

# Welcome to Differentiating Instruction: An Overview



Here's To The Kids Who Are Different!

# What's your learning style?



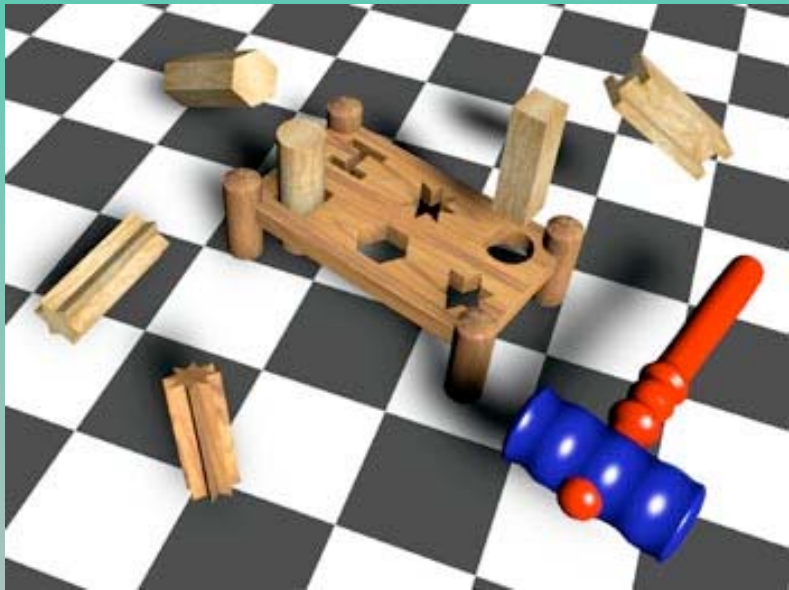
Go to **Classroom  
Practices Inventory**  
handout

# That's Me!!!

## How many of you

- learn best by reading?
- prefer to take notes as you listen to a lecture?
- like to read mystery novels?
- read the newspaper from front to back?
- read only certain parts of the newspaper?
- participate in organized sports?
- like to garden?
- like to paint or draw in your free time?

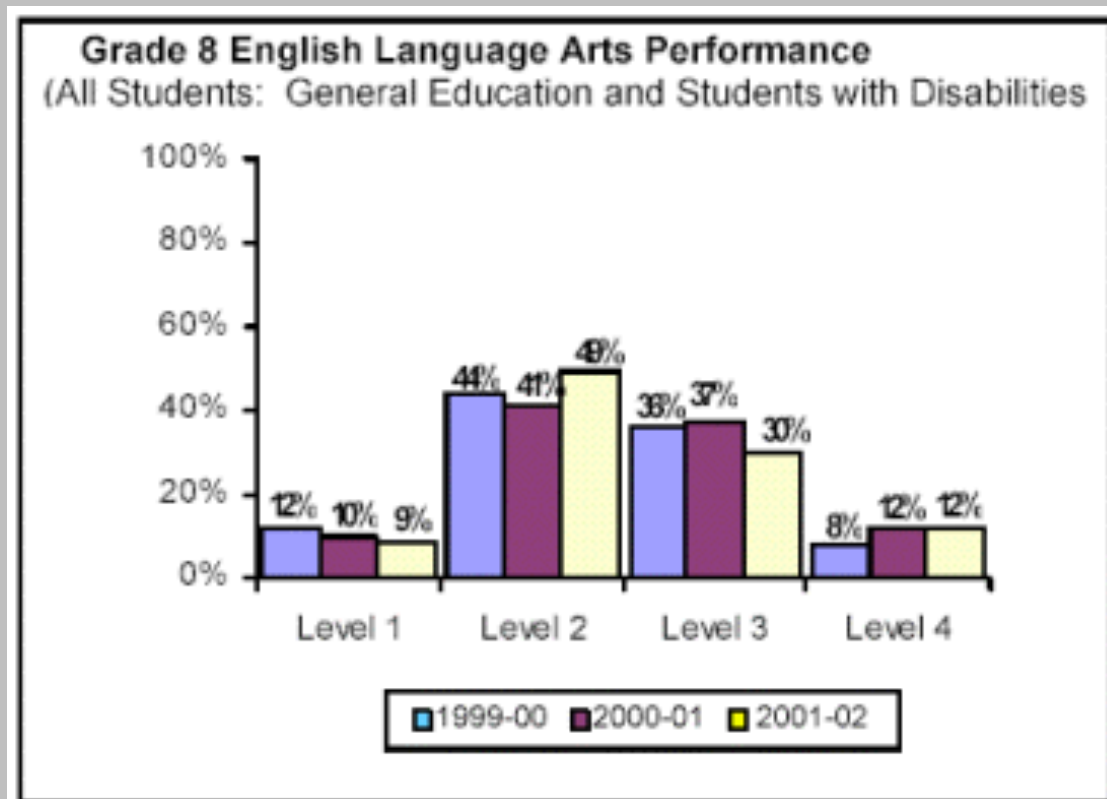
The problem with  
one-size-fits-all education  
is.....



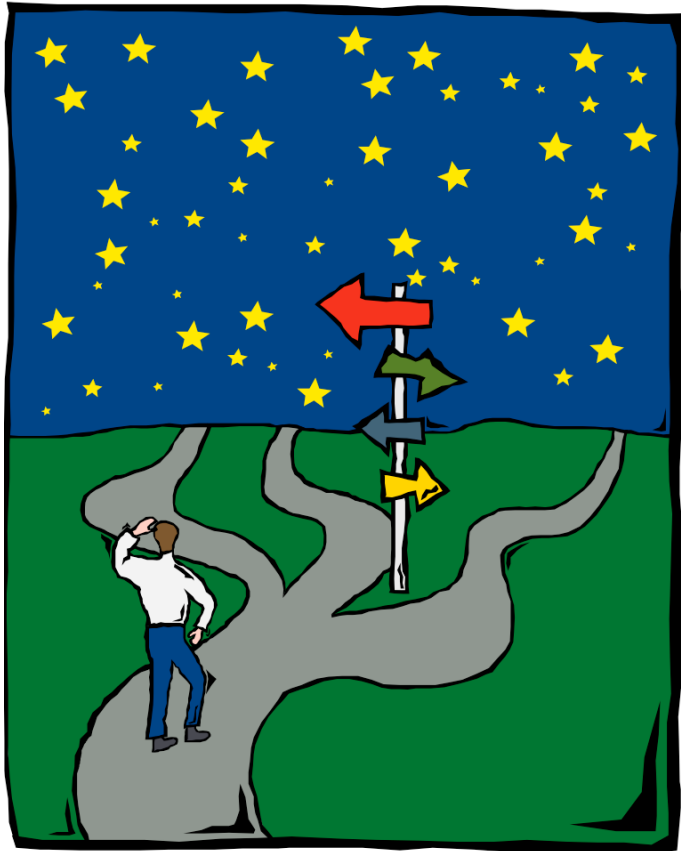
It doesn't work!!

# We Know That....

Students of the same age, in the same grade, **differ** in their readiness to learn, their interests, their styles of learning and their life circumstances.



# Content + Process + Product = Differentiation



The **differences in students** make a major impact on **what** they need to learn, the **pace** at which they need to learn it and the **support** they need from teachers and others to learn it.

# Some Questions to Ponder (T-P-S)

- What do you think differentiating instruction involves?
- What are some of your concerns about implementing DI?
- How does differentiated instruction fit with your beliefs about students and learning?



What kinds of things  
did we do to  
maximize  
student learning?



# Homework, Session 1



Choose one of the course readings (e.g. Baby Steps) and design a classroom activity (e.g. ppt or pencil/paper) using as many of Gardner's MI's as possible.