



# Intuyu Consulting

EMPOWERING LEARNING FOR THE 21ST CENTURY

## Summary: Kathleen Kryza – Differentiated Instruction in the Real Classroom

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Kathleen Kryza has worked for over 20 years in a variety of educational backgrounds – special needs, gifted education, alternative education in juvenile prisons, and multicultural settings. She is an international coach, consultant, and trainer and is very practical in her application of learning. You can find out more about her and her work at <http://www.kathleenkryza.com/> and <http://www.inspiringlearners.com/> where Kathleen and her team have a wide range of downloadable resources.

The following is my summary of her material and my impressions of what I found valuable and useful.

Kathleen “walks the talk” in the way she presents her material. She believes that every time you are working with people (whether they are adults or students) you need to be INTENTIONAL and TRANSPARENT.

<b>INTENTIONAL</b>	<b>TRANSPARENT</b>
<ul style="list-style-type: none"><li>• <b>YOU</b> know <b>WHY</b> you are teaching what you are teaching</li><li>• <b>Plan First, Save Time</b><ul style="list-style-type: none"><li>○ Clearly define learning targets</li><li>○ Big understandings as well as key facts and skills</li><li>○ Make targets visible to students in student-friendly language</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>STUDENTS</b> know <b>WHY</b> they are learning what they are learning</li><li>• <b>Talk the Talk! Tell students:</b><ul style="list-style-type: none"><li>○ What they are learning</li><li>○ Why it is important to learn</li><li>○ What strategies grow effective learners</li><li>○ Reflect on learning with your students</li><li>○ Notice and name how they learn and what strategies help them win the learning game</li></ul></li></ul>

### NOTES

- **Differentiation takes time:** It takes years to become a master at differentiating for every student and each cohort of students you teach is different. It is in understanding the process and practices of differentiation that will allow you to adapt and support the learning of every student.
- **Each classroom is a “Risk-Taking, Mistake-Making” classroom:** You have to give yourself (and your students) permission to make mistakes such that you can break the constraints of fixed mindset learning. It also allows for a feeling of safety and control to arise.
- **Establishing solid routines, procedures, and roles is critical:** It creates the learning environment such that the students can learn more effectively. When students are engaged in decision-making within their classroom they embed learning. The teacher’s role is to be



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a conductor and orchestrate the class to have everyone do so (students can't be relied upon to do this early on)<sup>1</sup>

- **Differentiation:** is about creating an environment for learning through movement, music, colours, drawing, etc. A teacher creates activities at the start of class to give students a sense of control over their learning so they can retain information longer, The brain connects information across domains so linking learning to different experiences (using music, etc) enables deeper embedding.
- **Inspiration not Motivation:** Motivation relies on an external “carrot and stick” approach. Inspiration is an internal compulsion created by the environment. A teacher’s job is to inspire learners so that they compel themselves to learn. A teacher creates an approach that advocates ACTIVE planning for each student so they achieve their own learning goals.
- **If we are going to have all learners reach the same learning target then**
  - KNOW your students
  - KNOW your learning target
  - VARY the pathways
- **If you want learning to stick – then you must make it sticky!** This means that you mustn't have random acts of differentiation but clearly planned, intentional and transparent lessons that *meets standards, and is rigorous and relevant*. Ask yourself the question ... is what I am teaching important to teach? If it is then be INTENTIONAL and TRANSPARENT and explain to the students WHY and then do it.
- **Three places that can differentiate in a lesson**
  - CHUNK: Input - How students acquires new information
  - CHEW: Process – How students connect, make sense, and lock in learning
  - CHECK: Output – How students show what they know and own the learning
- **Teachers should teach in mini-lessons.** The brain only has a small working memory so for every 10 mins that you teaching something new, your brain needs 1-2 min to CHEW.
- **Daily:** CHUNK and CHEW smaller bits of knowledge or practice a skill that leads to bigger understanding. The CHECKs can be formative which help you to understand where the students need to go next.
  - 10 min session (CHUNK)
  - Activity (CHEW)
  - 10 min session (CHUNK)
  - Discussion, activity, sharing (CHEW)
  - Formative CHECK
  - 10 min activity (CHUNK)

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<sup>1</sup> Dan Pink in his book “Drive” discusses that there are 3 key factors that motivate people once survival is removed as an issue– Autonomy, Mastery and Purpose. It is critical for teachers to create a safe environment so survival is not an issue and develop routines, procedures and roles that allow students to develop autonomy, mastery and purpose



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- Activity (CHEW)
- End with CHECK and homework (CHEW at home)
  
- **Weekly:** CHUNK and CHEW by consciously varying learning styles in order to reach all learners. Begin to CHECK for applications of knowledge to the big understanding. Use CHECKs as a formative approach to help you understand “What do they need in order to be successful?”
  
- **Unit:** A series of “CHUNKs and CHEWs” that builds a foundation of knowledge and skills that leads towards the big understanding. The final CHECK is summative, grading how well students understand the big ideas and have mastered knowledge or can apply skills. Use summative assessments to evaluate, “How well students have mastered the information?”
  
- **Some ways to CHUNK (assist students to acquire new knowledge)**
  - VISUAL: show a movie or clip from a movie; demonstrate from a chart or graph; blog; Wikipedia; Webquest; Powerpoint; read a book or article; show pictures; use graphic organisers or conceptual organisers; watch a demonstration; use new technology; read in various structures (small groups, read aloud, paired reading, reading centres, jigsaw, etc).
  
  - AUDITORY: say it; have them say it to each other; play a song; listen to a speech or a speaker; talk to each other; listen to music; podcasts; books on tape; discussions with others.
  
  - KINAESTHETIC: role play, demonstrate, have students try something; rotate through stations; set them up to teach content; move, touch, build, draw, take apart; play charades; create group tableau; conduct lab experiments.
  
  - SOCIAL: talk about it; listen or tell others; brainstorming; sharing experiences; predicting / hypothesizing, do a role-play; play a game; class discussion.
  
  - ACTIVITIES<sup>2</sup>
    - Event Cards: groups of students sort events from a story in order to build anticipation
    - Visual Literacy: use images for students to chunk new information
    - Gallery Walk: students view photos in carousel style then engage in a chew activity to process what they have taken in
    - Expert groups: students become experts in an area/topic/subset of info and continue to share info throughout unit.

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<sup>2</sup> Readers should also check out the work that Mark Collard does with using games and movement activities to assist students with CHUNKing information (<http://www.inspireyourgroup.com>)



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- **Some ways to CHEW (assist students to process new knowledge)<sup>3</sup>**
  - Ways to collaborate to CHEW
    - Jigsaw
    - Numbered heads together
    - Turn and Talk / Walk and Talk
    - Core Groups
  - Ways to Move to CHEW
    - Classification Cruz
    - Walk and Talk
    - Total Physical Response
    - Charades
    - Moving Math
    - Building Sentences
  - Ways to Talk to CHEW
    - Act it out
    - Think / Pair / Share
  - Ways to Write to CHEW
    - Learning Logs / Journals
    - Note-Taking Strategies
    - TV Guide Summaries
    - Blogs
    - Wikis
  - Ways to Draw / Design to CHEW
    - Comic Strips (e.g. using Comic Life software)
    - Vocabulary Pictures
    - Graphic Organisers
    - Doodle Notes
    - Mind mapping
- **Some ways to CHECK (assist students in presenting information such that you know what they know or what they need to grow)**
  - FORMATIVE
    - Exit cards: Pre-assessment cards, formative exit cards
    - Note to a Friend
    - Ticket to Enter or Leave
    - 3 Finger self-assessment (3 = fully understand, 2 = understand somewhat, 1 = don't understand). This develops students to be self-evaluating.

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<sup>3</sup> You can find details about these activities in Kathleen's books or Intuyu Consulting has descriptions of many of these activities.



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- **SUMMATIVE**
  - **Ways to CHECK for Understanding** (adapted from Jay McTigue's work)
    - *Explanation* – provide through supported facts and data
    - *Interpretation* – offer good translations
    - *Application* – effectively use and adapt what we know in diverse contexts
    - *Perspective* – see and hear points of view through critical eyes and ears
    - *Empathy* – find value in what others may perceive
    - *Self-knowledge* – awareness of what shapes and impedes your own thinking
  - **Ways to CHECK using Multiple Intelligences**
    - *Interpersonal*: teach peers, group project, create and present a play or a game, empathise, lead the group, imagine
    - *Musical*: match feelings to rhythms, sing or rap, move to music, re-write song lyrics, create musical mnemonics
    - *Linguistic*: write in a favourite genre, story tell, create a word game, explain in words, give a speech, debate
    - *Naturalist*: demonstrate connections, present observations, notice relationships, create a collection, categorise and chart, create new ways to see things
    - *Intrapersonal*: design a one person show, keep a journal, do a monologue, soliloquy, present observations, demonstrate personal imaginings
    - *Bodily-Kinaesthetic*: play a game, use body language, dance, act or mime, build a model or replica
    - *Logical-Mathematical*: demonstrate practical applications, analyse and offer solutions, develop questions and answers, construct diagrams, create strategy games, show connections to things, graph or chart
    - *Spatial*: make a photo journal, story board, comic strip, design, reconstruct, create 3D models
- **Useful Websites** (via Kathleen)
  - Khan Academy (maths): <http://www.khanacademy.org/>
  - Teacher Tube: <http://www1.teachertube.com/>
  - Brain Pop: <http://www.brainpop.com/>
  - WikkiStix: useful kinaesthetic tool for kids
  - Voicethread: <http://voicethread.com/>
  - PollEverywhere (feedback via mobile phone): <http://www.polleverywhere.com/>
  - Brainrules: <http://www.brainrules.net/>