

## **Applying goals to all students: A case for Differentiated Instruction** *Resource List*

**Borruso Emig, Veronica.** “A Multiple Intelligences Inventory.” *Educational Leadership*. September 1997.

This article has great examples of classroom lessons that incorporate many of Gardner’s multiple intelligences. The author is a high school history teacher. An especially useful tool is her Teacher’s Multiple Intelligences Inventory, a self-assessment that is used to track the number of times she incorporates a type of intelligence in her lessons, as well as reflections on how effective the lesson was.

**CES School Benchmarks: Principle #3,** [www.essentialschools.org](http://www.essentialschools.org)

You can find all the 10 Common Principles and their corresponding benchmarks at this site, along with *Horace* articles on every topic imaginable.

**Cushman, Kathleen.** “Essential Schools’ ‘Universal Goals’: How Can Heterogeneous Grouping Help?” *Horace*, Vol. 8, #5, May 1992.

What has to change when schools stop tracking? This and other questions dealing with realizing high expectations for all students are addressed. Topics considered are building new structures, strategizing for mixing abilities, and setting high standards.

**“Eight Ways to Get Smart,”** [www.multipleintelligences.citymex.com/f.html](http://www.multipleintelligences.citymex.com/f.html)

This site is the source of the chart, designed by educator Richard Flowers, which summarizes Gardner’s intelligences, the strengths and likes of each intelligence area as well as how each learns best. Good for figuring out ways of differentiating activities.

**Pettig, Kim L.** “On the Road to Differentiated Practice.” *Educational Leadership*, September 2000.

The author gives advice in the form of six common practices her teachers found led to their growth in being successful with DI. “From the beginning we knew that we did not need to reinvent the DI wheel; we needed to learn how to roll it.” The advice: get a buddy, align your objectives, find out what students know, plan flexible grouping, encourage student responsibility and provide choice.

**Schniedewind, Nancy and Ellen Davidson.** “Differentiating Cooperative Learning.” *Educational Leadership*, September 2000.

The article helps break the stereotype that cooperative learning is a method “in which students help one another learn the same thing, with capable students tutoring those less prepared.” Guiding tenets explored are the following: (1) Within a heterogeneous cooperative group, differentiate tasks by complexity and quantity, (2) Use high-achieving students’ work as a resource for the group, (3) Employ cooperative groups to enhance individualized work, (4) Plan peer tutoring that challenges tutors and tutees, (5) Add options for enrichment within cooperative learning, (6) Design cooperative activities for multiple intelligences, (7) Vary criteria for success, and (8) Value cognitive, social, and emotional learning.

**Smith, M.K. (2002)** “Howard Gardner and multiple intelligences,” *the encyclopedia of informal education*, <http://www.infed.org/thinkrs/garner.htm>

This source gives summaries of each of Gardner’s original seven intelligences as well as four possible new ones: naturalist, spiritual, existential, and moral. It also includes links to other related sites including Project SUMIT, the Good Work Project and Project Zero.

**Tomlinson, Carol Ann.** “Deciding to Teach Them All.” *Educational Leadership*, October 2003.

This article focuses on asking the right questions before designing the curriculum to meet the needs of diverse learners. “This teacher did not ask What labels do my students have? Rather, she asked, What are their particular interests and needs....In place of asking, How do I remediate students?, she pondered, What can I do to ensure that each student works at the highest level of thought and production possible?”

**Tomlinson, Carol Ann.** *The Differentiated Classroom: Responding to the Needs of All Learners.* Association for Supervision and Curriculum Development: Alexandria, Virginia, 1999.

This is Tomlinson's first text on the subject and includes a description of the DI classroom, elements of differentiation, instructional strategies that support differentiation, and how teachers make it all work.

**Tomlinson, Carol Ann.** "Differentiating Instruction For Advanced Learners in the Mixed-Ability Middle School Classroom." [www.kidsource.com/kidsource/content/diff\\_instruction.html](http://www.kidsource.com/kidsource/content/diff_instruction.html)

This is an ERIC abstract which includes sections on Why Differentiate Instruction, What Differentiation Is—And Is Not, Characteristics of a Differentiated Class, How to Think About Differentiating Instruction, and Strategies for Managing a Differentiated Classroom.

**Tomlinson, Carol Ann.** *How To Differentiate Instruction in Mixed-Ability Classrooms.* Association for Supervision and Curriculum Development: Alexandria, Virginia, 2001.

The appendix of this text includes instructional and management strategies for mixed-ability classrooms such as compacting, interest centers/groups, flexible grouping, varying questions and learning contracts. It also includes chapters with forms for diagnosing student readiness, interest and learning style and a flow chart of instruction in a differentiated classroom, as well as other helpful graphic organizers for the teacher.

**Tomlinson, Carol Ann.** "Mapping a Route Toward Differentiated Instruction." *Educational Leadership*, September 1999.

The author focuses on the first step in differentiating instruction: identifying the goals for all students. "The first step ... is the hardest... We have to know where we want to end up before we start out—and plan to get there." Then she moves on to give good descriptions and commentary of classrooms at various stages of differentiating. Also, contains references to developing essential questions to cause students to engage.

**Tomlinson, Carol Ann.** "Reconcilable Differences? Standards-Based Teaching and Differentiation." *Educational Leadership*. September 2000.

This is a professional discussion on how to reconcile standards-based teaching and the use of differentiating in the classroom. It includes both negative and positive examples.

**Wehrmann, Kari Sue.** "Baby Steps: A Beginner's Guide." *Educational Leadership*, September 2000.

This author chronicles her journey as a beginner embedding DI in her lessons. Basic tips include taking baby steps, making activities different rather than adding more of the same, raising the bar for everyone and finding students' passions. Although her focus is on challenging her gifted students, there are lessons to be learned about all students. She begins by differentiating content for a small group; then differentiates content, process and product for a small group; and finally differentiates content, process and product for all students in her class.

## Other Resources

"Learning Styles Inventory." [www.learning-styles-online.com](http://www.learning-styles-online.com)

Take a learning styles inventory on-line and see the results displayed individually or compared to others in your age group. Much more general information is also available here on the topic.

**Expeditionary Learning.** Scott Dolquist, field director Western Region. [scott\\_dolquist@elob.org](mailto:scott_dolquist@elob.org) or [www.elob.org](http://www.elob.org) for more information on the program

**I-Search** information: [www.rogertaylor.com](http://www.rogertaylor.com)

Taylor's web site offers information on personalizing research work for students.