



Differentiated Instruction: A Firm Foundation for Learning and Instruction

Strand: Meeting All Learner Needs

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with National Staff Development Council Standards, and resources that are included in print and electronic form.

Strand: Meeting All Learner Needs

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Explain the philosophy of differentiated instruction (DI).
- Identify multiple intelligences and learning styles.
- Apply strategies for personalizing instruction to accommodate individual student needs.

National Staff Development Council Standards:

- (Context) Requires skillful school and district leaders who guide continuous instructional improvement.
- (Process) Uses learning strategies appropriate to the intended goal.
- (Process) Applies knowledge about human learning and change.
- (Content) Prepares educators to understand and appreciate all students; to create safe, orderly and supportive learning environments; and to hold high expectations for their academic achievement.
- (Content) Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Resources in This Module:

- Handouts:
 - Activity Sheet 1: Key Questions to Ask Yourself
 - Activity Sheet 2: Learning Meets Experience
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

Main Topics:

1. Differentiating Instruction for Students' Skill Levels and Interests
2. Modifying Instructional Materials Responsibly
3. Multiple Intelligences and Learning Styles
4. Personalizing Instruction and Making Learning Meaningful

Subtopics:

1. Differentiating Instruction for Students' Skill Levels and Interests

- a. Differentiated Classroom
- b. Differentiated Instruction

2. Modifying Instructional Materials Responsibly

- a. Instructional Modifications vs. Curricular Modifications
- b. Modifying Instruction

3. Multiple Intelligences and Learning Styles

- a. Learning Styles vs. Multiple Intelligences
- b. Three Main Types of Students
- c. The Eight Intelligences

4. Personalizing Instruction and Making Learning Meaningful

- a. Make Your Teaching Click
- b. Connect Instruction to Student Experience

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	5
Topic 1—Differentiating Instruction for the Students' Skill Levels and Interests	3-10	40
Activity —What's Your Style?	4	(15)
Activity —Quick Write	10	(5)
Topic 2—Modifying Instructional Materials Responsibly	11-15	15
Break		
Topic 3—Multiple Intelligences and Learning Styles	16-27	35
Activity —Quick Write	23	(5)
Activity —Lesson Plan	27	(10)
Topic 4—Personalizing Instruction and Making Learning Meaningful	28-31	45
Activity —When Learning Meets Experience	31	(35)
Closing Thoughts	32-33	10
Total of 2 hours and 30 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.



Slide 22

PDXPERT

**MULTIPLE INTELLIGENCES
AND LEARNING STYLES**

Three Main Types of Students

Strategies for Kinesthetic Learners:

- Give opportunities to act out or demonstrate concepts.
- Give real-life examples.
- Assign hands-on projects.
- Make good use of multimedia, manipulatives, and learning tools.

The MASTER Teacher
Design Support Team

These hands-on students are the ones in your classroom who are most likely to be able to fix your computer for you, always want to run the DVD player during presentations, and light up when class projects require them to build something. Not to mention that they are also more likely to be out of their seat when they aren't supposed to be. These strategies are helpful with kinesthetic or tactile learners.

Keep in mind that there is distinct value in helping students determine their learning style. By doing so, you not only make them more responsible for their own learning, but you heighten their awareness of how they learn. With your help, students can develop strategies for making the best use of their dominant style—as well as overcoming obstacles they may have with other learning styles.

“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Which strategies discussed in the workshop are currently implemented in your school or department? How do these strategies help learning and influence student behavior in your classroom?

2. Are there any aspects of differentiated instruction that the professional development session did not cover? What are they, and how do you propose handling these aspects?

3. In what ways can parents support the differentiation you provide in the classroom? How could your department help you involve parents?
