uneven learning styles. The rubric with which the activity will be assessed will be discussed. Further reading will be assigned.
4. Part 3: Participants will discuss the reading assignment and use the rubric to evaluate the strengths and weaknesses of the Differentiated Instruction activity they did. The commonly found strengths and weaknesses of this initial use will be identified and discussed. Participants will then view another ASCD video on instructional and management strategies of differentiation. A school Psychologist will share her role as facilitator in testing and identifying students. Finally, the format for developing the action plan will be introduced and discussed.
5. Part 4: An ongoing action plan for the identification of students with uneven learning styles and the implementation of Differentiated Instruction with these students will be written and developed by each teacher. The participants will share their action plans with each other. A final ASCD video will conclude the last session.

Evaluation

Participants will demonstrate the competencies addressed by:

1. Attendance at all sessions and participation in all discussions and activities.
2. Completion of all individual and group activities at a level of quality which demonstrates professionalism and proficiency.
3. Designing and submitting a satisfactory individual action plan for the ongoing application of course content in his/her own professional context.

Resources

- Text: *The Differentiated Classroom: Responding to the Needs of All Learners*, Tomlinson, Carol Ann, Association for Supervision and Curriculum Development, Alexandria, VA, 1999.
- ASCD Videos: *Differentiating Instruction Vol. 1: Creating Multiple Paths for Learning Differentiating Instruction. Vol. 2: Instructional and Management Strategies A Visit to a Differentiated Classroom Resource.* People: Psychologist(s) Instructional Technology Specialist(s)

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