

***Fun Ways to Get the Most from Learner
Diversity with Brain-Compatible Instruction
For Today's Bilingual Learners***

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**March 5, 2011
New York State Association for Bilingual
Education, New York, NY**



Marjorie Hall Haley, Ph.D. – Biographical Statement

Dr. Marjorie Hall Haley is tenured Professor of Education and Director of Foreign Language Teacher Licensure in the Graduate School of Education at George Mason University in Fairfax, VA. She is a former Spanish, French, German, and ESL teacher of 14 years. Dr. Haley holds a PhD in Foreign Language Education and English as a Second Language from the University of Maryland, College Park. She has also earned a Master's degree in education and advanced studies certificates from Towson University and Johns Hopkins University, respectively.

In her 22nd year at George Mason University, she teaches Foreign Language methods and ESL methods courses as well as doctoral courses in Brain-compatible Teaching and Learning, Bilingualism and Second Language Acquisition Research. She is actively involved in ongoing action research projects with teachers at local, national, and international levels. She has conducted four international teacher action research studies focused on the impact of implementing the Multiple Intelligences theory in foreign/second language classes. These studies included over 3,000 students in 14 states and 6 countries. In 2002 George Mason University awarded her its Outstanding Faculty Award in Teaching.

Dr. Haley's research and publication record is wide. Her most recent book is, Brain-compatible Differentiated Instruction for English Language Learners (2010). In addition, she is a featured scholar in the WGBH and Annenberg/CPB video, "Valuing Diverse Learners" available at www.learner.org. Dr. Haley's earlier book, Content-Based Second Language Teaching and Learning: An Interactive Approach (2004), continues to be widely used and was recently translated into Mandarin.

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Fun Ways to Get the Most from Learner Diversity with Brain-Compatible Instruction for Today's Bilingual Learners

AGENDA

10:30 AM

Introductions
Review Agenda and Day's Objectives
Interactive PowerPoint on Brain-Compatible Differentiated Instruction
Make Connections Between Brain-Compatible Theory to practice in today's classroom
Teachers' Intelligences Survey
Develop a Plan of Action of Ways to Avoid Teaching to Only Your Intelligences
RAFTS/Choice Boards/Learning Centers

12:30 AM – LUNCH

1:45 PM

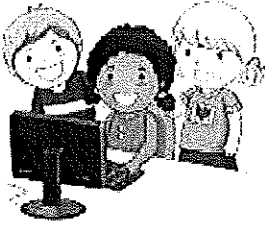
Technology Applications in a Brain-Compatible Classroom
Video
Make and Take: Activities Bank Creations
Group Share

3:45 PM

Summary/Closure/Evaluations

4:00 PM

Departure



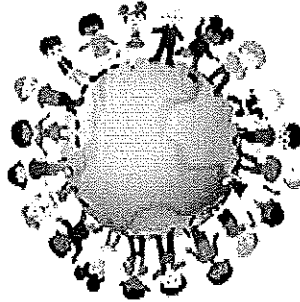
Differentiated Instruction Overview

	Know Something	Unfamiliar	Currently Using	Want to Know More
Vary pace of instruction to match student learning needs				
Offer/assign a variety of tasks to enable students to demonstrate learning				
Group students purposely for instruction				
Use assessment results to plan instruction				



Strategies for Differentiating Instruction

- **Multiple Intelligences**
- **Jigsaw**
- **Taped material**
- **Anchor Activities**
- **Social mediated networks**
- **Tiered lessons**
- **Interest Centers**
- **Interest Groups**
- **Independent Study**
- **Varied Homework**
- **Webquests**
- **Small Group Instruction**
- **Reflective Journals**
- **Flexible Grouping**



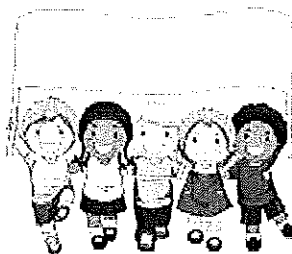
High and Low Preparation For Differentiating

High

Tiered activities
Independent studies
Learning contracts
Stations
Group investigation
Tape-recorded materials
Choice boards
Simulations
Problem-based learning
Literature circles

Low

Choice of books
Homework option
Flexible seating
Computer mentors
Jigsaw
Orbitals
Reading buddies
Explore by interest
Games
Think/Pair/Share



Differentiated Instruction Templates

R.A.F.T.s
Choice Boards
Learning Centers

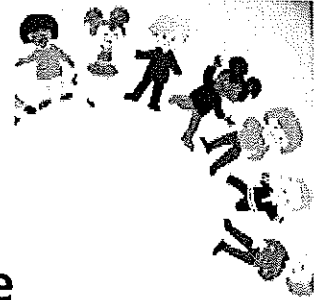
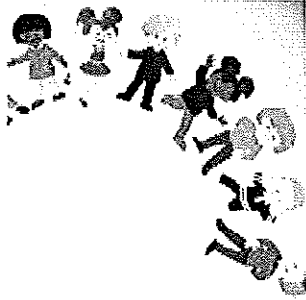


R.A.F.T. Assignment Template



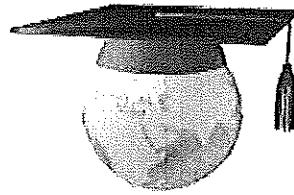
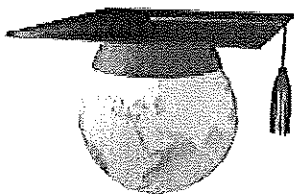
Language/Level: _____ Theme/Topic: _____

Role	Audience	Format	Topic



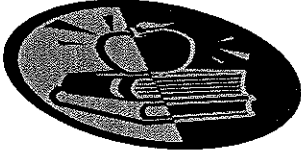
Choice Board Template

Language/Level: _____ Theme/Topic: _____

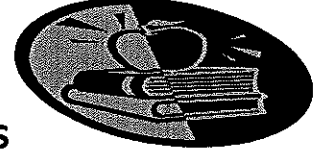


Learning Center Template

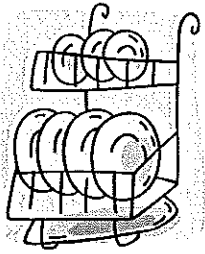
Language/Level: _____ Theme/Topic: _____



Classroom Management Tools



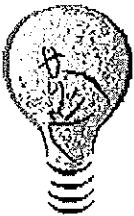
- Lesson Plans
- Rules of Respect
- Seating Charts
- Data Management
- Assign Students Duties
- System of Reward and Consequences



What's On Your Plate?

1. On an index card, write a description of a meal.
2. Trade cards with your classmates. Read the card and use the markers provided to draw your classmate's meal on the paper plate.

Teacher Reflection:



To which learners would this activity appeal?

AFTER THE VIDEO VIEWING

3-2-1 IMPLEMENTATION PLAN

3

3 Things I learned from this video

2

2 Practical ideas I will implement daily in my classroom

1

1 Idea I and fellow staff members will implement school-wide

Note: The following pages are excerpts from my latest book, *Brain Compatible Differentiated Instruction for English Language Learners* (2010).

Differentiating Instruction



In addition to acknowledging that planning must include recognition of diverse students, as teachers we must also be aware that students learn at different speeds and that they differ widely in their abilities to think abstractly or understand complex ideas. How do you divide your time, resources, and efforts to effectively instruct all students with diverse backgrounds, readiness levels, skill levels, interests, and ways of learning? This is even more challenging when we consider the range of proficiency levels that you will encounter when teaching Spanish. How can you be expected to plan for reaching all learners? According to Tomlinson (2000):

There is no contradiction between effective standards-based instruction and differentiation. Curriculum tells us *what* to teach: Differentiation tells us *how*. Thus, if we elect to teach a standards-based curriculum, differentiation simply suggests ways in which we can make that curriculum work best for varied learners. In other words, differentiation can show us how to teach the same standard to a range of learners by employing a variety of teaching and learning modes.

In Tomlinson's (1999) book, *The Differentiated Classroom: Responding to the Needs of ALL Learners*, she provides multiple descriptions and examples of teachers at work creating differentiated classrooms. She stresses the importance of the teacher being a guide and facilitator who accommodates student differences.

According to Tomlinson, there are three aspects of differentiating:

Content -- refers to concepts, principles, and skills that teachers want students to learn.

Process -- refers to the activities that help students make sense of, and come to own, the ideas and skills being taught.

Products -- refers to culminating projects that allow students to demonstrate and extend what they have learned.

Planning for differentiating instruction, while meeting national, state, and local standards, is possible. It takes careful thought and deliberation. If you are a beginning teacher you may want to seek advice from a mentor or senior teacher if things seem to be a bit overwhelming at first. Remember, what is most important is that you approach every class and every individual student as separate and unique. Get to know your students -- their backgrounds, interests, and experiences. **Value the diversity of learners** you teach and take your students where they are and work with them to reach their full potential.

How do you ensure that all learners are accommodated? The following guidelines are designed to help you strategize how to differentiate instruction:



GUIDELINES FOR DIFFERENTIATING INSTRUCTION

- 1. Start to differentiate at a pace that works best for you.**
- 2. Determine what your rationale is for differentiating instruction.**
- 3. Select assessment tools to decide what and who needs differentiated instruction.**
- 4. Place emphasis on students taking responsibility for their own learning where possible.**
- 5. Create opportunities to plan with other teachers for optimal success.**
- 6. Plan lessons that enhance student and teacher-centered instruction based on readiness levels, interest, intelligences and learning styles. Allow for choices for some activities.**
- 7. Communicate with parents about what differentiated instruction and assessment are and their benefits.**

As you continue to develop instructional strategies that accommodate diverse students, the following two kinds of activities provide additional ways to differentiate instruction and/or assessment:

Differentiating Instruction and Anchor Activities

We all know that not all students learn at the same pace. When some students are ready to move on, a differentiated instruction strategy called *Anchors* can offer enrichment and deeper meaning to their learning. Anchors are specifically designed activities that aid in deepening student understanding of content and enhance their language skills. These should not be regarded as busy work. They offer meaningful work for students when they finish an assignment or project. Providing students with options in learning activities can increase student achievement and engagement. Anchor activities help meet varying student intelligences and learning styles. Anchor activities may include extended content, related content, additional practice tasks, or a varied approach to applying information that students have already learned. Anchors can be designed for individuals to complete alone or be created for pairs or other small groups.

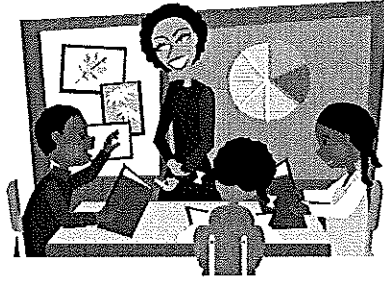
Anchor activity ideas:

- ✿ Creating games or books
- ✿ Designing a PowerPoint presentation or using another form of multimedia that expands on a concept or topic covered
- ✿ Journal writing
- ✿ Learning/Interest centers
- ✿ Accelerated reader

☼ Listening Stations

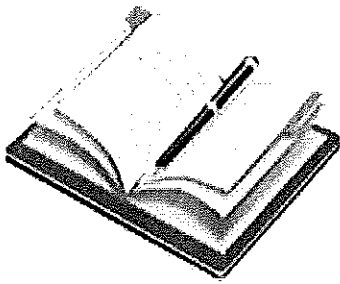
☼ Activity Box

Anchor activities work best when expectations are clear and the tasks are taught and practiced prior to use. Students must be held accountable for on-task behavior as well as task completion. Some of the benefits of anchor activities are: using them to differentiate activities based on students' readiness, interest, intelligences, and/or learning styles; using them as a management strategy when working with small groups of students; and using them as a tool for making the class more student-centered.



GUIDELINES FOR MANAGING A DIFFERENTIATED CLASSROOM

- 1. Have a behavior management plan in place. You must decide in advance how to respond to unanticipated events, i.e., a fire drill, an uncooperative student, students who need more time, etc.**
- 2. Teach students group and team skills. Give them opportunities to practice working in groups and centers.**
- 3. Have available “anchor” activities for students when your attention is focused on an individual student. An anchor activity is a productive task for students to work on while you work directly with either a small group or one-on-one.**
- 4. Sequence instructions in “chunks.” Rather than giving long strings of directions, break them down into a small number of steps. Make sure that your expectations are clear.**
- 5. Use time markers for differentiated tasks. Announce to students, “You’ll have 10 minutes to work on this.”**
- 6. Let students know that there is an alternate plan for getting help when you are busy.**



Notes Page

References

- Hall Haley, M. (2010). Brain-compatible differentiated instruction for English language learners. Boston, MA: Pearson/Longman.
- Tomlinson, C. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*. V 57, n1, 12-16.
- Tomlinson, C. (2000). Reconcilable differences? Standards-based teaching and differentiation. *Educational Leadership*. V 58, n1, 6-11.

Teachers' Intelligences

How do your intelligences (strong and weak) influence your teaching? *Write the number that comes closest to reflecting your intelligences:*

1 = Almost never 2 = Sometimes 3 = Nearly always

1. _____ I hear words in my head before I read, speak or write them.
2. _____ Learning languages other than my mother tongue comes easily to me.
3. _____ When giving directions to students I tend to model with a graphic representation.
4. _____ My classroom is purposely decorated and arranged so that it is visually stimulating.
5. _____ I prefer to move around during class rather than sit or stand in one place.
6. _____ I participate in at least one sport or physical activity on a regular basis.
7. _____ I frequently use the Grammar/Translation method to teach grammar.
8. _____ My mind searches for patterns and regularities in things when I am explaining new concepts to my students.
9. _____ Music is a very important part of my teaching repertoire.
10. _____ Particular musical passages bring memories and mental images to me.
11. _____ My students often come to me for advice.
12. _____ I am regarded as a leader in my school.
13. _____ I am happy with the way I have taken advantage of life's opportunities.
14. _____ I keep a personal diary or journal to write down my thoughts and feelings about teaching and life in general.
15. _____ I have a garden and/or like to work outdoors.
16. _____ It's easy for me to tell the difference between various kinds of plants and animals.

Add the total scores for your responses in each of the intelligences.

Verbal/Linguistic: 1, 2
 Visual/Spatial: 3, 4
 Bodily/Kinesthetic: 5, 6
 Logical/Mathematical: 7, 8
 Musical/Rhythmic: 9, 10
 Interpersonal/Social: 11, 12
 Intrapersonal/Introspective: 13, 14
 Naturalist: 15, 16

TOTAL	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Analysis of Scores

1-2 = Not a strong area 3-4 = Area of Comfort 5-6 = Area of Strength
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Workshop Evaluation For

Fun Ways to Get the Most from Learner Diversity with Brain-Compatible Instruction For Today's Bilingual Learners

March 5, 2011

1. What did you enjoy most about today?
2. What did you learn during today's session that you anticipate using in your classroom this year?
3. Was there anything you did not understand during today's sessions? Please provide specific examples.
4. What is the most valuable thing you learned today (knowledge or skills)?
5. What other specific comments do you have?

Thank you.