



All Students Can Learn: Developing a Mindset for Differentiation
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Presented by :
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THE PREMISE

Children raised in disadvantaged environment are more likely to be exposed to violence, discrimination, abuse and other negative life experiences detrimental to their mental health and positive development.

(Buckner, Mezzacappa & Beardslee, 2003)

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THE PREMISE

Children who possess a strength of resilience are more likely to be well-adjusted, and self-regulated toward success.

(Buckner, Mezzacappa & Beardslee, 2003)



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Therefore, strong self-regulation skill development along with support for resilience can significantly affect mental health and academic success.



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Self-Regulation of Learning

Schunk & Zimmerman, 2012



The process by which we personally engage in appropriate action, thoughts, feelings, and behaviors in order to pursue valuable academic goals.



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Tenets of Differentiated Instruction

- **Learning Experiences** are based on diagnosis of student readiness, interest and/or learning profile,
- **Content, Activities and Products** are developed in response to varying needs of varied learners,
- **Teaching and Learning** are focused on key concepts, understandings and skills,



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Tenets of Differentiated Instruction

- **All students participate** in "respectful" and engaging work,
- **Teacher and students** work together to ensure continual engagement and challenge for each learner,
- **The teacher** coordinates use of time, space and activities,



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Tenets of Differentiated Instruction

- **Flexible grouping** ensures consistently fluid working arrangements, including whole class learning, pairs, triads and quads, student-selected groups, teacher-selected groups, and random groups,
- **Time use** is flexible in response to student needs,



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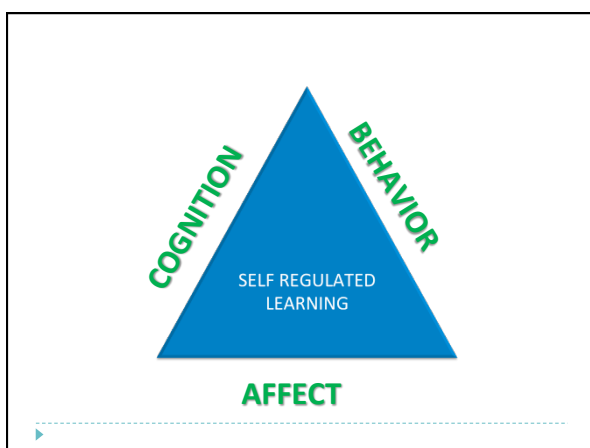
Tenets of Differentiated Instruction

- A variety of **management strategies** (such as learning centers, interest centers, compacting, contract, independent study, collegial partnerships, tiered assignments, learning buddies, etc.) is used to help target instruction to student needs.
- Clearly established **individual and group criteria** provide guidance toward success,
- **Students are assessed** in a variety of ways appropriate to demonstrate their own thought and growth



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Self Regulation and Balanced Literacy

Instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

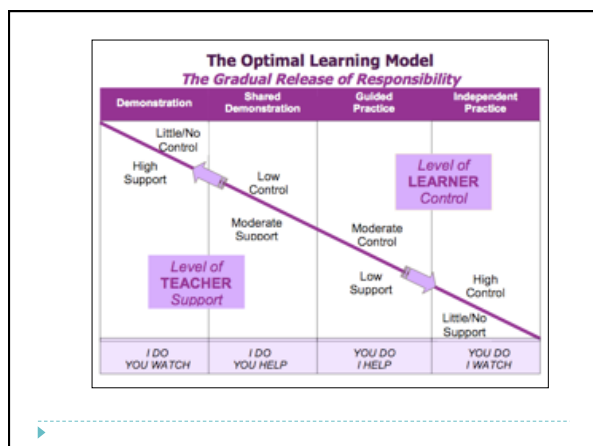
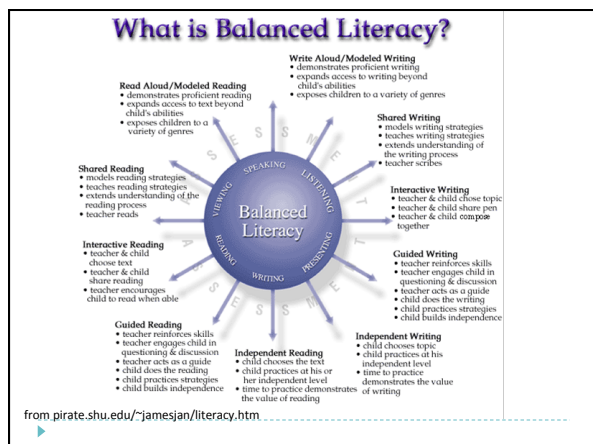
Extensive research establishes the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.

Bitter, C., O'Day, L., Gubbins, P., & Socias, M. (2009). What works to improve student literacy achievement? an examination of instructional practices in a balanced literacy approach. Journal of Education for Students Placed at Risk, 14(1), 17-44. CCSS, (2010), p. 4.



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I can't because...

- **In the fixed mindset, learners:**
 - Lack confidence
 - Have a difficulty admitting/correcting mistakes
 - Won't ask for help
 - Don't recognize the need for effort
 - Therefore, failing threatens sense of ability or reinforces lack of ability
 - Don't develop:
 - Resiliency skills, locus of control, efficient study habits, organizational skills...



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Defining Mindset

Dr. Carol Dweck, 2006

- **Growth**
 - Believe that most basic abilities can be developed
 - Begin with what you have and build from there
 - Dedication and hard work (effort) lead to success
 - Are confident



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Shifting the Mindset

“Success is about being your best self, not about being better than others; failure is an opportunity, not a condemnation; effort is the key to success.” (pg 44)



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Strategies to “I Can!”: AFFECT

- Recognize ability to adapt to, shape and/or select environments where abilities will be nurtured or challenged (Sternberg)
- Provide accurate constructive feedback that focuses learner on strategies for improvement
- Praise effort not ability
- Teach challenges worth solving
- Value and encourage curiosity



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Strategies to "I Can!": SKILL DEVELOPMENT

- Assist students in identifying learning strengths and limitations
- Use effective learning practices consistently from grade level to grade level
- Use graphic organizers to set structures, gradually reduce need
- Learning toward autonomy (centers)
- Learning responsibility



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Self- Regulation in Learning

and **literacy skill** development while learning content build on a **differentiated instructional** foundation leads to

College and Career Readiness

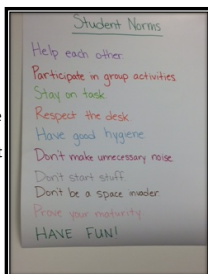


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Overcoming Helplessness

- Teach how to reduce stress (yoga, breathing, visualization)
- Offer situations worth the effort, time, energy (value)
- Show how student has control over outcome (control)
- Show how student is responsible for outcome (locus)
- Show how student actions can change outcome (stability)
- Build confidence through strategy development
- Provide students with strategies for failure
- Provide students with strategies for success
- Suggest meaningful rewards
- Teach how to delay gratification
- Use "positive affirmations"



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Structure

- Consistent! Concise! Concrete!
 - Guidelines/Policies/Procedures
 - Expectations
 - Schedule
 - Limitations
 - Consequences
 - Directions

Posted

Discussed

Reviewed



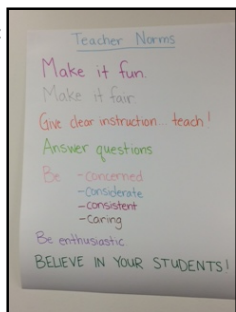
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Suggestions for Teachers

- **Live the growth mindset:**
 - Show your students your love for challenges
 - Use your mistakes as a learning tool
 - Discuss the effort you put in daily
 - Display your continued learning
- **Constructive criticism builds confidence**



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More Growth and Closing the Gap

- East St Louis, MO
- Anderson, IN
- Xenia, OH



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Discussion

- Issues
- Concerns
- Possible causes
- Possible solution



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Thank You!

- Q&A
- Next Steps...
 - Check out Katie's upcoming events and SAVE 10% if you register by November 17, 2013 and mention promo code W101713B.
 - **Conference on Common Core State Standards for Grades 6-12**
 - Lafayette, LA • Nov 18-19, 2013
 - Greensboro, NC • Dec 2-3, 2013
 - **Formative Assessment & Common Core State Standards:**
New Expectations, New Tools
 - Albany, NY • Dec 5, 2013
 - Manchester, NH • Dec 6, 2013
 - Atlanta, GA • Dec 9, 2013
 - Nashville, TN • Dec 10, 2013
 - Bring Katie McKnight or *Common Core State Standards* training on-site to your school/district.



For more information or to register call 877-388-2054.



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