

The Teacher-to-Teacher initiative was created by the U.S. Department of Education to provide the latest strategies and research on educational practices that work in the classroom. This series features teachers from across the country presenting techniques that can be used with students of all ages. This series is just one way the Department of Education is helping teachers get the support they need so “No Child is Left Behind.” (MUSIC) My name is Mark Walker, I’m an associate professor at the George Washington University in Washington, D.C. I’ve been working in the D.C. public schools for the last few years and I also have been not only a teacher but I get to supervise the new teachers. In today’s session, what I want to try to enforce and teach you is how to differentiate your instruction, your curriculum, your styles not only for yourselves but for your students primarily in your classroom. (MUSIC) My name is Mark Walker, and I’m associate professor at the George Washington University in Washington, D.C. I live and work in Washington, D.C. and I actually have three part-time jobs. I am an instructor there in Special Education – my field is behavioral management, legal policies and curriculum development, so I’m going to come from a little bit of a different angle to our subject today – Differentiated Instruction. I also get the privilege of supervising in the district and in the surrounding counties – the new teachers. So, that to me is one of the great things I get to do now, is I see about 40 different teachers in 40 different schools, and I also take some of the training that we do at the George Washington University out into the surrounding counties for alternate certification. So, part of what I am doing is carrying on what I learned in going to Washington, D.C. and that’s part of what I want to talk about with you today. Differentiated Instruction is our topic, but what I really want to do is address us, as teachers. Now, for most of us, we’ve sat through now a number of days of conferences. And I, like you, have sat at tables and listened to these speakers give us wonderful information. And today, what I want to do with you is I’ve decided to give you my point right now, so that you’re not sitting there waiting for the – when is he going to get to his point. You know how it is – you sit and you wait at the conference, and you’re waiting and waiting, wondering alright just tell us what your point is so we can write it down so I can go back to my principal and say I actually attended this workshop. So, I’m going to give you my point right up front, and then what I want to do is lead us through the discussion of that point. Alright? So, here’s my point. None of us are teaching a subject, we are teaching subjects a subject. In other words, none of us are English teachers, or math teachers, or science teachers, or social studies teachers – that’s not what we are doing. We’re teaching science, math, English, language arts, reading to little minds – young minds – young people – subjects. So our content is important, but how we communicate that content to the people sitting in the rooms with us every day – that’s more important. And I think all of you would recognize that in your school you have a number of people who have spent years teaching their subject, having never fully connected with their subjects. They have good content, they know what they’re talking about, but if you go into those classrooms you’re finding students who don’t always understand fully what’s being communicated to them. And particularly teachers who have been in the classroom for a long time – they come at it in a way where

they have the same notes, the same lesson plans, same handouts, same tests even, and they've been doing this year after year after year, never adjusting to those people who come to them every day. And what I want to talk about is how to make those adjustments – how to change our reference point and our frame of mind to look at young people as our target. The curriculum is the secondary – we'll learn all that – we're smart – we know what to do, but if we don't connect it to the target audience, then we're always going to be missing the point. And, ultimately our students will not be as successful as they can be. Now part of my background – I grew up on a Native American reservation the first ten years of my life. And that has had tremendous impact on me. I thought I was just a really light-skinned Modock Indian in southern Oregon. I thought I was the albino of the group or something. But it really affected my outlook by being within another culture the first ten years. My English skills were not as good. Some of my training was not as good. But my socialization and my awareness of people who were not like me had a tremendous impact on developing who I became later on in life. My high school years I spent on a San Diego border, working with a predominantly Hispanic high school and population. So my whole upbringing has been kind of being in other communities. Now, the last fifteen or so years before I went to Washington, D.C., I was in the state of Washington, and my wife was a special ed teacher. During that time I worked with families in crisis and I worked in the court system with juvenile offenders. I kind of got to see where things ended for young people – whereas my wife, on the other hand, was on what I consider the front lines of society. And the contrast between what I had to endure and what she got to do every day was so striking that ultimately it led to me shifting to her position. Now my wife – let me tell you a little bit about her – because this greatly influenced and affected me. My wife wanted to be a German teacher, and you know how it is, you go into a high school or a school and you begin to teach in your subject, but you also are asked to do other things? Well, she was asked to be an assistant with the special ed department. And, basically, she never got out. She was there her whole career, and was never able to teach in her field, which is German. She was always in the special ed department. Now, the other part about her, is that she was the cheer coach. Alright, now just let that sink in for a second – 'cause you know who the cheer coach is on your campus. Cheerleading coach, activities director, clubs, all of those programs and departments, right? They all had to go through her. She was that person who walked into the room talking, right? Always the bundle of energy, just walking around. Well, what did that mean for me? That meant I was the guy carrying the box of the pom poms, chaperoning all those stupid dances, having to sit at the table and check them in, commenting on their outfits, sitting in the stands at hundreds of games, and driving the rooter van and having girls spend the night at our house – crying girls – always. And sitting in the stands, one cold Friday night at a football game, it just struck me. Here was my wife, with twenty kids all around her – all tattooed and pierced and colored this and shredded clothing this and wrapped in these things – and her cheerleaders are down there on the field, cheering, and in that moment I became a teacher. That was the moment when I shifted – now I didn't have a classroom yet, but in that

moment I saw their world. And I saw the importance of my wife as an adult sitting in that moment with all of those contrasting, different types of kids who saw my wife as the hub to the spoke. And to me, that was so brilliant – so beautiful – in its influence and everything else – that that was the moment that I decided to shift from a punitive sense – a punitive side of society – to a more redemptive side of society. All of that led us to make some decisions about where we wanted to be. I did some research, found out that one of the most needy school districts in America was in Washington, D.C. It spends more money per student and gets one of the worst results in America. So Washington, D.C. is in many ways – the bottom – one of the most difficult, most challenged school districts. So we moved west – came from Seattle, Washington to the other Washington, and we signed up to be teachers. And we – my wife at that point – got to shift to the German Embassy, and actually teach in German, and left me out in the schools teaching special education. Now, for me, I like going to the places that are considered the bottom. So I asked for the most challenging, the most difficult classroom, and they actually listened to me and gave it to me. My school had the lowest performances – the lowest scores on all of the tests, and it was the school that everyone else got sent to when they had been kicked out of every other school. So this was a receiving school. I had trained for early childhood, so, of course they placed me in a high school. And I was put into this high school in Washington, D.C., where we had only one student had scored proficient on the tests and 599 were below basic. And we figured that that one student who was proficient had just guessed – you know, the A, B, C – had done the right pattern, and so somehow had gotten through proficient. So, I walked into this environment. Now, I was the only white teacher – the only white person - no student, no staff, no teacher – just me. So here I come with all my books, all my equipment, I'm going to teach – coming to Washington, D.C. And they sent me down into – you know where the special ed teachers, right? Where? Down into the basement. So I'm down in the basement – windows all busted out when they flushed the toilet above, the second story sewage would come down the walls – I'm down there thinking, well, here I go. I asked for it, and here it is. So I decided to change the climate a little bit. I knew that students were going to be coming to me in a little while – first of all, there's a great curiosity – just the white guy walking around, you know, they'd stop and look at me and catch me out of the corner of their eye. You know, and I'm not just like casually white – you know I'm so like really white – but my wife, she can kind of – she's cool. You know, she could hang with kids and be with them, but I don't have that whatever that is. You know, that cool thing. I'm a little stiff and don't quite got it. So they always knew that I was just white, and they would even make comments about that. But I decided to change the climate first. So I went on the scower and found up in the attic, this room. Now for me it had the biggest thing that I needed, which were two air units. That, to me, was the most important part – to have cold air in the classroom. It was filled with junk, so I cleaned it out, swept out the dead rats. Over in the corner, there were a bunch of birds that had gotten through – there was a hole in the ceiling and they had built this big condominium complex in the corner – cleaned all that out. Now I was given no books, no desks, no materials,

no resources, nothing. And there are only four special ed teachers and we had just under 300 – Forty to fifty percent of our school was considered – designated actually – as special ed. So we had a lot of room to cover. I knew there would be kids coming pretty soon, and my little space was not that big, but I knew if I had the air and I bring some materials in there, maybe I could change the climate. So I brought in couches. I brought in my bookcases filled with books. I brought in a microwave, a refrigerator, and I got rid of those – you know those awful fluorescent lights. And I brought in lamps, I brought in some plants, and I changed the whole climate. Now what I decided to do was to try to challenge the curiosity. So I hung a big jar of popcorn from the ceiling – that was the first thing I did. And I put a little strip of paper and said “Can you guess how much popcorn is in the jar? And, kids being kids, right, they came up and one would kind of poke his head in and see and then look at the jar and step back out, and maybe ten minutes later come back in and say “well you know I think it’s probably like about ten thousand. Write their name down, put their guess down, and then the word gets around and another kid comes up and puts his guess. And, of course, they’re evaluating their score to everyone else’s. “It’s not seven thousand – it probably like about eleven thousand.” You know – yelling at each other. Now, did I count the popcorn in the jar? No, I’m not going to count the popcorn in the jar. It didn’t matter how much popcorn is in the jar, because it’s all about the interaction. Of course, I’m going to try to be close, but I didn’t actually count all the popcorn. One by one, kids would come in, all that week. And I told them and I said by Friday at noon I’m going to announce the winner and they get the jar. I had over 250 kids come into my classroom that week, and put their guesses down on the little piece of paper. On Friday, at twelve noon I bring it down – now just prior to this kids would come by and go “man, how do you know I’m not just going to jack that popcorn?” And I go, “Well, you know, when I was in Nam I was an explosives expert, so, you know, you can try, go ahead, you know.” They’d kind of look at me like, “Oh, he’s crazy.” You know you’ve got to have a little bit of edge there. Then they let me go that whole week. Friday at twelve noon I announced the winner, gave out the popcorn, yeah, they all run off, of course it’s, you know, three-months-old popcorn – they didn’t care at that point. That was Friday. Now, what happened on Monday? Kids come back, checking in the room to see if there’s anything else hung up on the ceiling. So, sure enough, I’d hung a jar of M & M’s this time. I did this for four consecutive weeks. By that fourth week, I had had almost the entire population of the school come through my room, and when they’d step in they would see the couches, the chairs, the lamps, the water – all of those things that were now available to them. Why? So that later on, when they had to go to my room – when they got sent to that guy over there, who’s special ed – I’d already disarmed most of them. See, my point is, we have to go first. We have a population of children now – young people – who don’t come into your classrooms with automatic trust. They’re not walking into your classroom because you’re the teacher, they give you respect – or the principal, or the policeman, or their parents – they don’t look at adults in the same way that maybe some of us did when we were young. They don’t automatically come in and say “You’re going to be good for me and good to me.”

Because they've been abused, they've been mishandled – I could go on and on about the issues that some of these young people are facing now. So, we cannot wait for them to trust and respect us – we have to go first. We're the adults. We're the ones who have to begin the education in socialization, long before we begin academics. So for me, in doing this, it opened the door for the possibility that young people – people not like me at all, people who don't trust me, people who see me as the one representative of everything they've hated – everything that's abused them – that moment of disarming allows us to have just an extended time of conversation. And in that moment I'd hope that I could come through with the goods, so that maybe they would linger, and I'd have the privilege of taking them a little bit further. See, it's a change of attitude. Differentiated instruction is not about the instruction – it's about the students. They're the only ones that are different. Now I can spend the time today – and I will – we'll go through some techniques and we'll learn some tools, but ultimately it's about the students. Because if I gave you 10 or 20 tools, you would go into your classroom and you'd put them into motion, and then what would happen second period? You'd get new students and they'd totally blow up your system, just because. As soon as you got it down, you'd get that next kid, right? And the next one who figures it out, that you got this little system, they're going to blow it apart. Differentiated instruction is an attitude. It's the willingness to learn. You're the ones who are going to school – not the kids. You're the ones who are going to have to learn from each individual student, how to teach them. And you're going to have to find the tools and curriculum and the resources. Now, for me, I came into this thinking I was going to be teaching a subject, and I ended up meeting these wonderful young people. Now, to give you an idea of how I grew from there, I ended up that first year with 120 students that I worked with. Of those, 75 to 78 had reading levels between kindergarten and second grade. Most of them were 15 to 21 – I had ten students that were 20 or 21, because you can, you know, go through 21, and they were still coming to school. And I had all these kids who were reading at primary levels – they had simply been housed for years. Nobody had taken the time to teach them how to read. No one had bothered to try to find out how to get beyond their atrocious behavior. I had over 35 of these students that were emotionally disabled, emotionally disturbed, ED students – the behavior was the first thing you ran into. And they'd learned early on, that if you act up you get kicked out, so you don't ever have to do the work. It's a real simple equation – you put the worksheet in front of some of these kids and they'd just begin to act up, so they'd never have to face it again. So our first commitment is to put work in front of students that they can actually do. And if you do that, then you take away for the reason for the behaviors to then come out. And that's part of what we are talking about here. We have two issues – we've got behavioral management and we have curricular development, right? We have those two prongs, that if we don't control and work with the behaviors and manage them appropriately, we're never going to get to curriculum – never going to get to teaching. Now, most of my students, then, had been in and out of jail. They had a long history of criminal activities and everything else – this was the bottom, the next step was jail for a good portion of them – so again, they'd

come in with not a lot of trust, or willingness to even cooperate. I'm going to tell you about some of my students. My first student who was sent to that room – his name is John. And John was an ED student. John had a propensity to act out his video-game characters. So, in the middle of class, he would do his little “ha-ya” and kicking and hacking and doing all of these things. And John gets sent to go up to see “that guy.” Because you know that works really well in the general ed classroom, doesn't it – when all of a sudden a kid stands up and starts kicking and throwing himself against the wall and, you know, attacking imaginary characters. So he comes up, hood up, baggy pants, you know, not making eye contact, comes up to see the white guy. And he comes up, sits down – now I knew he liked video games. So I'd created a word search that had some of the characters that he was familiar with. And, you know, we kind of looked at each other, and he sort of made eye contact with me a little bit and in front of him I said, “You know, John, let me see how well you do with this.” Now, and I read off the characters, because I didn't know at this point whether he could read or not, so I just read, “I think you're familiar with a couple of these names,” and just said them and he goes “really?” Grabbed the sheet and he began to work on that. The top of those worksheets – the first thing it says is “Name”, right? And I asked John to sign his name, and I watched him struggle in spelling his own last name. Now here he is, he's a tenth grader and he can't spell his own last name. So, that began Mr. Walker's education – 'cause again, I'm thinking curriculum, and here I am faced with an amazing issue in terms of learning. But, he was able to do very well on the word search. By the way, word searches are not play time. Particularly for primary grades – having to sequence letters – forwards, backwards, up and down – is one of the best things you can do for primary readers. So, I strongly encourage you to defend that. John, having to put those letters in sequence, he was able to do this extremely well – so surprising. So he was not able to spell necessarily, but he was able to sequence letters. He was one of my first teachers. Now I had other students who got sent to me one by one. I have another student – a young female – who was, they expressed to me that she couldn't read and that she was autistic and on the, right along the edge of mental retardation. And no one was ever able to fully get her to do any kind of work or reading or anything. She also had a stuttering problem and stemming issues – where she would do behaviors in a cyclical fashion – part of her comfort level. For her it was pencils that she would continually flip, and then chew 'em and flip and chew 'em – go through like two dozen of my pencils every day. Underneath those behaviors, Reva Was an excellent reader. Now, as a male, I represented something that was a little bit challenging to her – there was probably something in her past that made me less trustworthy as a male. But she was very curious about the hair on my arm – and I don't know why – that I had all this hair on my arm. And she would love to just touch the hair on my arm and sort of begin to braid, you know, and twist it and I'd have to go home and cut out these big knots in my hair. But if she could touch my arm, she would read. So, see again, I'm the one going to school – you can't learn this in the textbook. They teach you how to teach them. So Reva would sit next to me, do a little rocking, you know, and maybe every now and then with a pencil and braid the

hair on my arm, and read. Found out, she was not only on grade level, she was ahead of grade level – shocking! When I was able to express to her mother that her daughter could not only read, but was reading ahead of grade level, I mean I can't even express to you the satisfaction to be able to sit in front of a parent and show the parent what their child could actually do. This is why we have to learn how to reach these kinds of students, because underneath the behaviors, underneath the issues, underneath the learning difficulties, everything else is a person – an actual, very intelligent person who needs a new language to be able to communicate what they know. And that's part of what this discipline is all about – is how to unlock those individual hearts and minds so that they can communicate what they actually know. Now for me, I got the great challenge of 120 different versions of all of these learning issues. Now you can imagine trying to put textbooks and curriculum in front of these kinds of students – didn't work so well. How do you teach an 18-year-old how to read – what kind of materials do you look for? You know what the materials are, right? Nice big letters – it's got the rainbows, and the butterflies, and little bunnies. Well, when you're in an inner-city school, and you're dealing with kids that are all bigger than you, and sort of on the criminal side of life, you know, you can't just stick a piece of paper in front of them that has bunnies and rainbows on it. You know "Mr. Walker" – rip it up and there we go. So all the curriculum I had to modify in such a way that it looked like high school work, but it was actually first grade, second grade, third grade. – and I'm going to talk to you a little bit more about that. (MUSIC)

(MUSIC) Now in this process – you know how you have to stand at the hall and kids come by and you help them get on to their next class, etc. – and I would go out and stand in the hall every day and there was this one student who was kind of an aggressive student, and he loved to come by and every day call me every name in the book and every racial term and get right in my face and just go at me – every day. And I'd nod to him as he went by with his little entourage and every day they'd go by and try this. One day I finally I said "look, man," – this is like a month or so into school – and I stopped him and I said "Look – you know you're really bad at this. First of all, you're not offending me at all – you are not good at this. So here's what I'd like you to do – I'd like you to think about it, come back later on in the week and I'm going two opportunities to offend me better, okay? So go ahead, think about it, come back later, and then you can offend me, but you've gotta work on this – you're not very good at this." Called him out in front of his boys – oh, he didn't like that. But later on in the week, as I'm in the middle of class, and we're all in the middle of a lesson, this kid comes bursting into the door and he walks in – didn't say a word – just stops in the middle of class, puts his hand to his ear and says "Can you hear me now?" (Laughter) And he walks out. Because I look like that guy – come on, the big square head, the square glasses – you know, the guy in the commercials – the can-you-hear-me-now-guy – it was perfect! I couldn't say anything back – all the kids laughed – it was perfect. And I said "That was good! That's one – that's one." The rest of the school year he would come by with new things he had thought of to try to offend me. Now he was not a special ed student per se, but that kind of going first, being thick-skinned, understanding that you're the adult in this relationship, and you're there to be taught how to interact and teach. This is so critical to everything that we do – it's the foundation. Now let me give you a little bit of background in terms of special education, because that's where I want to go next. I want to give you a little short history lesson. Special education grew out of the civil right movement in the late 60's. And three streams of thought came together at this time. One was the legal court systems, which said equal rights is for everyone – and we going to protect everyone's right, and they're going to have due process. It was the legal doctrine that gave equality to everyone. Now, the second stream in terms of this time period, was the court systems and the political group coming together saying "egalitarianism", meaning all people are equal under the law. So you have the litigation side saying they are equal, political people/doctrines saying egalitarianism, an equaling of all resources, but the you also had a president stand up who said "Ask not what your country can do for you, but what you can do for your country." – the human service doctrine – and this is the critical piece. What came out of human service was a normalization, meaning it is normal to be different. We are not going to have a society that puts those who are different than us, who have learning issues, or behavioral issues – we're not going to push them to the side, or put them in a clinic, or move them out somewhere where nobody can see them. It is normal to be different, and we're going to welcome everyone into the center. This was critical. Do you remember the connection between John F. Kennedy and his family? There was a person in that family who had a learning disability, and this

was the first time that it had been spoken of publicly in such a way that we said, as a society, we need to welcome. Now connect it with civil rights. However, this is what we've done in education – you're all welcome to come and sit in the classroom. Yeah, we'll let kids with learning disabilities, behavioral problems, come and sit in the classroom – but where do they typically sit – in the back of the room. You're welcome to come and sit on the bus – but you're going to sit in the back. And if you act up, you're no longer going to be welcome to sit on the bus. It's the same issue, and political litigators, as well as political voice – the people who are speaking out on this – said, you know, we're going to connect civil rights with special education, so that no kid is ever going to be left behind, and no kid is ever going to be pushed to the back. So in our schools, we're the ones that have to be speaking up for the rights for all of those in our school, and we have to learn how to teach them. Now I know, in terms of the slides, you're all wondering "Oh, my goodness, we haven't even got to the first slide yet." I know you're calculating this – you're teachers. Don't worry, I consider you all sprinters, and I'm only going to make a few comments through the slides. I'm not going to spend a lot of time on each of them. I just wanted to set the stage, because it's more of an attitude shift – a philosophical shift – than anything else. And so, if there's anything we wish to change in the child, we should first examine it and see whether it is not something that could be better changed in ourselves – we have to look at ourselves first. The knowledge that we're going to spend our time on, and learn – there's a technical side to that knowledge, but there's also an interpersonal side. It's important to be aware of what we have to learn as people and its based on insight into kids, insight into people. If there's any one secret then to an enduring great teacher, it is the ability to manage continuity in change at the same time – a discipline that must be consciously practiced. We have the standards, we have the content, we have the material that we have to teach, but the students present us a new opportunity to try to apply that. We have to be flexible and maintain our core beliefs at the same time. A teacher's success then in bringing about change in their students will happen only if the timing is right. The wrong decision at the wrong time equals disaster. The wrong decision at the right time equals a mistake. The right decision at the wrong time equals rejection, by the student, but we have to make the right decision at the right time. When John came into my class and I provided him with that word search and I gave it to him, it was the right decision at the right time, and that momentum from his relationship with me is what built upon each student coming into my classroom. To differentiate then is to welcome the distinctive features that students provide us with. A differentiated classroom is a classroom which must then take into account these kinds of differences – the learning styles, the skill levels, the learning difficulties, language proficiencies and deficiencies, background experiences and knowledge, their interests, their motivations, their ability to attend, social and emotional development, etc. These are all factors that again the teacher must take into account to try to provide the right kind of training. Research then confirms what experienced teachers have always known – no two children are alike, no two children learn in the same identical way, an enriched environment for one student

is not necessarily enriched for another, and in the classroom children should be taught to think for themselves. Brain research also suggests three broad and interrelated principles that point clearly to the need for differentiated classrooms. That is classrooms responsive to students' varying language readiness levels, their varying interests, and varying learning profiles. Now I want you to look at this chart and see the two contrasting categories – the typical and atypical. Now just allow the students that you're working with to come to your mind and think about, in these categories, how they both process information, how they learn, are they typical representations of these kinds of language readiness behaviors. What about attention? Anybody have kids that have attention problems in their classes? Yeah. You know the kid who you tell him to sit at the desk and he's got his hand on his desk and he kind of wandering around like this, he's "I'm left, I'm still paying attention, I'm still sittin' in my desk." Right, he starts to center and move around. Attention deficit disorder has become a big issue. It is not a stand alone, by the way, in terms of special ed categories, but it definitely affects a lot of what we do. There's a principle, going back to special ed law, called the principle of dual accommodations, where the student has to accommodate to the classroom, and the classroom has to accommodate to the student – student to the world, world to the student – there are two different laws that cover this. One is the entitlement laws – every kid is entitled to an education. The other is the anti-discrimination – we cannot discriminate against those who learn differently. Now, attention deficit disorder needs particular kind of handling. Let me give you an example. There's an author that I want to recommend to you – a writer who wrote about these principles about fifty years ago – his name is Fritz Redl. One of the things that he said about behavior is that we have to take into account what they do typically or naturally and try to work around it. And he gave some wonderful handles on how to handle kids with different kinds of attention deficit or behavioral problems. One of them he called the antiseptic bounce. Now I had a kid who would constantly be in motion – and you know when it's going to happen, right? You can feel it coming – when that kid is going to explode, or jump up, or throw something, or run around, or whatever he's going to do. The antiseptic bounce says you catch them just before that's going to happen, and I pre-arranged the time when I would have notes that would be sent to other teachers or administrators. So I had an administrator who I could send one of my students to with a note, or another teacher that I could send a student to with a note. And the note – I would just quickly write it and say "John, come here – I need you to take this to Mr. Thompson." "Alright," he'd jump up and grab the note. Now when he runs out of the room, what happens? He's going to run out in the hall, right, and he's going to see his boys – "Hey, man, what's going on?" – and he's going to stop, maybe get a drink of water, and then he's going to go to the bathroom, and then he's going to run down the stairs, and, you know "Oh, yeah, I've still got this note in my hand, I've gotta go." About ten minutes later he's going to go find Mr. Thompson, right? "Mr. Thompson, I've got this note for you from Mr. Walker." Now the note, when Mr. Thompson opens it says "Tell John thanks for bringing you this note." There's nothing else in that except just tell him thanks. "Thanks, John, I so much appreciate you bringing me this note. Man, I

needed this information right now. Would you run back and tell Mr. Walker thanks for this?" "Alright, man." And off he is and he goes, he runs up the stairs, now again he gets caught off guard – someone's walking down the hall so he "Hey, man, what's going on?" and he forgets where he's supposed to go at this point, he might get yelled at, and teachers come out and tell him to get back to class, and about fifteen minutes later he comes bursting through the door, right? He doesn't pause to say "Hey, can I come in, or say can I speak now Mr. Walker – he just bursts through the door, "Hey, Mr. Walker, I got that note given down there to Mr. Thompson, oh and he says thanks, thanks, he needed that right now, and, uh, yeah, that's about it," and he goes and sits down. The antiseptic bounce – a cleansing bounce taking energy before it explodes in the classroom and channeling it into an appropriate pathway. And he comes back and he's ready to get back to work because he's had that energy dispensed elsewhere – just one little thing that can be put into motion that can help a student self-manage – and we have to know how to use that. So look at these different categories and ask yourself – what is typical for your students, and on that continuum do they express typical or atypical behaviors? How about their hearing? How about cognitively? You know you have students all over the spectrum there. What about culturally? If you're dealing with a Hispanic culture, which some of you may, to make eye contact is very intimidating – particularly for a male. So for me to say "Look at me when I'm talking to you" is a very intimidating thing in that culture. How about in an African-American culture? I had to learn all kinds of new rules. It's a very physical environment. I had students who would come up and hit me in the arm and push me around, you know, grabbing me, shaking my hand, doing all the things. I'd be talking to other students and get knocked to the ground – just a very physical environment. I was like a weeble just getting pushed around in my classroom all the time – mostly males, of course. One student in particular, Anthony – he loved to grab my neck, and just – it wasn't choking, but it was just touching and "Hey, Mr. Walker. How's it going?" Grabbing me and hugging me and his hands were always moist, and I don't know why. But he would just touch, and I'd have to just like "Okay, alright Anthony. Hey, how's it going? Good to see you again." He'd do all this, I'm shaking my hands, you know, get up a little towel and wipe off and.. Funny thing about Anthony – he was a perfectionist when it came to his work. So he had this other side to him, but when he actually got down to work he would sit and labor over every little sentence, every little line, and he had to have his white-out like right here, cause, you know he would start to write and then "Oh, got below the line, oh, here's white-out," Mark it off, you know and then come back with a pencil – you know some of these kids, don't you – perfectionists. Now am I going to fight about the white-out? I don't care about the white-out, cause Anthony's doing the work – even though its at second grade level, he's twenty years old at this point, he's going to do work, because its at his level and I'm going to provide him the white-out. Jerome, another one of my students – over 300 pounds – his hands are just massive. And when he'd hold one of my pencils, he'd just snap 'em like twigs. You know, he'd put so much pressure on his writing he'd just snap all my pencils. So I had to go down get

those, you know those big pencils that you get at the fair (laughter), and he'd have his little drawer, with those nice big pencils with the big erasers on them, and that would be his drawer. Because I don't care what I have to do to provide learning for my students, I'm going to do it. And if it's white-out, or if it's the big fair pencils, or if it's Reva braiding the hair on my arm – I don't care because they're going to learn. I'm going to get the curriculum in, but I had to go to school to learn how to do this. We're the ones that have to learn how to, not only see that first of all, but to welcome it. And you can imagine what it was like for other people to come into my classroom. And to see me over there you know with Reva sort of rocking next to me and chewing on a pencil and doing this on my arm and you know Jerome's over there breaking all my pencils or he has to get that huge one you know writing and John's over there with the hood up and he's just mastered the word searches – he was so good at 'em. And everybody's doing individualized work – different levels, different types, different styles, and very curious to anyone coming in to see this in action. They all knew the students I had however – they knew these were the, if you will, the throw-aways. Nobody had ever fully sat with them and gave them the dignity of education. So what if it's late? So what if it's at the end? They deserve someone like me sitting in that classroom. And you know students in your school who are just like this. This is not something that's only in Washington, D.C. – we may have a higher percentage and a higher number, but you can think right now of these kinds of students that are sitting in your classroom. My challenge to you is to be the one teacher who welcomes all of those students into your classroom – that you're the one who says "you're not going to sit in the back of my room." In fact today I want you to come right up here, because we're all going to learn in the way that you learn today, and I'm going to pass this kind of work out to all of you, and all of us, because this is normal to be different, we're all going to learn differently today. I'm not going to just move you through my lesson plans, we're all going to adjust. Typical and atypical – thinking through your kids behaviors and the way that they learn. So this is what it says to us. I have to understand development – what are milestones, typical milestones for children, out of those milestones how do I assess their performances ultimately so I can learn their aptitudes, their learning styles? This all comes before curriculum. Now think about it in your own schools. This is not the case. We typically come in with curriculum and say to all of our students, "This is what we're going to learn together, and if you can't keep up then you're going to be pushed to the side, or you're going to flunk, or you're going to be out of my classroom, because we have to master all of these content standards and all of this curriculum. Curriculum comes at the end. Now let me write this out on a chart for us. We have the content standards, then we have our particular content, whether it's English, math, social studies – whatever it might be. That, then, leads to our particular subject, which in this case might be 9<sup>th</sup> grade English or 4<sup>th</sup> grade reading, whatever it might be. And, then, within our subject we plan units, or lessons. This is when we put together and use our curriculum. But in order to properly apply the curriculum to the students we have to take into account a number of things. One, the reading and academic levels. Another is their particular behaviors. Ultimately what I want to get to in my

teaching is get down to the skills that I want to teach, so that I can be approaching the content but not strictly from the subject matter but more from the underlying skills that are necessary to acquire that subject matter. Does that make sense? Now go to the handouts that I've given you in your packet go to the last couple of sheets and I want to show you how this can be applied. The first sheet you have is a classroom accommodation modification sheet. This sheet I would take to the general ed teachers at the beginning of the school year and I would put down in here a student's particular needs in order to be successful in their classroom and I would check off all the things they need, whether it was instructional, testing, grades, communication, etc. - also listing out their strengths and weaknesses. And then I would ask the general ed teacher to sign at the bottom, that they've not only received this, but that they intend to provide all of the accommodations in their classroom. Because they get their grades from their general ed teacher, right? Right? Yeah. But the problem is that the general ed teacher has 25 or 30 students, and they're pulling in this direction, and the special ed teacher is typically for the one. So you have the 25 going this way and you have the 1 going this way and that's where the conflict comes into play between special ed and general ed. Does anyone experience this in your particular schools – this kind of friction that goes between general ed and special ed? If you have a good cooperation, then you can come up with ways to avoid that, but in most school this is a difficult moment, where general ed are saying "I've got 25 or 30 to worry about – I can't worry about the one," and special ed is saying "Yeah, but we've got to make the accommodations for the one." Those two extremes were going in opposite directions. So this is one practical way to say "Here are the things that he needs to be successful in your classroom, and I will help you in providing all of the accommodations that are needed." Now let's take an example – to go to your next chart – I've giving you a phonics scope and sequence language. This is something that we spent a couple of years on trying to develop, because where I was confused was I would see the second page of the IEP And it would say 2.1 or 2.6 or 3.4 – that would tell me their reading level, right? But what does third grade actually need? What does 2.1 actually mean in terms of skills? We know it means second grade, but what are the underlying skills that need to be taught to a second grade reader. Now if you look at your chart, I've given you about eight to ten skills that are fundamental through the first five grades – from kindergarten through fifth grade. So that at any point, you can take your content or the standards that you're working on and you can build particular skills. So let's go to the next page. I've given you a diagraph worksheet. Now when do diagraphs typically fit into the scope and sequence? First grade. A diagraph is two letters making one sound. So let's say "ch", right. So your first grade readers, even though they may be in seventh grade or eighth grade or tenth grade, your first grade reading level have to master the diagraphs. So for my first grade readers, I'm going to have them sit down and they're going to find ten words that begin with ch. Now typically what they do is they get the dictionary, right, and they find like chap – they write it down, then they close the book, then they open it up again, and they go to the next ch, and it takes them about a half hour to find ten of those. Now how about

if I wanted to add to that a second skill as well? What would I need to add to the “ch” in order to make it a second grade skill? Look at your scope and sequence? How about if I make it double L - challenge. Well, how about if I make it a compound word – checkbook. Still “ch”, but now I have a first grade skill, which is the “ch”, and a second grade skill, which is the compound word – checkbook. What if I wanted to make it a third skill – what could I add in there? Find a particular vowel sound, or like maybe “y” as a vowel, contractions. Chingy, right? One of the artists. Chingy, with the y as a vowel sound – third grade. What about two syllable words? What level is that? The fourth grade. So I could come up with champion – two syllable word, still using the “ch”, only now I’ve gone from first all the way up through fourth grade skills. So my differentiation, if you will, of my instruction is working up the skill level of four or five different grades, all in one classroom – never having to change my worksheet – only having to change my particular focus for each individual kid. And that’s what I would do – I’d sit the worksheet in front of them and come by and write “two syllable” or come by and say for you the “ch” sound has to be at the end of the word, or has to be a compound word, or has to have a particular word ending. How about plurals? When do they come in? Yeah, we teach plurals way too early, and we teach word endings way too early, because we’ve not mastered the root, so when we add endings to it, we haven’t mastered what the root meaning is. So word endings are fourth, fifth, even up to sixth grade. Giving a word a plural or an “es” or an “s” because it’s adding to the root. Comments or questions on just the scope and sequence and the diagraphs. (MUSIC)

(MUSIC) What if you're teaching in middle school and you have first grade reading levels, but you also have middle school content standards, how could you continue to modify this one lesson of "ch" so that you also contain your middle school leaders? You could add content specific or add new vocabulary words. What do they typically – what do students have to typically do in middle school? They have to begin to write in terms of paragraphs, put together topic sentences, supporting details, etc. So maybe you have, of your ten words, you have to pick five of them and you have to put them into a particular story that you create around a subject, or around a content, social studies – see, it doesn't matter what your content is, because you're working at the skill level. So this can be done in science, it can be done in social studies – it can be done in any subject as long as we're clear about what skills we're trying to instruct in my classroom with all the students so that every student is working on the skills they need to build to move from kindergarten to first to second to third, etc. Others – yes? Mark, I was wondering if you could address the fact that there are complications in accommodations, I mean this is something I have in my school district, you say provide a copy of the notes, provide a copy of overheads. When you have thirty or forty and the school district only provides you with 2 boxes of paper for the entire year – is it the student's responsibility to provide the paper for you to make those photocopies so you can make those overheads – give you blank cd-roms so you can burn off your powerpoints? Those are not financial resources that I have that the school district has given to me to make those accommodations. I think we all know what the answer to this is. It does fall mostly on our own shoulders and we have to determine where our own personal lines are. For myself, in this kind of a desperate situation, I made a pretty strong commitment that I would write my own curriculum, which is what I did. So I wrote curriculum for every subject, every level, everything, and had it in color coordinated boxes – the milk crates – I came up with a color-coordinated system – blue being basic English, red being reading, green being grammar and yellow was math, science, everything else. And I had the milk crates over in the corner so that all the blue milk crates were all basic English, and I had to write all the curriculum that went through what I considered six levels of adverbs, adjectives, on and on and on. And it was expensive and it took a lot of time. However, what I was able to do in my classroom is always provide the curriculum necessary to continue to work on the skills for every student in the class with my own curriculum – not just relying on textbooks. It costs, it was expensive on a personal level, but that was my commitment. I think we all know that teachers spend a lot of time and money creating their own materials. So I don't know any other way around that. I can tell you that legally for special education students, we are to provide all that's necessary for them to be successful, so there are ways to go to the district and get resources in special ed. There is a difference between making available a copy, here are the overheads that I talk from, verses let me burn off a copy specifically for you. I know. And there are others ways to kind of come at this. Often like if I had a writing sample and I would put an overhead before I turned it own it would be a picture, a painting, let's say, and I'd describe it verbally and have them draw it first – of a bridge, the Brooklyn bridge.

And I would give them blank paper or they would just use notebook paper and they would draw it first as I described it and then afterwards write a 2-paragraph story about what they drew and see how close they came to the picture. So there are ways to use overheads and things that you do have in such a way that you can still instruct or teach without having to give copies to everyone. It's a difficult issue. I had no paper at my school either, so you just have to come up with ways to reach this. What state is this? Florida. Other people have this experience as well in your schools? Some? Yeah. (Inaudible) partners with some local corporations and just see if they would donate some things, and even if it's the back side of something, then you still have a copyable side. It's scrounging, but, you know, it's a good thing." Yeah. "Sometimes when I have that problem I try to see if there's any parents that maybe sometimes I've had parents that at their job or even to make a few copies here and there, and that has helped out." Yeah, there are ways, there are also, in terms of throw-away paper if you go to certain kinds of stores. Scrap paper gets thrown away a lot. I would find tons of colored paper at different kinds of printing places that would just be thrown out typically, but you can take advantage of as well. Unfortunately, you have a certain number that you're allowed to use and then they're gone, they're gone. So you'd have to have the copying done someplace else as well. Yes, which meant a lot of time at Kinko's and other places that you would come up with. For me it was critical that I provided the curriculum for the students that were separate from textbooks – because at the high school level the textbooks were unusable, none of the students could access the materials, so the textbooks were not really as necessary as it was for me to create modified, neutral looking, not embarrassing levels of curriculum, but curriculum that students could actually do and that they would not be ashamed in performing it. Now with that said, again you have the behaviors that you're trying to battle and deal with, which are about to erupt at any time that you have to stay on top of. But when you put the work in front of them that they can do they begin to feel successful. Now I never tell them that they're doing first grade or second grade or third grade – I'm not going to tell them that, but I just would mark on their sheet. The way I would do that, just put down compound word or whatever it is. Now that student would have to get a hundred percent - I didn't accept anything but a hundred percent. Because I don't care about them getting it right or wrong – I care about the practice. So they would work on it and then bring it to me and I'd go through the whole dramatic moment of reading it and "Oh, you were so close, you know number seven, number eight, sorry, you've got to do this again," "Oh, man" – go back over and do number seven and number eight. When they finished I had a red stamp, and that red stamp I would just give a big, you know one of these kind of things, and then "Oh, yeah, John finished – alright." John has run back and put it in his portfolio – it was all done on a portfolio system – and he would put it in there. Now he didn't know that I'd already stuck number two or number three in there, right? Once he was finished he thought he was done and I'd say "No, what was just behind that?" "Oh, Mr. Walker," But because it was doable we'd get over that hurdle, grab the work, come back over, start to work and all of a sudden get engaged again. It's doable. Now from there at the

end of the week they'd get to three punch hole all their work and put it into notebooks. You can't imagine again when you come to IEP meetings when you're sitting down with parents who have these sixteen, seventeen-year-old kids – they're all bigger than me and they're scary and the whole thing. And we'd sit down at these meetings and I'd sit, I'd put in front of a parent a notebook of all the work that John has done and watch the tears that stream down the parent's face – 'cause John's never done anything – but here's this whole notebook, and they would take such pride in just being – that small accomplishment, which to them was monumental. Now the other side of this is how do we catch up, right? Cause here's the content standard, and if you take a seventh or eighth grader or higher, how can we ever get from primary levels up to this level? Can we? Can we catch up? What do you think? Is it worth the effort? Without question, right? In my case, I had 120 students, we averaged a three and a half grade improvement in one calendar year – across the board. That success for those students – is what builds not only your credibility, but the positive behaviors, the cooperation, on and on and on from those students. That's why it's not necessarily – the tools and the resources we have to find. We just have to find somehow, and you've different ways to make contacts to try to do that. But the more important thing is that personal dignifying process of performance – not because Mr. Walker's just a nice guy – but because you've earned all the things that come with it. And that, for me, was why I brought in food, water, all the other things that I had, was to support those kinds of behaviors. For example, I had this vocabulary card game and we'd pass out, and they were like rummy cards, and they'd have to spell words – you know, cat, boat, whatever, and they would get points for that. While we were doing that I had those thick pretzels, you know, like this. So they could act like you're smoking, and you know we'd all be sitting here playing rummy, spelling bulb and cat and “Mr. Walker, it's spelled championship” you know and I'd get 500 points and just crush the table, and they'd all be sittin' there acting like they're smoking, you know, we'd be playing cards. Again people coming in seeing this would totally flipped out watching these kids. But the point is, again, I'm not just being nice. It's all based on your conduct, because that's what adults do – we earn what we receive. I never thought stickers would work, but you know you experiment. Right? Stickers? Happy faces. Stickers – high school level. Love stickers – I had it color coordinated again. Green meant you were there on time and did all the work. Yellow is you did some of it, didn't get quite all that you needed to done. Red was you didn't get any of it done, right. After twenty-five of the green I'd buy you a CD. And so they'd come every day, right, and go to the board. “Okay, I got one, two, three – Hey, Mr. Walker, I only got seven more, and then I get to get a CD, right?” Yes Don, yes Jerome, whoever it was – yes. All you have to do is get seven more and then you earn a CD from me. And when I got to pass those out, get out a CD for the kid, I always got the radio edited, which they hated - didn't tell them that up front of course. Give them their CD, you know. Now a lot of my kids had earned two grand a night selling drugs, so why would they work so hard for a CD? It came from me – the relationship – but also it was legitimate. Some of our students have never had that childhood – that sense of

accomplishment. So part of our differentiated instruction is teaching them, not only, again, the curriculum, but how conduct affects their outcome – that when they earn something it means more than if they take it or do it on the side. That's part of the socialization again – through the curriculum who to grow up, how to be adults. And in that room, as people would walk in, and see thirty, cause I'd have thirty, thirty-five kids in there, all at the same time, all doing these different things – Reva over their braiding my hair, other kids doing the stuff with the pencils and the whiteout, put them in circles at tables, that level, second grade, third, whatever it was, again, not telling them. You guys are all going to work on the “ch” as a compound word, you guys are going to do this – me with my red stamp, moving around managing the classroom – everybody performing, everybody working on different things, but behavior has calmed down – they didn't have to act up anymore – they don't need to. Now the second year I've got an aide finally – Mr. Reed. Mr. Reed came into my room – he's 6'7”, 350 pounds – huge, black guy – had those glasses, you know, that go dark, shaved head, big guy. However, he was a music major at Howard, played the keyboards and sang, had that big, soft heart – wonderful! He was a perfect choice, and I told him, “Just come into my room, and I want you to just sit in the back and watch for a little bit. Watch this beautiful collection of people.” ‘Cause I needed him to have the same attitude and approach. After a while he was amazed by this, and he began to interact, and he became the money and time and driver's ed guy, alright, those were his specialties. Now, you know, kids, they can't tell time anymore from the clock on the wall, 'cause it's all digital, right? “What time is it?” “10:22.” But if they look at the clock on the wall, they can't tell what time it is. So one of the things Mr. Reed would do is he'd have the little clock with the face on it, you know, and he'd sit down. Now Michael was one of the kids who would work with Mr. Reed. Michael was the only kid smaller than me, and he had that huge backpack, you know, the one with about a hundred pounds in it. He'd have to lean forward to come into the classroom. He'd burst through the door, you know, and come in and sit down and everybody would just start laughing soon as he walked in. Michael had ground his teeth down in the front and he was very self-conscious about it. So he always kind of put his lips over his teeth and he'd put his hands up, you know, at times – self-conscious. Michael was on the border of mental retardation. And Michael would sit with Mr. Reed and they'd work on time and Mr. Reed, you know, would get out the clock and go “Okay, now Michael, I put the big hand on the twelve and I put the little hand on the three, what time is it Michael?” You know Michael would put his hands up and look at Mr. Reed and look at the clock and he'd just make a guess, right? “Seven.” Mr. Reed would put the clock, rub his head, “Oh, Michael, oh, Michael” grab the clock “Now, I put the big hand on the twelve, I put the little hand on the three, Michael, what time is it?” You know and Michael would at him and look at the clock again and just you know, “Six.” And they'd go back and forth like this. Now he might get it right and then he'd review it, right, the next period. Come back in “Now, Michael, remember, we got this right last period, now let's work on it again, I put the big hand” and just sometimes I'd just sit in the back and watch this beautiful scene of Mr. Reed trying to teach Michael how to tell time. See part of our point is with

students, again linking it to civil rights, no one has to get better to be welcomed and loved. These students do not have to perform to be welcomed into our hearts. Michael may not ever get beyond primary levels, right? But we have to think of learning disabilities as truly disabilities. We were talking earlier about the Special Olympics. My wife's older brother has a down's syndrome, and he was in the Special Olympics when he was younger and his event was the softball throw. Now if you've ever been to the Special Olympics, I can hardly go and watch it because it's just so beautiful. And he was going to throw the softball to the moon. "To the moon" – that was his line – "To the moon, I'm going to throw the softball to the moon." And he'd get out there of course and he was so excited, 'cause he was going to throw the softball so far that he would overthrow and duff it right into the ground, right? And he would hang his shoulders and feel bad. Now do we go up and say "Kevin, what's the matter with you? The performance standard is out there, the contents standard is there, you had to reach that level, and because you haven't, we're going to flunk you, you can no longer be a participant with us." No, we don't do that because that's cruel - because we understand that kind of disability. It's the same with learning disabilities. What we do instead is say "Oh, man, Kevin, man, we're so sorry. You'll get it to the moon next time." We hug him, we tell him its okay, because the fact that he's there and participating with us is what makes it precious. We have a lot of students, who we have to think of them being in that same predicament in their academics – as if they're in a wheelchair, and we can't say to them "You have to jump this high," – we have to build the ramp. And that's part of what this ending is – let me go through these last few slides. Differentiated Instruction then is based on the following beliefs. Student differ in their learning profiles – classrooms can no longer just have a "one size fit all" curriculum – and covering information must take a back seat to making meaning. An obvious feature, then, of the differentiated classroom is that it is student-centered, and I would add not teacher-centered. The key then, to the differentiated classroom is that all students are regularly offered choices, much like my students, they have options that would help them in these three areas of content – multiple options for the content, process – multiple options for making sense of the ideas, and product – the multiple options for expressing what they know. Three principles that guide this, learning environments must feel emotionally safe, this is Maslow's hierarchy – taking care of food, water – it may seem like a small thing, but often for students it is the one time that they're going to have access to some of that. I told my students that I had special water sent from Seattle – Seattle glacier water – keep it in my fridge – and they could come and get water anytime. And kids would come from all over the campus, just to get some of Mr. Walker's special Seattle glacier water. Now of course I just got it in the men's restroom in the basement, it had, you know, a little give to it sometimes, but it was special because it was in my room, it was ice-cold, and it was free. Water – something so simple, but it communicated my attitude towards them. Students must experience then appropriate levels of challenge – takes away the behavior issues. And each brain needs to make its own meaning of ideas. Here's a good quick description of differentiated and not differentiated

classrooms, and I won't go through all of those – you can read those. In a differentiated program then, differences are studied as a basis of planning. Again, think about the students that you are working with and serving. Some of your students are visual learners, and you're going to have to rethink how you're going to teach them visually – how you're going to teach them in a kinesthetic, manipulative manner, etc. So that the curriculum comes secondary, we fashion the curriculum to the students' needs and the differences. The key characteristic then for effective scaffolding building the ramp, providing the supports needed for a student to succeed in work that is slightly beyond his or her comfort zone include clear directions – clarifying the purpose, keeping them on task – that's where the management comes in, provide clear expectations, point the students to worthy sources for help and information, reduce uncertainty – you can do this – “It's at your level, don't worry, it'll be alright” – reducing uncertainty, surprise and disappointment, and deliver efficiency by requiring hard work, but not wasted work. Think about again those students who've just sat in the back of rooms for decades, some of them – for years certainly. And if you act up you're out of here, or you're going to be back there with an aide, and we'll give you a little busy work to do, just so you don't bother what we're doing in this room. Again, the connection with civil rights – the government has said now every kid's welcome, every kid's in the center, we are different and that is normal. As a teacher then, you can use numerous strategies and tools to differentiate instruction, regardless of the specific combination of techniques you might choose, there are several key characteristics. I'm not going to go through all of these, you have those in your handout, even though I know they're little small fonts there. That's right, they are on the website. Lastly, guidelines that may differentiate from possible for teachers to attain, clarify key concepts and generalizations, use assessment as a teaching tool to extend, versus merely measure, instruction, emphasize critical and creative thinking, engage all learners in the classroom, and provide a balance between teacher-assigned and student-selected paths. Now, any questions on any of these issues that we've covered? Let's just have a quick conversation. We're done in terms of the presentation, but I just want to have some give and take and make sure we can apply it to your specific setting. (Inaudible) Yes. (Inaudible) just as important. I come from the other end of the spectrum. I'm a gifted and talented teacher, and I teach students who, in third grade, can be doing algebra and linear equations and it is just as important for those students, because emotionally they need as much, they need the challenge, and they're at as much danger and as much risk of failure if we don't meet their needs, so I just want to encourage everybody to think about it from that perspective also. That's right, and let's think of a few terms that help us with the gifted, adding depth, complexity, pacing, speed, teacher support – there are other techniques called orbital instruction, where you take something and you begin to cycle it, so you take one person and they're able to take the concept and orbit, if you will, into another, either skill, or technique, or standard, or whatever it is. So that your tables can move up and down the ladder. And I want to add in my classroom I have not just the gifted students, but I also have the struggling students, my masters is in psychology and I was a behavior therapist for many

years, so my principals always know this and they give me both ends of the spectrum and I have discovered that it really makes no difference whether a child is identified as gifted or whether a child is identified as special ed, or emotionally disabled – offer them the same choices. Scaffold your learning so cleverly and so artistically that the child doesn't even know what degree of work they are relating. You can get the most incredible demonstrations of skill from a student who has for all their life been labeled special ed so just offer that – that differentiation is so important. Excellent! Any other questions or comments? Thank you very much for being here today. (MUSIC) For more information or a free online follow-up to this program, log on to [www.ed.gov/teacherinitiative](http://www.ed.gov/teacherinitiative). This broadcast and the follow-up are brought to you through a partnership of the U.S. Department of Education and the Panhandle Area Educational Consortium.