Project WILD - Diversity is Nature’s Greatest Asset: Including ALL Students in Project WILD

September 26, 2018 Webinar

Sherry Adrian, Ph.D. Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Differentiating by Student’s **Interests**: Passions, affinities, kindships that motivate learning, questions | |
| Content  Does the lesson allow for choice of content? |  |
| Process  Does the lesson allow for choice in how the student takes in the information or engages in the experience? |  |
| Product  Does the lesson allow for choice in how the student shows what she knows, understands, and can do? |  |
| Affect/Environment  Does the environment allow for choice in how students engage with each other, the experience and the environment? |  |

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| Differentiating by Student’s *PREFERRED* LEARNING MODALITIES: Preferred approaches to learning | |
| Content  Does the lesson present the content through multiple modalities? Can the student access content in ways that enhance processing information memory? |  |
| Process  Does the lesson provide sufficient cues through multiple modalities for students to engage in cooperative learning and independence to the greatest extent, and so that they are successful? |  |
| Product  Does the lesson allow for choice in how the student shows what she knows, understands, and can do? (e.g., physical expression, written expression, artistic expression, verbal expression, etc.) |  |
| Affect/Environment  Does the environment consider the mobility, communication mode, self-regulation, and social-emotional needs to be successful? |  |

NOTE: Decisions about a student’s READINESS is not fixed – DI requires the mindset that students’ levels of readiness vary from subject to subject, unit to unit, and lesson to lesson. Decisions related to readiness focus on provide all students with meaningful, respectful and challenging learning experiences.

| Differentiating by Student’s **Readiness**: Students proximity to learning goals | | |
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| Information, ideas, materials, and application | FOUNDATIONAL  Do you have students for whom the material is too difficult or complex?  Do you need to build a foundation of understanding? Would students benefit from a more basic task while maintaining the focus on the common learning goal? | TRANSFORMATIONAL  Do you have students who can be stretched beyond the way information is presented in the lesson?  Do you need a more transformation task such as making predictions or connections? |
| Representations, ideas, applications, and materials | CONCRETE  Do you have students who benefit from focusing on key information, more tangible representations, can be physically manipulated or deal with very specific events. | ABSTRACT  Do you have students who can focus more on implications, principles and interrelationships beyond the key information presented in the lesson? |
| Resources, research, issues, problems, skills and goals | SIMPLE  Do you have students who deal with one or few events or meanings; perhaps in a big picture that provides a framework skeleton without many details? | COMPLEX  Do you have students who can deal with multiple events or meanings that include many details beyond what is in the lesson? |
| Disciplinary connection, direction, stages of development | SINGLE FACET  Do you have students who benefit from managing one or few steps, actions and applications? | MULTIPLE FACETS  Do you have students who can manage multiple-steps, actions, and applications that what the lesson requires? |
| Application, insight, transfer | SMALL LEAP  Do you have students who benefit from applying ideas in familiar settings, with known understandings/ideas, and making connections that are comfortable or familiar? | GREAT LEAP  Do you have students who benefit from applying ideas in unfamiliar or unique settings or making connections among far-flung fields of knowledge or ideas – beyond those in the lesson? |
| Solutions, decisions, approaches | MORE STRUCTURED  Do you have students who benefit from more guidance from the teacher in order to complete the lesson’s tasks? | MORE OPEN  Do you have students who can handle tasks that involve relatively greater improvisation or decision making, or include many options than what the lesson provides? |
| In process, in research, in products | CLEARLY DEFINED  Do you have students who benefit from having specific steps and methods of solution that are easily evident, all variables are relevant (no distractors), and there is a right answer? | FUZZY PROBLEMS  Do you have students who need more challenge where the problem is not clearly identified, the method of solution is ambiguous, irrelevant variables are mixed with relevant ones and there is no single or right answer? |
| Planning, designing, monitoring | LESS INDEPENDENCE  Do you have students who benefit from a more prescribed process with modeling from the teacher? | MORE INDEPENDENCE  Do you have students who benefit from a self-directed learning and who can self-check their progress as they move through the lesson? |
| Pace of study and pace of thought | SLOWER  Do you have students who benefit from allowing more time to go deeper or additional practice? | QUICKER  Do you have students who benefit from brisk exploration of the essentials or elimination of practice that is unnecessary or redundant – can you move through the lesson and onto a more complex application or a new lesson? |

ASCD 2011 PD-ONLINE: Differentiated Instruction: Teaching with Student Differences in Mind. Module 5, Reading: The Equalizer