So Each May Learn

Integrating Learning Styles and Multiple Intelligences

Presented by
Tr. Harvey F. Silver Ed.D.
The Third Generation of Accountability

or

How to Make Diverse Learning Simple AND Deep
Accountability

First Generation:  
All students can learn

Second Generation:  
High levels of learning for ALL

Third Generation:  
So Each May Learn!
Making Students As Important As Standards
Alignment and Accountability go hand in hand
What can *kissing* teach us about *ALIGNMENT*?
Kissing is an example of a double alignment:

To KISS WELL, two people need to align their heads and their hearts.
To Teach Well is a *Double Alignment*
Why should schools focus with two eyes?
“Making Students as Important as Standards”

An Alignment that Works

The *Unity* of High Standards for All

The *Diversity* of the Students We Teach
What is diversity?
**Pinky Finger** - What did you do for fun when you were much younger—say, from five to eleven years old?

**Ring Finger** - What are some things you are good at?

**Middle Finger** - When school is hard, what makes it hard?

**Index Finger** - What are some things you learned outside of school, and how did you learn them?

**Thumb** - What are some dreams you have for your future (say, three years from now)?

**Palm** - What word or phrase best characterizes you as a learner?
How can we create a diversity that works?
What are some of the differences in our dinners now than from the ones that our mothers prepared when we were young?

There were differences in

• when we ate,
• where we ate,
• the kinds of subjects that we discussed, and
• the roles that parents and children played at the dinner table (when there was a dinner table!).
Think about your mother or father or significant other.

Think about this person’s ‘habits of attention’ -- what kinds of things does he/she pay attention to? (e.g., feelings, faults, being on time) -- and then think about your own. In what ways are the two of your similar? Different?
Carl Jung asked,

How are all minds similar?

How are all minds different?
Carl Jung answered, "All minds PERCEIVE and PROCESS information, but differ in how they pay attention."
Peer Reading

Step One:

- Work with a partner. Determine who got up first this morning. Both of you will read and take notes on Reading A.

- The *early riser* is the first *player*. Without referring to your notes, summarize the most important points of the reading. The *late riser* is the *coach*: refer to your notes, and provide prompts, probing questions, and praise to help your partner with summarizing.

Step Two:

- Follow the directions above with Reading B, but switch roles. The *late riser* is now the *player*, and the *early riser* is now the *coach*.

- Decide which functions you think you favor, and explain why.
Peer Reading

- Prepare two parallel readings around a concept or topic you want students to read more about.
- Explain how coach and player roles will work.
- Each reader examines the assigned text, reads for meaning, and makes notes of relevant information.
- Review teaching notes (coach) and probe, prompt and praise while player provides brief summary of most important points. Reverse roles for second reading.
- Survey whole group for unanswered questions and clarify.
The Four Functions of Style

**SENSING**
- Physical
- Facts
- Details
- Here & Now
- Perspiration

**THINKING**
- Objective
- Analyze
- Logic
- Truth
- Procedures

**FEELING**
- Subjective
- Harmonize
- Likes/Dislikes
- Tact
- People

**INTUITION**
- Inspiration
- Past & Future
- Ideas
-Possibilities
- Patterns
## Perception Functions

<table>
<thead>
<tr>
<th>Sensing</th>
<th>Intuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prefers action to wonder</td>
<td>• Prefers wonder to action</td>
</tr>
<tr>
<td>• Prefers a standard way of doing things</td>
<td>• Prefers own way of doing things</td>
</tr>
<tr>
<td>• Interested in activities that have</td>
<td>• Interested in activities that generate possibilities and</td>
</tr>
<tr>
<td>immediate, practical use</td>
<td>go beyond what is</td>
</tr>
<tr>
<td>• Works steadily when given a realistic idea</td>
<td>• Works in bursts of energy powered by enthusiasm</td>
</tr>
<tr>
<td>of how long a task will take</td>
<td></td>
</tr>
<tr>
<td>• More comfortable with concrete details</td>
<td>• More comfortable with abstract ideas than concrete details</td>
</tr>
<tr>
<td>than abstract ideas</td>
<td></td>
</tr>
</tbody>
</table>
# Judgment Functions

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prefers to make decisions</td>
<td>• Prefers to make decisions based on personal feelings</td>
</tr>
<tr>
<td>• Thinks things through before taking action</td>
<td>• Responds to feelings and is spontaneous</td>
</tr>
<tr>
<td>• Decides independently of others</td>
<td>• Seeks approval of others before making a decision</td>
</tr>
<tr>
<td>• Needs to be right and treated fairly</td>
<td>• Needs to be liked and treated in a friendly manner</td>
</tr>
<tr>
<td>• Responds to logic and reason</td>
<td>• Responds to own likes and dislikes and other people’s reactions</td>
</tr>
</tbody>
</table>
From Function to Style:

- **S + T** Mastery
- **S + F** Interpersonal
- **N + T** Understanding
- **N + F** Self-Expressive

- Sensing
- Thinking
- Intuition
- Feeling
The **TEMPO of Learning Style**

Each Learning Style has its own **TEMPO**, beat, and rhythm. Together they make...

- **TALENTS**
- **ENVIRONMENT**
- **MOTIVATION**
- **PROCESS**
- **OUTPUT**

- Mastery
- Understanding
- Self-Expressive
- Interpersonal
- Competence
Thinking goal associated with each style

Environment most conducive for working in each style

Motivation supporting each style

Processing approach used for each style

Outcome developed by each style
MASTERY (Sensing plus Thinking)

REMEMBERING

CLARITY AND CONSISTENCY

SUCCESS

STEP-BY-STEP—EXERCISE & PRACTICE

WHAT? CORRECT ANSWERS
ST Mastery Learner

- Turn over your note making paper

- Quickly jot down as many characteristics as you can think of about Mastery Learners and Teachers

- Compare with your neighbor. You get a point for each thing you have that your neighbor does not have.
UNDERSTANDING
(Intuition plus Thinking)

REASONING

CRITICAL THINKING AND CHALLENGING

CURIOSITY

DOUBT-BY-DOUBT—EXPLAIN AND PROVE

WHY? ARGUMENTS
NT Understanding Learner

STOP and Think!

- How would teaching for Understanding differ from teaching for Mastery?
- How does a student striving to Understand a subject act differently from a student attempting to Master it?
SELF-EXPRESSIVE
(Intuition plus Feeling)

T
REORGANIZING

E
COLORFUL AND CHOICE

M
ORIGINALITY

PO
DREAM-BY-DREAM—EXPLORE POSSIBILITIES

WHAT IF? CREATIVE ALTERNATIVES
How is a Self-Expressive learner like an ocean?
INTERPERSONAL
(Sensing plus Feeling)

RELATE PERSONALLY

COOPERATIVE AND CONVERSATION

RELATIONSHIPS

FRIEND-BY-FRIEND—EXPERIENCE AND PERSONALIZE

SO WHAT? CURRENT AND CONNECTED
Good news bad news

Your principal tells you have a new student in your classroom. The good news is that you can choose the style of student, which style would you choose and why?
<table>
<thead>
<tr>
<th></th>
<th>S+T</th>
<th>S+F</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTERY</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>INTERPERSONAL</td>
<td>12%</td>
<td>63%</td>
</tr>
<tr>
<td>UNDERSTANDING</td>
<td>1%</td>
<td>24%</td>
</tr>
<tr>
<td>N+T</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>SELF-EXPRESSIVE</td>
<td>24%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Experiment to demonstrate how our preferences affect our performance

In the box below, write your name and address. You’ve got 15 seconds!

Now try this: in the box below, write your name and address again, but this time use your opposite hand.

Talk with your neighbor. Compare the differences in your work in each box. Put a check next to any of the things below you experienced the second time.

- Worked more slowly
- The quality of work decreased
- Felt you were not going to be successful
- Critical about your writing
- Felt mildly anxious about your work
- Took more concentration to complete the task
- Made more noise
- Writing regressed
- Felt less in control
- Quit in the middle

35
We often give students who exhibit such behaviors a label. The label is LD. LD stands for...

LEARNING DISABLED

We think the initials LD should not stand for learning disabled, but learning different.
A.D.D. (Attention Deficit Disorder)

Have you ever had an attention deficit problem at a staff development workshop when the content wasn’t relevant or failed to address your needs, or was presented in a way that didn’t fit your style?
70% of the information on special education students’ IEPs refer to what the student can’t do.

Less than 1% is positive, or based on the student’s learning strengths, abilities, and talents.

A learning style approach recognizes that every style of learning has its strengths. A learning style model naturally accommodates the strengths each student brings to his or her learning.
Many of the students we are consigning to the dust heaps of our classrooms have the abilities to succeed. It is we, not they, who are failing. We are failing to recognize the variety of thinking and learning styles they bring to the classroom, and teaching them in ways that don’t fit them well.

Robert J. Sternberg
Dean of Arts and Sciences, Tufts University
Past President of the American Psychological Association
Teaching With Style In Mind

- Teaching to
- Teaching with
- Teaching about

- the difference by adapting to the special characteristics of an individual learner.
- a difference in mind by planning whole class lessons that are adapted to learning differences.
- the difference, by providing lessons in which we help students understand their own and others’ differences.
Teaching to:

Each student’s personal learning profile
Gathering Students’ Style Data: The Wisdom of Multiple Methods

**Observation**: How do they go about doing particular tasks? What do they say in conversations with other students? The power of observation can be greatly increased using an observation tool such as the *Learning Styles/Multiple Intelligences Checklist*.

**Student Work**: Students’ learning styles are usually reflected in the work and the products they create in the classroom.

**Conversation and Reflection**: Provide plenty of opportunities for students to reflect on what they did to complete a particular task or while engaged in an activity.

**Instrumentation**: Instruments are valuable tools for obtaining precise and practical information on how each student learns. When using instruments to assess students’ learning style profiles, we want to make sure that the instrument we choose has gone through the rigors of statistical validation. *The Learning Style Inventory for Students* is currently the most valid and reliable student learning style inventory available.
## Assessing Students’ Learning Styles Through Observations

Below is a sample page from the *Learning Style Multiple Intelligence Checklist*.

### Learning Styles Checklist

<table>
<thead>
<tr>
<th>Sensing-Thinking (ST) Mastery</th>
<th>Sensing-Feeling (SF) Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Wants to know the right way to do things (what has to be done an how it has to be done)</td>
<td>— Wants to be liked and part of the group</td>
</tr>
<tr>
<td>— Shows interest in hands-on experiences/manipulative and learning that can be put to practical use</td>
<td>— Shows more interest in people than ideas</td>
</tr>
<tr>
<td>— Follows directions one step at a time</td>
<td>— Prefers working in a small group or with a friend</td>
</tr>
<tr>
<td>— Likes tasks that have definite right/wrong answers</td>
<td>— Needs real-life experiences and opportunities to express feelings</td>
</tr>
<tr>
<td>— Seeks order and consistency</td>
<td>— Seeks a warm, friendly place to learn</td>
</tr>
<tr>
<td>— Prefers doing to listening or discussing</td>
<td>— Prefers discussing and sharing to seatwork</td>
</tr>
<tr>
<td>— Focuses on facts and remembers details</td>
<td>— Enjoy stories about people and their experiences</td>
</tr>
<tr>
<td>— Speaks and writes directly to the point</td>
<td>— Is cooperative and helpful</td>
</tr>
<tr>
<td>□ total</td>
<td>□ total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intuitive-thinking (NT) Understanding</th>
<th>Intuitive-Feeling (NF) Self-Expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Wants to understand “why” more than “what”</td>
<td>— Uses imagination and creativity while learning</td>
</tr>
<tr>
<td>— Shows interest in ideas and how things work</td>
<td>— Shows interest in new and creative projects</td>
</tr>
<tr>
<td>— Prefers to reason things out independently</td>
<td>— Speculates and asks, “What if?”</td>
</tr>
<tr>
<td>— Likes challenging tasks that requires logical thought</td>
<td>— Is able to see connections between and among ideas where others may not</td>
</tr>
<tr>
<td>— Seeks a classroom that provokes curiosity and searching for answers</td>
<td>— Seeks a variety of resources and opportunities to choose between activities</td>
</tr>
<tr>
<td>— Prefers new learning to practicing or reviewing previous learning</td>
<td>— Enjoys self-expression through the arts</td>
</tr>
<tr>
<td>— Interprets facts and details to see the broader picture</td>
<td>— Improvises and adapts to new situations</td>
</tr>
<tr>
<td>— Uses evidence to support ideas</td>
<td>— Is attentive to symmetry, aesthetics, and beauty</td>
</tr>
<tr>
<td>□ total</td>
<td>□ total</td>
</tr>
</tbody>
</table>
Review the work carefully, paying particular attention to how each student expresses himself and what the students reveal about themselves as learners.

Marco’s Work

This is what I learned about telling time. A clock has 12 numbers and two hands.

First, the clock counts by 5s. A clock has 60 seconds in one minute. A clock has 12 hours. A clock is a circle. A clock has 60 minutes in an hour. Sometimes you can see three hands in a clock. So that’s what I learned about the clock.
Amin’s Work

Amin Khan

If I were in charge of the world, I’d cancel wars so that no one can get hurt and also I would cancel bullying.

If I were in charge of the world, there’d be a turkey to eat anytime and a servant that gives candy everyday.

If I were in charge of the world, you wouldn’t have a tornado.

You wouldn’t have a child who is sick.

You wouldn’t have a killer shark.

Or an orphan with no family.

You wouldn’t even have diseases anywhere.

If I were in charge of the world, I would invent a machine that could take you anywhere.

And a person who sometimes forgot to sweep his floor, and sometimes forgot to fix his bed, would still be allowed to be in charge of the world.
Learning means that you are getting better each time.

Learning means to me, finding out something you don't know about yet.

I think learning means that I teach myself something.

I think learning means finding out remarkable things to keep life going.
This week I learned to do lots of work in writing. And a lot about Narmata and Canada. I learned to do ab patterns and the 3Rs. I learned that when you have a task to do hop to it. I learned when we play soccer no matter if you win or lose it’s how you play the game. I learned to print a lot better.
Read Dorothy’s Student and Teacher reports. As you read look for clues that would indicate her learning style.
## WITHDRAWAL

<table>
<thead>
<tr>
<th>Mastery ST</th>
<th>Understanding NT</th>
<th>Self-Expressive NF</th>
<th>Interpersonal SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdraws from imagination and feelings. Becomes compulsive about details and order. Seeks an authoritarian environment with strict rules.</td>
<td>Withdraws from people and the physical world to the world of ideas and study. Becomes a recluse and consumed with intellectual pursuits.</td>
<td>Withdraws from reality and details to fantasy and daydreams. Follows personal interests at the expense of everything else.</td>
<td>Withdraws from logic and thinking rationally to emotions. Becomes consumed with personal doubt and often feels a lack of self worth.</td>
</tr>
<tr>
<td>Mastery ST</td>
<td>Understanding NT</td>
<td>Self-Expressive NF</td>
<td>Interpersonal SF</td>
</tr>
<tr>
<td>------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Rebels against lack of clear standards and against abstract ideas. Becomes dogmatic, stubborn, and insensitive: “My way or the highway.”</td>
<td>Rebels against rules without reason, “touchy-feely” activities, and nonsensical routines. Becomes sarcastic, argumentative, and arrogant.</td>
<td>Rebels against conformity and rules. Becomes overly idealistic, passionate and emotional. May have difficulty accepting anything but his/her own standards about what’s right and appropriate.</td>
<td>Rebels against insensitivity or lack of belonging. Becomes anxious and aggressive. Often exhibits antisocial behavior.</td>
</tr>
<tr>
<td>Mastery ST</td>
<td>Understanding NT</td>
<td>Self-Expressive NF</td>
<td>Interpersonal SF</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Conforms to rigid standards and codes of behavior. No tolerance for ambiguity or deviation from the norm.</td>
<td>Conforms to high standards. Nothing is acceptable. Critiques and doubts the validity and veracity of everything.</td>
<td>Conforms to being different, to “traveling upstream,” to “going against the current.”</td>
<td>Conforms to peer group, immediate impulses, and the need for approval and self gratification.</td>
</tr>
</tbody>
</table>
Help students to KNOW THEMSELVES:

Exploration

Mapping

Experimentation

Reflection
Teaching *with*:

A variety of instructional strategies and activities to support and challenge each student’s learning profile.
Kentucky Academic Expectations:

1.5 - 1.9: Students use mathematical ideas and procedures to communicate, reason, and solve problems.

2.9: Students understand space and dimensionality concepts and use them appropriately and accurately.

Core Content Standards:

MA-E4-2.1.1c- Students will use measurements to describe and compare attributes of objects to include length, width, height, money, temperature, and weight, sort objects, and compare attributes.

MA-E4-3.1.2- Students will identify, describe, and give examples of basic two-dimensional shapes, and will use these shapes to solve real-world and/or mathematical problems.

THE SCENARIO

Area and perimeter are two geometric properties that are very important in everyday life, but which are often confused. By using exploratory examples and activities, this Task Rotation illustrates the difference between perimeter and area and provides practice for students to explore the concepts on their own.
Think of a time when you didn’t receive enough information. How much information do you need to find the perimeter and area of a square? Only the measurement of a single side: because of the unique properties of a square, the measurement of a single side allows you to compute both perimeter and area.

Today we're going to look at irregular shapes. How much information do you need to find out their perimeter and area?
MASTERY TASK
If a rectangle that is 4” x 10” is placed next to one that is 5” x 12”, what is the perimeter of the combined figure? What is the area of the combined figure?

INTERPERSONAL TASK
Draw a picture of the floor plan of your home showing the dimensions of each room. Then compute the perimeter and area for each room and order them from largest to smallest according to their perimeter.

UNDERSTANDING TASK
If you have a figure like the one below, what are the fewest number of sides you must know to accurately calculate the perimeter and area? Explain your answer.

SELF-EXPRESSIVE TASK
Create a problem in which students must find the perimeter and area of two rectangles, a square, and an equilateral triangle. The problem must be solved using four measurements. Can you create another problem using only three measurements? How about two?
### TASK ROTATION: Plants and their Place in the World

<table>
<thead>
<tr>
<th>Draw a flowering plant and label its parts.</th>
<th>How would you feel on a sunny or rainy day if you were a plant?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Flowering Plant Drawing" /></td>
<td><img src="image2.png" alt="Feelings Drawing" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why are plants important to our world? Think of two reasons.</th>
<th>What would our world look like if there were no plants?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Plants and Food Drawing" /></td>
<td><img src="image4.png" alt="No Plants Drawing" /></td>
</tr>
</tbody>
</table>

- **I am happy.**
  - I like the sun cause it grows me up.
- **food**
  - MEDISIN
- **I was sick because I had no food to eat or place to live. I had no tree or soil to grow.**
### Sample Menu in Style:

#### Ecology Menu

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Understanding</th>
<th>Self Expression</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarize</strong>&lt;br&gt;Reread two articles on ecology. Summarize them and bring them to school to add to our class library.</td>
<td><strong>Extinction</strong>&lt;br&gt;Gather data on an extinct or nearly extinct animal. Use a chart or graph to explain your data. Devise a solution for saving the animal, and prepare a presentation on your findings.</td>
<td><strong>Scrapbook</strong>&lt;br&gt;Create a scrapbook of photographs depicting pollution problems in nature.</td>
<td><strong>Poster</strong>&lt;br&gt;Select an ecology issue. Make a poster or a diagram that teaches people about the problem.</td>
</tr>
<tr>
<td><strong>Pollution Problems</strong>&lt;br&gt;Make a visual organizer listing three ecological problems, and include the following information: What is the problem? What is the cause of the problem? What can be done to alleviate the problem?</td>
<td><strong>Technology Trap</strong>&lt;br&gt;“Every since man began to modify life by using technology, he has found himself caught in a series of technological traps, much as we are.” What does the author mean by technological trap? What are some examples? What are the causes of these traps? What are the effects of these traps on society today?</td>
<td><strong>Free Lunch</strong>&lt;br&gt;A famous ecologist once said “When it comes to the environment, there are no free lunches.” What did he mean by this metaphor? Create your own metaphor that describes your attitude about the environment. Use your metaphor to deliver a persuasive speech to your classmates.</td>
<td><strong>Editorial</strong>&lt;br&gt;Select a pollution problem you feel strongly about and write an editorial expressing your feelings. Submit it to your local newspaper.</td>
</tr>
<tr>
<td><strong>Do Something About It!</strong>&lt;br&gt;Set up a recycling project for a month. Collect aluminum, glass, and paper. Keep a record of the quantity and weight of what you have collected. Convert your data into a chart showing your progress during the month.</td>
<td><strong>Environmental Activist</strong>&lt;br&gt;Identify a local pollution problem. Analyze its causes and effects. Develop a campaign to make people aware of the problem. Keep a log of your strategies and your actions. Identify which strategies were most effective.</td>
<td><strong>Be A Teacher</strong>&lt;br&gt;Plan a unit to teach a second grade class about pollution, and what kids can do to help reduce pollution. Teach your unit and assess what your students have learned as well as your own effectiveness as a planner and a teacher.</td>
<td><strong>Community Service</strong>&lt;br&gt;Form a team of people to clean up the school grounds, a vacant lot in the neighborhood. Take a picture of the area before and after your work, or better yet, make a video tape of the project that would influence other students to do community projects like yours.</td>
</tr>
</tbody>
</table>
Teaching *with*...

**TASK ROTATION**

**D**etermine your goals and objectives

**E**stablish questions/activities in all four styles

**P**rovide students with choice or sequence to follow

**T**hen the criteria for success

**H**ave students reflect on the learning and their own style preferences
Teaching *about*: Learning Profiles so that each student can recognize his/her own style of learning and how to make the most of his/her talents.
Teaching *about* Learning Profiles…

Students will be more responsible for their own learning when they:

- *Understand what learning is*
- *Understand how they learn*
- *Know that there are a variety of valid ways to learn*
- *See that there is a difference between an approach to learning and learning itself.*
Learning means that your getting better each time.

Learning means to me, finding out something you didn't know about yet.

I think learning means that I teach myself something.

I think learning means finding out remarkable things to keep life going.
This week I learned to do lots of work in reading and how to make connections. I also learned a lot about spiders. Did you know spiders are not insects? In math we learned a lot about shapes and how to compare a sphere and a rectangular prism. I learned when you work with someone else you get more ideas. Michael told me that the name for a corner is called vertices. I also learned that when you have something to do, do it now not later or you will forget it. I learned that when we play soccer you can score a goal if you don’t run to the ball and wait for it to be passed to you. I learned a lot this week...
### Reflection Charts

<table>
<thead>
<tr>
<th>Noticed</th>
<th>Styles</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I came up with a lot of ideas.</td>
<td>I work well in the Self-Expressive style,</td>
<td>I need to concentrate more on what I’m doing.</td>
</tr>
<tr>
<td>I had a hard time selecting which ideas</td>
<td>but I could do better in Mastery style.</td>
<td>I need to pay attention to the details.</td>
</tr>
<tr>
<td>to use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I worked well with my team.</td>
<td></td>
<td>I need to learn how to decide what to do when</td>
</tr>
<tr>
<td>I am a little disorganized.</td>
<td></td>
<td>I have a lot of ideas.</td>
</tr>
</tbody>
</table>


### Style Catcher

<table>
<thead>
<tr>
<th>When did you use the Mastery Style?</th>
<th>When did you use the Interpersonal Style?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did you use the Understanding Style?</td>
<td>When did you use the Self-Expressive Style?</td>
</tr>
</tbody>
</table>
THE KIDS IN THE CLASS

Next, let’s meet four students with different learning styles. We want you to put a star next to the one who is most like you. You may find it difficult to choose the learner who is most like you. That’s OK, because we are all a little bit like all of these students. Just try to find the one who seems most like you.

I FOLLOW DIRECTIONS VERY CAREFULLY.
I AM GOOD AT GETTING THINGS DONE.
I MAKE LISTS TO HELP ME REMEMBER THINGS.
THAT’S WHY PEOPLE CALL ME “LISTY.”

LISTY is a STEP-BY-STEP Learner

I LIKE WHEN I CAN WORK WITH FRIENDS.
I’M GOOD AT SHARING MY FEELINGS.
I CAN USUALLY TELL WHEN PEOPLE ARE HAPPY OR SAD.
THAT’S WHY PEOPLE CALL ME “BUDDY.”

BUDDY is a SOCIAL Learner

I LIKE TO FIGURE OUT HOW THINGS WORK.
I LEARN MOSTLY FROM READING.
I ASK MANY QUESTIONS LIKE “WHY?” AND “HOW?”
THAT’S WHY PEOPLE CALL ME “QUESTY.”

QUESTY is a CURIOUS Learner

I USE MY IMAGINATION.
I COME UP WITH CREATIVE IDEAS AND LIKE TO TRY NEW THINGS.
I LIKE MAKING DRAWINGS OR ARTWORK FOR SCHOOL PROJECTS.
THAT’S WHY PEOPLE CALL ME “ARTY.”

ARTY is a CREATIVE Learner

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Task Rotation is one way of Teaching *with Style*:

A variety of instructional strategies and activities to support and challenge each student’s learning profile.
We believe that any thoughtful approach to diversity needs to address Three Ms:

Is the approach **manageable** for teachers and schools?

• Can it be adapted using available time and resources?

• Does it connect with what teachers are already doing?

• Are there practical instructional strategies that support the model?
We believe that any thoughtful approach to diversity needs to address Three Ms:

Is the approach **measurable**?

• Does it help educators understand and address differences among students?

• Are the learning behaviors described by the model observable?

• Is there validated instrumentation that supports the model?
We believe that any thoughtful approach to diversity needs to address Three **Ms**: 

Does the approach lead to **meaningful** learning for all students?

• Is it likely to raise student achievement?

• Will it increase student engagement and motivate students with different interests and learning styles to do their best work?

• Will it help students learn about themselves and help them develop self-direction as lifelong learners?
Level 1: Effective Research-Based Instruction for All Students
Should Meet the Learning Needs of at least 80% of students

- Teaching in all four styles, or “Teaching With”
- Using a variety of Research-Based Strategies to accommodate differences
- Task Rotation/Assessing in all four styles
- “Teaching About”: Helping students understand their learning styles
So Each May Learn:
A Thoughtful Approach to RTI

Level 2: Research-Based Interventions for Struggling Learners
Designed for 10%-15% of our students

- “Teaching To”: Strategic Interventions based on students’ profiles
- Analyzing Student Work
- Conversation, Reflection, Conferences
- Working with individual profiles
So Each May Learn:
A Thoughtful Approach to RTI

Level 3: Intensive Interventions for Our Most At-Risk Learners Designed for 5% of our students

• “Teaching To”
• Going deeper with learning style profiles
• Understanding patterns of resistance by style
  • Withdrawal
  • Rebellion
  • Conformity