

The Power of Thinking Outside the Box to Meet the Diverse Needs of School Communities

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- Engage in research-based instructional strategies to include all students
- Understand the significance for using research-based strategies in teaching and instruction
- Learn how to implement research-based instructional strategies

Objectives

- Directions: In the following line of letters, cross out six letters so that the remaining letters – without altering their sequence – spell a familiar English word.

B S R I A X L E I T N T E R S

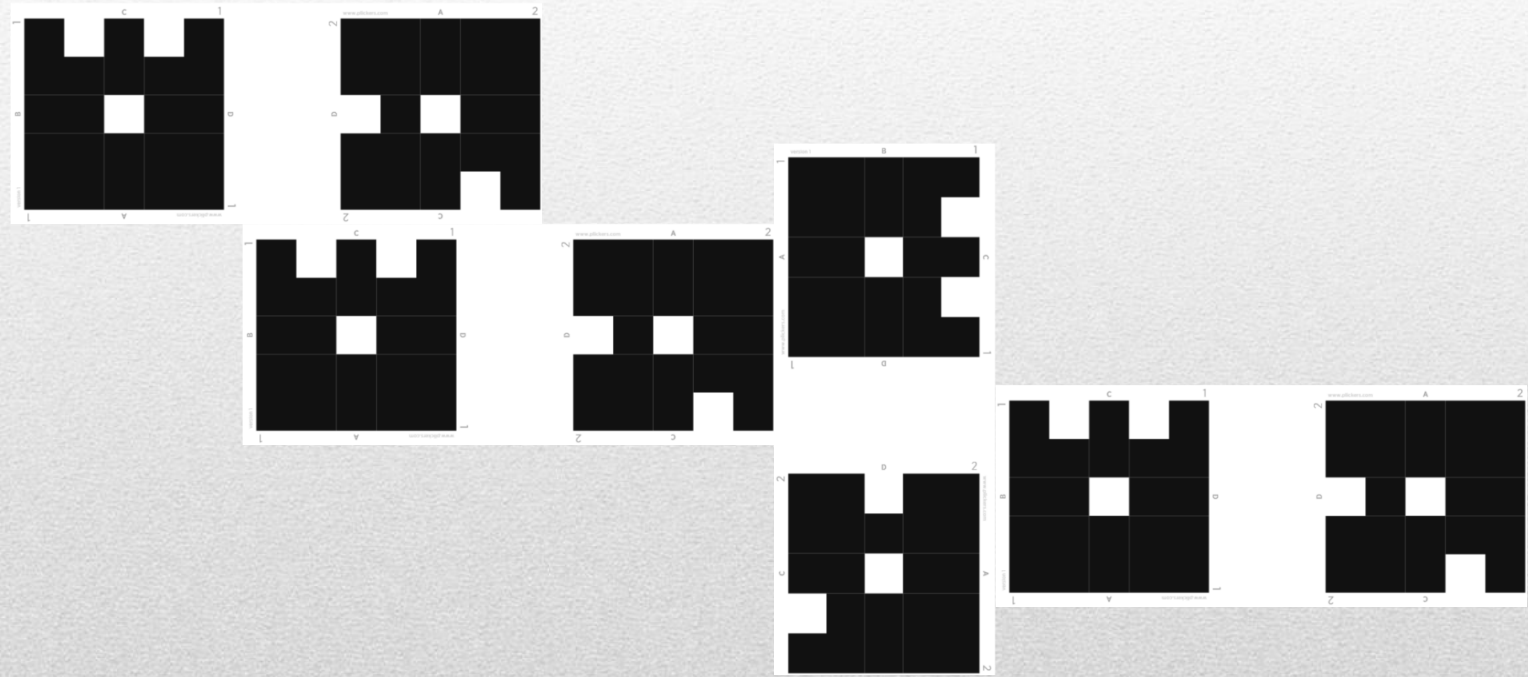
Hint: If you're having difficulty, go back and read the directions very carefully again.

Turn on your brain...

B **S** **R** **I** **A** **X** **L** **E** **I** **T** **N** **T** **E** **R** **S**

...BRAIN

Answer



Plickers Assessment



- Christopher Edmin: Teach teachers how to create magic



Teach Teachers how to create magic



Story Time: setting the stage

A classroom with a variety of student needs

- *gifted and talented*
- *students with specific learning needs*
- *Students on IEPs*
- *Students from a variety of cultural backgrounds*
- *Students from a variety of socioeconomic backgrounds*



What diverse needs are we facing?

- Connor likes coming to school because people don't yell all the time – no one hits at school either, and if they do, they get in trouble
- Katie knows she doesn't learn like other kids. She has an aide who helps her in class. She doesn't like feeling different.
- Timmy hates reading. He misbehaves sometimes – not that he wants to, but because he doesn't want to appear 'stupid' in front of everyone.

For example...

- Emma reads her mom's novels at home. She likes to write short stories in her free time. At school she's working well above grade level.
- Keh Keh is a refugee from Burma. She has an ELL tutor and is learning English but she has difficulty understanding the teacher and is uncomfortable asking questions.
- Petra enjoys learning and wants to participate in classroom discussions – but he doesn't. His friends say school is not for kids like them. Learning is for other kids, so why should he bother. He'll never go to college anyways.

For example...

Strengths

Superior Vocabulary

Highly creative

Resourceful

Curious

Imaginative

Questioning

Problem-solving ability

Sophisticated sense of humor

Wide range of interests

Advanced ideas & opinions

Special talent or consuming interest

Challenges

Easily frustrated

Stubborn

Manipulative

Opinionated

Argumentative

Difficulty with written expression

Highly sensitive to criticism

Inconsistent academic performance

Lack of organization and study skills

Difficulty with social interactions

Language barriers

Student Characteristics in a mixed-ability classroom

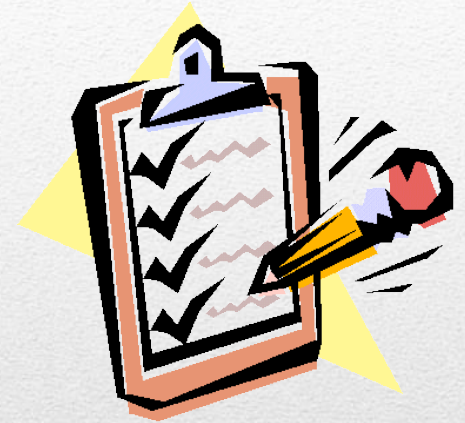
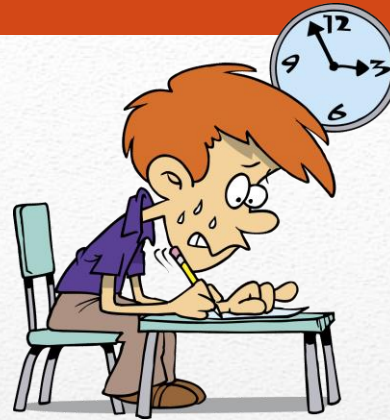
- Learners must make meaning of what teachers seek to teach (National Research Council, 1999)
- Learning takes place most effectively in classrooms where knowledge is clearly and powerfully organized (National Research Council, 1999)
- Learners are actively engaged in the learning process (Wiggins & McTighe, 2005)
- Learners need to feel a sense of safety and connection (Wiggins & McTighe, 2005)

Principles of learning



How are we going to get students with diverse needs engaged?

- Use preferential seating
- Provide organizational techniques
- Teach compensation strategies
- Use technology



Commonly suggested strategies



- Practical, research-based instructional strategies
- Based on principles of universal design for learning
- Support and enhance all student's academic success
- Research indicates that content instruction paired with specific learning strategies improves learning for all students

Introducing...



- Question That



Question That



To stretch thinking: Add a criterion (3,2,1)

3 Things I notice, 2 Things I infer, 1 Question

Analysis Grid

TOPIC: English punctuation errors

CODE: A=always N=never
S=sometimes

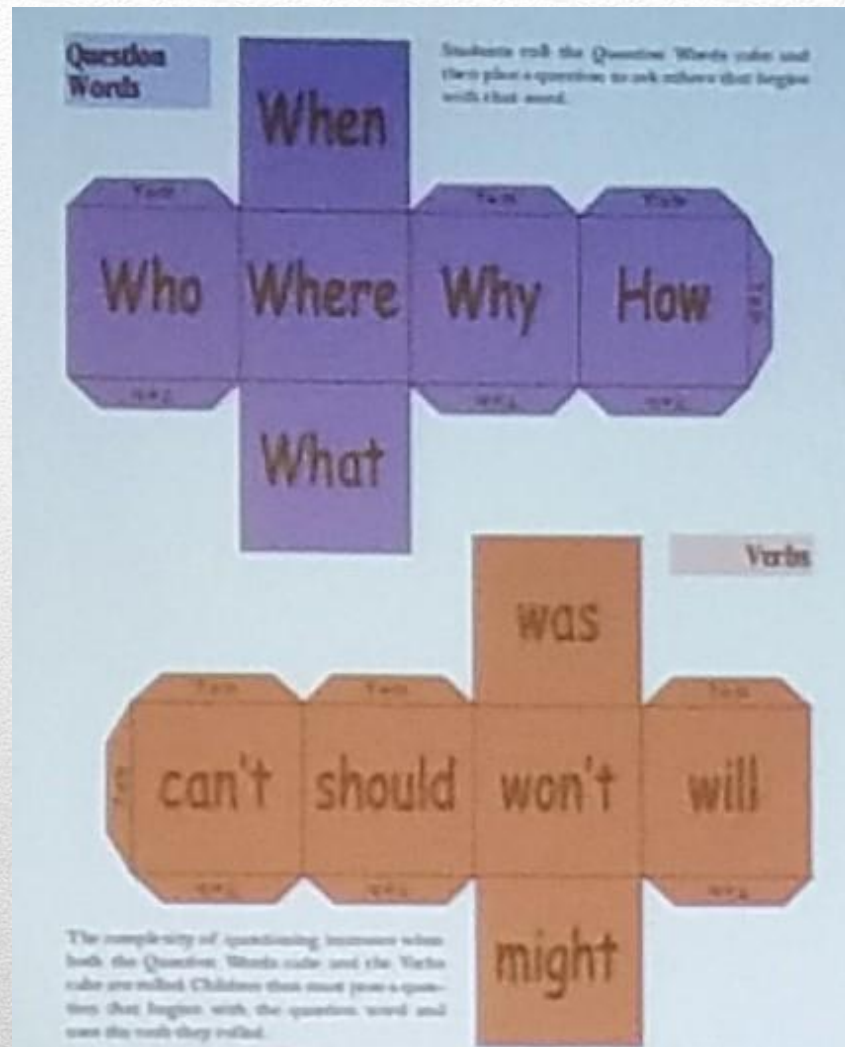
Find ten errors in this punctuation grid.

	Ends a sentence	Begins a sentence	Middle of sentence	In bibliographies	Used in a number	Used with names	Used in addresses	Used in quotations	In abbreviations
.	A	N	N	A	S	S	S	S	A
,	N	N	S	A	S	N	S	S	N
-	N	N	S	S	S	S	N	S	N
!	S	N	N	N	N	N	N	S	N
?	S	N	N	S	N	N	N	S	N
" "	S	S	S	N	N	N	N	A	N
()	S	S	S	A	N	S	N	N	N
...	S	N	S	S	N	N	N	S	N

Kingore, B. (2008). *Teaching Without Nonsense: Translating Research into Effective Practice*, 2nd ed. Austin, TX: Professional Associates Publishing.

Analysis Grid: Find the Flaw

Question Cubes



Low Prep High Impact Differentiation

3. Last Unit: <i>(review last unit/ lesson)</i>	1. Current Unit: <i>(introduce using title)</i>	4. Next Unit: <i>(show how unit/lesson leads to next)</i>
5. Big question: <i>(Discuss why this unit/lesson is important and relevant)</i>		

6. The Key Concepts
(3-6 short ideas-use back to show relationships or subheadings)

2. What is this about?
(Discuss with Students)

USE

SHORT

EASY

NAMES

&
COLORS

7. Self-test questions
(Describe what should students be able to do after studying this unit)

8. Unit Schedule
(Describe key activities and timelines)



Share & debrief



Spelling: Color Coded Cards

Mnemonics: good for remembering facts or events

Connects new learning to prior knowledge through the use of visual cues

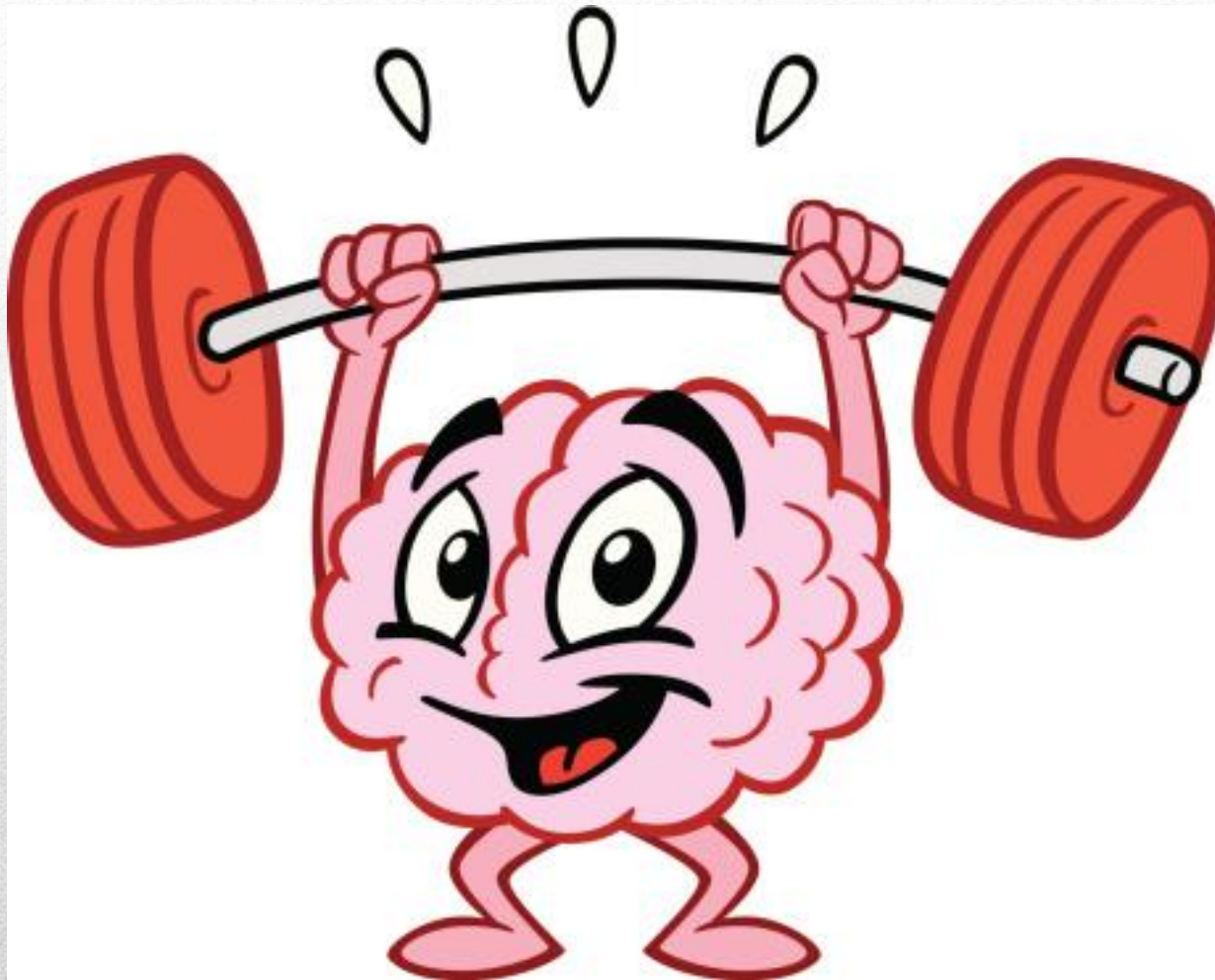
- HOMES” to remember Great Lakes, Huron, Ontario, Michigan, Erie, and Superior
- PEMDAS – to remember the order of operations: parentheses, exponents, multiply, divide, add, subtract

When mnemonics are used correctly, they can streamline the learning process, giving students access to broad amounts of information. Because they learn "bridges" to other information, less working memory is required.

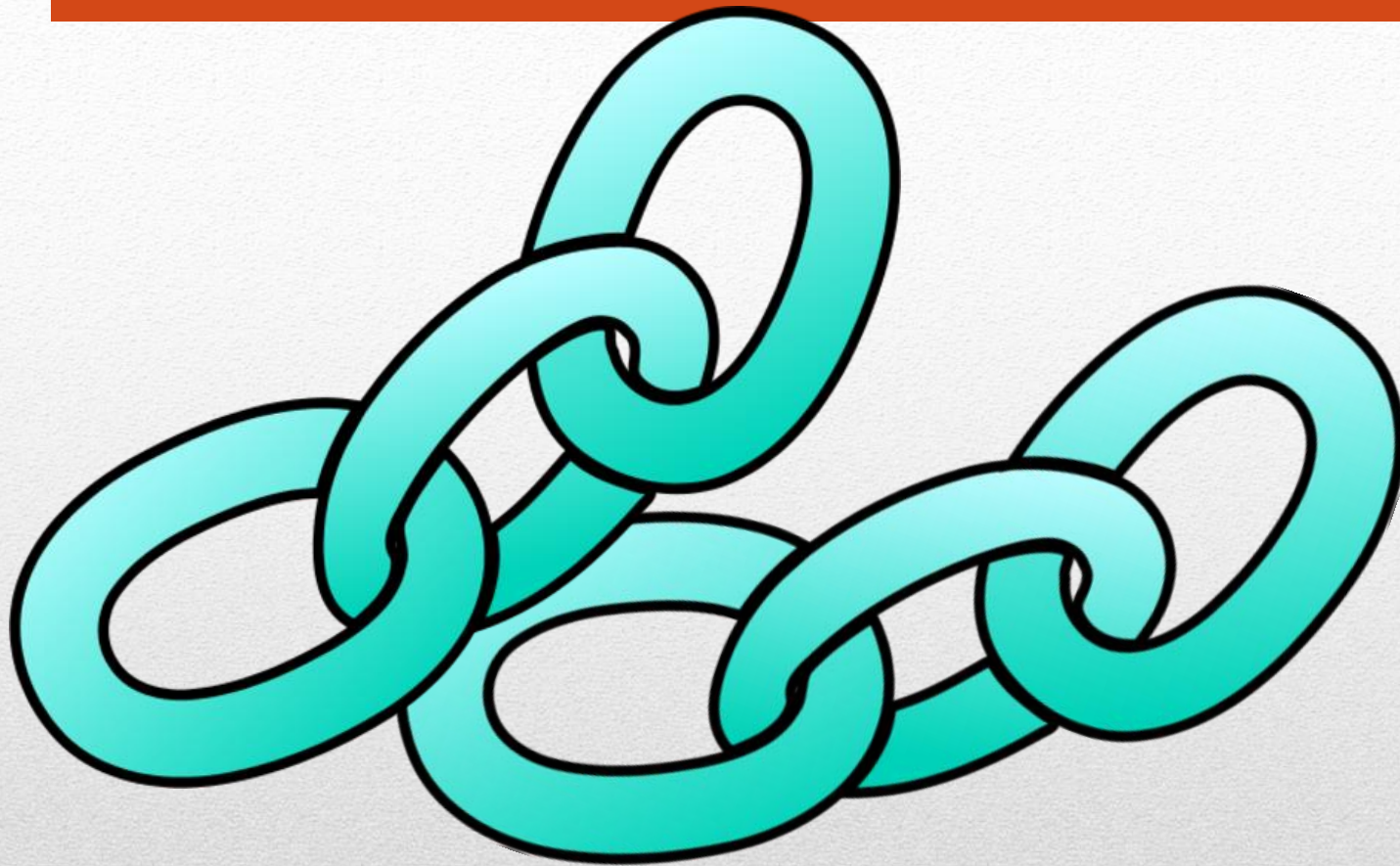
Key word Mnemonics

1. supports in-depth thinking
2. less frustrated students
3. students are engaged
4. fewer students feeling distracted by other students
5. promotes student achievement without extensive individual interventions

**How these techniques
help you as a teacher**



Brain Break



The **LINC**ing Routine

- To help a diverse group of students learn and remember the meaning of important terms.
 - Gets students ready to learn new terms
 - Co-construct visual and auditory memory devices
 - Check student understanding

Purpose of the LINCing Routine

- Extensively researched
- Promotes understanding and recall of an important vocabulary term
- Highly effective with ALL students
 - When consistently used with students for 3 weeks, students w/LD increased vocabulary scores 24%-29%
 - Students without LD increased vocabulary scores 16% – 19%
- Most effective with middle school – high school age students, can be used effectively with upper elementary

What the Research says about the **LINCing Routine**

1. Term

Discount

3. Reminding
Term

Disc

4. Story

**I saved
three
dollars on
a disk**

5. Picture



2. Definition

**The
difference
between
the list
price and
sale price**

Mnemonics using **LINCing Routine**

Step 1. The term: discuss and define the meaning of the word within the context of the lesson. Record the term on the form.

1. Term

Discount

Mnemonics using LINCing Routine

Step 2. A brief definition is written in section 2. Use ONLY the parts of the definition that are most essential for students to know. (reduce long definitions to their most essential parts)

1. Term

Discount

2. Definition

**The
difference
between the
list price
and sale
price**

Mnemonics using the **LINCing Routine**

Step 3 The reminding word gives students auditory clues that will enable the to access their memory of the new term and the new term's definition. It must SOUND similar to part of all of the new term, and it must be a real word whose meaning is very familiar to the students. It should help you remember what the new word means.

1. Term

Discount

3. Reminding
Word

Disc

2. Definition

**The
difference
between the
list price
and sale
price**

Mnemonics using **LINCing Routine**

Step 4 The LINCing story is a short phrase or sentence that enables students to connect or link the meaning of the new term to familiar background knowledge.

- It provides auditory and visual links between the reminding word and the meaning of the new term.
- AN EFFECTIVE story includes several characteristics:
 - the story always contains the reminding word, the story always contains the meaning of the new term in some way, the story is always short and simple.

1. Term

Discount

3. Reminding
word

Disc

4. The LINCing
story

**I saved three
dollars on a
disc**

2. Definition

**The
difference
between the
list price
and sale
price**

Mnemonics using **LINC**ing Routine

Decree: to make a decision and force it on others.

Reminding word: Decide

LINCing Story: “the dictator decided to force everyone to pay higher taxes.”

(The story helps you think of a decision being forced on others.)

Flourite: a purple mineral used to make steel hard.

Reminding word: Floor

LINKing Story: “My knee turned purple when it hit the hard, steel floor.”

(Story helps you think of steel and the color purple.)

Decree: to make a decision and force it on others.

Reminding word: Decide

LINCing Story: “He decided to go to town.”

(Story does not help you think of forcing a decision on others.)

Flourite: a purple mineral used to make steel hard.

Reminding word: Floor

LINKing Story: “The floor was messy.”

(Story does not help you think of steel or the color purple.)

Examples and Nonexamples

Step 5 The LINCing picture provides a visual memory link for the new term.

- The picture does not need to be sophisticated artwork – stick figures are fine.
- The linking pictures must include 3 characteristics: It MUST depict: a part related to the Reminding word, contains parts related to the important ideas in the definition, and it must help the student remember the new term's definition.

1. Term

Discount

3. Reminding
word

Disc

4. The LINCing
story

**I saved three
dollars on a
disc**

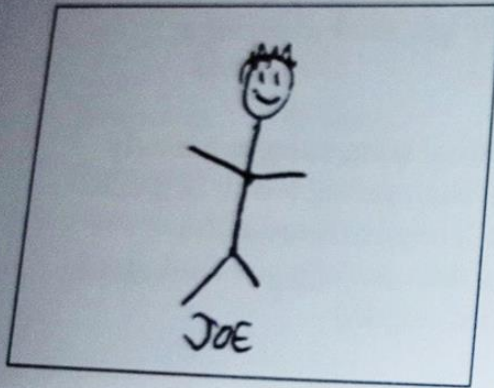
5. The LINCing
picture



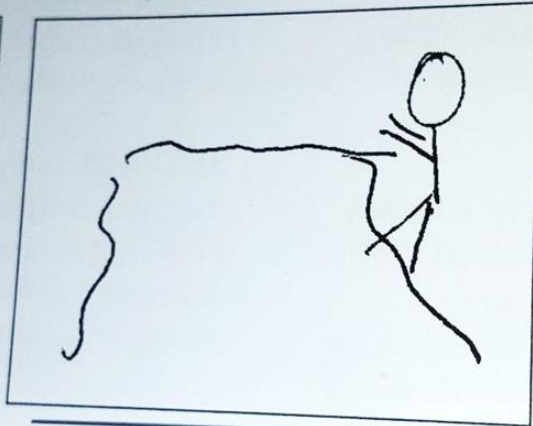
2. Definition

**The
difference
between the
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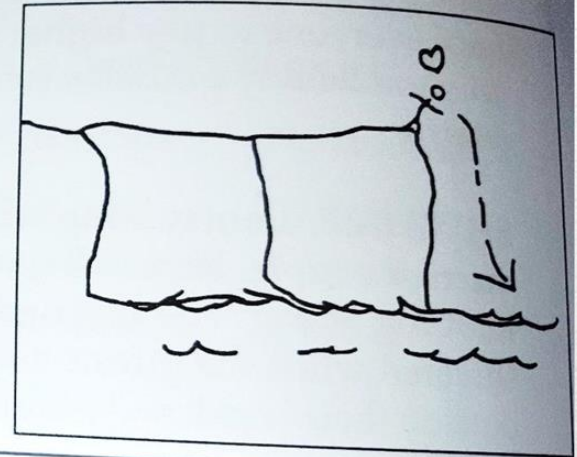
Poor
LINCing Picture



Better
LINCing Picture



Best
LINCing Picture



An Effective LINCing Picture

1. Term
compromise

4. Story

5. Picture

2. Definition

3. Reminding Term

Group practice: Term 'compromise'

USE the Mnemonic to practice the Routine

- **L**ist the parts
- **I**dentify a Reminding word
- **N**ote a LINCing story
- **C**reate a LINCing picture

Mnemonics using LINCing Routine



Time to practice

Amendment

Charitable

Mortified

Tirade

Perpetual

Wholesale

Abolitionist

Serpentine

Countenance

Grotesque

Exquisite

Melancholy

Incredulous

Perplex

Clamor

Tremulous

Allude

Placid

Amiable

Venerate

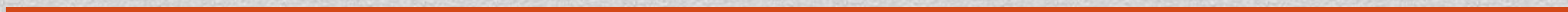
Undulate

Word Choices



Share & Discuss

Why would this instructional strategy engage all students?



- Strategies
 - Question That
 - 3,2,1
 - Analysis Grid
 - Cube Questions
 - Graphic Organizers – color coded
 - Color coded spelling words
 - Mnemonics

Wrap Up

- <http://www.livebinders.com/play/play?id=2163392>

Instructional Strategies for Mixed Ability Classrooms

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More information

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