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Poster: Differentiation: Finding Every Student's Genius to Improve the Learning Process

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Differentiation: Finding Every Student's Genius to Improve the Learning Process

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ABSTRACT

By incorporating teacher attitudes and perceptions of student learning into the classroom, the following presentation will provide an overview of an effective differentiated classroom, designed for all students ranging from those with significant disabilities to those identified as gifted for the competent, caring teacher.

Using Howard Gardner's *Multiple Intelligent Test* to identify appropriate modes of learning, teachers will be able to distinguish appropriate methods to reach all students. Teacher perceptions and attitudes will be discussed with a correlation of how their behavior directly relates to student learning.

The presentation will begin with the definition of "differentiation" so all participants have a clear understanding of the material to be covered. The presenter will discuss how teacher attitudes and perceptions can alter student achievement and how the use of effective classroom strategies may be incorporated to reach various modalities (i.e., kinesthetic, auditory, visual). Afterwards, the presenter will explain how faculty of teacher educators can help new and experienced teachers design a building-appropriate model conducive for all students' success.

The topic of differentiation is extremely necessary in today's schools to enable all students to have a sense of success in bringing out their inner genius. Our students do not come in a box and one size does not fill all, therefore, it is the teacher's mission to reach our youth, no matter their background, creed or color. Teachers cannot allow their biases to interfere with the success of their students. This presentation is relevant in supporting the efforts of our educators, ensuring that no child be left behind.

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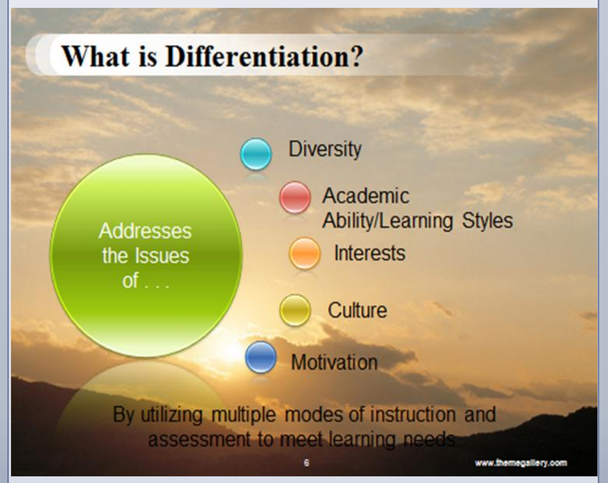
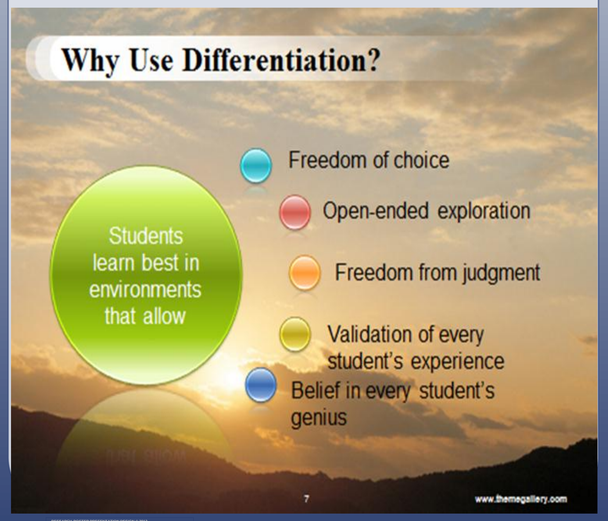
DIFFERENTIATION





MULTIPLE INTELLIGENCES

MULTIPLE INTELLIGENCES TEST

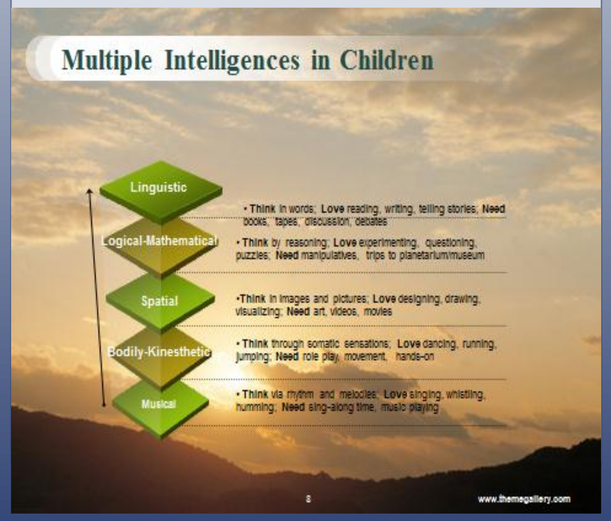
Where does your true intelligence lie? This quiz will tell you where you stand and what to do about it. Read each statement. If it expresses some characteristic of your and sounds true for the most part, job down a "T." If it doesn't, mark an "F." If the statement is sometimes true, sometimes false, leave it blank.

1. _____ I'd rather draw a map than give someone verbal directions.
2. _____ I can play (or used to play) a musical instrument.
3. _____ I can associate music with my moods.
4. _____ I can add or multiply in my head.
5. _____ I like to work with calculators and computers.
6. _____ I pick up new dance steps fast.
7. _____ It's easy for me to say what I think in an argument or debate.
8. _____ I enjoy a good lecture, speech or sermon.
9. _____ I always know north from south no matter where I am.
10. _____ Life seems empty without music.
11. _____ I always understand the directions that come with new gadgets or appliances.
12. _____ I like to work puzzles and play games.
13. _____ Learning to ride a bike (or skates) was easy.
14. _____ I am irritated when I hear an argument or statement that sounds illogical.
15. _____ My sense of balance and coordination is good.
16. _____ I often see patterns and relationships between umbers faster and easier than others.
17. _____ I enjoy building models (or sculpting).
18. _____ I'm good at finding the fine points of word meanings.
19. _____ I can look at an object one way and see it sideways or backwards just as easily.
20. _____ I often connect a piece of music with some event in my life.
21. _____ I like to work with numbers and figures.
22. _____Just looking at shapes of buildings and structures is pleasurable to me.
23. _____I like to hum, whistle and sing in the shower or when I'm alone.
24. _____I'm good at athletics.
25. _____ I'd like to study the structure and logic of languages.
26. _____ I'm usually aware of the expression on my face.
27. _____ I'm sensitive to the expressions on other people's faces.
28. _____ I stay "in touch" with my moods. I have no trouble identifying them.
29. _____ I am sensitive to the moods of others.
30. _____ I have a good sense of what others think of me.

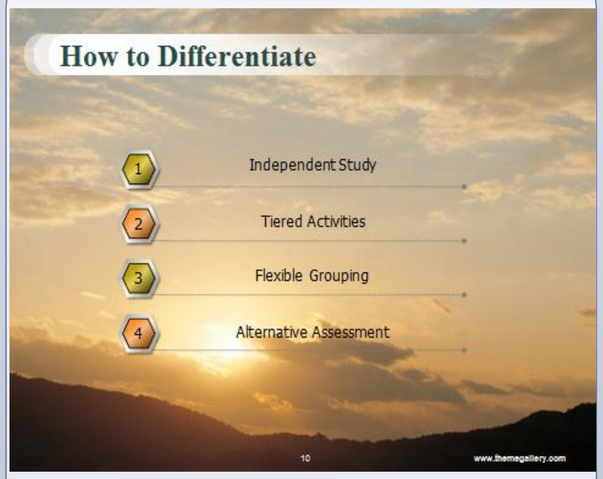
MULTIPLE INTELLIGENCE SCORING SHEET

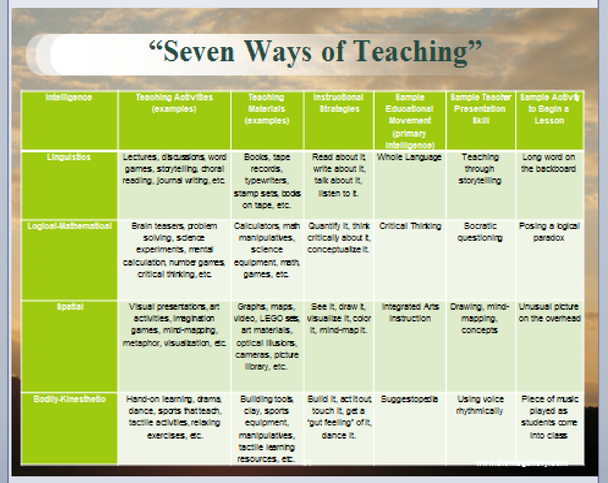
Place a check mark by each item you marked as "true." Add your totals. A total of four in any of the categories A through E indicates strong ability. In categories F and G a score of one or more means you have abilities as well.

	A	B	C	D	E	F	G
	Linguistic	Logical-Mathematical	Musical	Spatial	Bodily-Kinesthetic	Intra-Personal	Inter-Personal
	7.	4.	2.	1.	6.	26.	27.
	8.	5.	3.	9.	13.	28.	29.
	14.	12.	10.	11.	15.		30.
	18.	16.	20.	19.	17.		
	25.	21.	23.	22.	24.		
Totals							

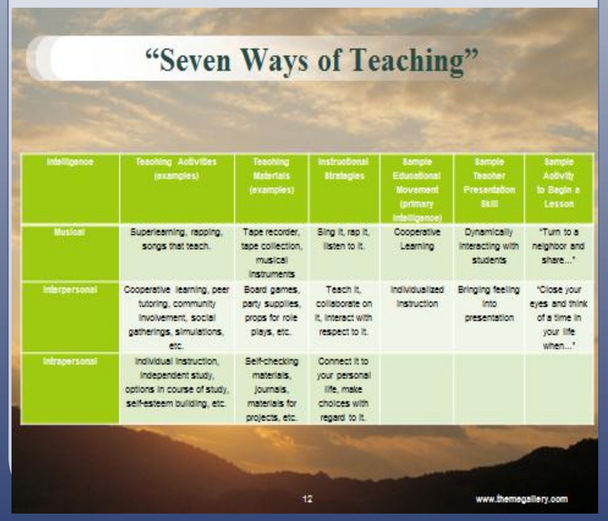


DIFFERENTIATING WITH MULTIPLE INTELLIGENCES





Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies	Sample Educational Movement (primary intelligence)	Sample Teacher Presentation Skill	Sample Activity to Begin a Lesson
Linguistics	Lectures, discussions, word games, storytelling, choral reading, journal writing, etc.	Books, tape records, typewriters, stamp sets, books on tape, etc.	Read about it, write about it, talk about it, listen to it.	Whole Language	Teaching through storytelling	Long word on the backboard
Logical-Mathematical	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.	Calculators, math manipulatives, science equipment, math games, etc.	Quantify it, think critically about it, conceptualize it.	Critical Thinking	Socratic questioning	Posing a logical paradox
Spatial	Visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization, etc.	Graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library, etc.	See it, draw it, visualize it, color it, mind-map it.	Integrated Arts Instruction	Drawing, mind-mapping, concepts	Unusual picture on the overhead
Bodily-Kinesthetic	Hand-on learning, drama, dance, sports that teach, tactile activities, relaxing exercises, etc.	Building tools, clay, sports equipment, manipulatives, tactile learning resources, etc.	Build it, act it out, touch it, get a "gut feeling" of it, dance it.	Suggestopedia	Using voice rhythmically	Piece of music played as students come into class



Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies	Sample Educational Movement (primary intelligence)	Sample Teacher Presentation Skill	Sample Activity to Begin a Lesson
Musical	Superlearning, rapping, songs that teach.	Tape recorder, tape collection, musical instruments	Sing it, rap it, listen to it.	Cooperative Learning	Dynamically interacting with students	"Turn to a neighbor and share..."
Interpersonal	Cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc.	Board games, party supplies, props for role plays, etc.	Teach it, collaborate on it, interact with respect to it.	Individualized Instruction	Bringing feeling into presentation	"Close your eyes and think of a time in your life when..."
Intrapersonal	Individual instruction, independent study, options in course of study, self-esteem building, etc.	Self-checking materials, journals, materials for projects, etc.	Connect it to your personal life, make choices with regard to it.			

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CONCLUSIONS

If all teachers would differentiate their lessons, student success rates could hit an all-time high. Not only would student attention increase, but teacher enjoyment would improve as well. Carol Ann Tomlinson highlights qualities of a differentiated classroom:

- "Student differences are studied as a basis for planning"
- "Assessment is ongoing and diagnostic to [help teachers] understand how to make instruction more responsive to learner need"
- "Many instructional arrangements are used"
- "Student readiness, interest, and learning profile shape instruction"
- "Multi-option assignments are frequently used"
- "Multiple materials are provided"
- "The teacher facilitates students' skills at becoming more self-reliant learners" (Tomlinson 1999, 16)

Teachers are charged to go to all people everywhere and teach them through whatever methods are necessary. Educators must recognize that to reach all-regardless of age, race, disability, socioeconomic status, or other differences-we must differentiate in our mind-set first and our lessons second.

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