

Output: Many Paths to the Destination

When you think about your students' products (expressions of what they have learned), do you think of variety? If not, why not? If you had to pick one central concept from everything that you have learned in this course, it would be this: **every student is a unique learner** who understands and processes information in a way that is specific to his or her personal experiences, learning profile, and personality. If you truly understand this, you can make peace with the idea that the way that they each student shares out information can also be varied. Yes. You know. This might be a tough one to swallow for some. But remember the rubrics that you created earlier in the course were intentionally designed to evaluate a variety of products, right? Now you understand why. Learning is not one-size-fits-all. And if you want to facilitate the growth of all of the unique individuals in your classes, you have to design instruction to meets their individual learning needs. It's about growth, after all. And when you plan and facilitate learning that is differentiated to meet a variety of learning needs, you become effective catalysts of student growth. Think about your own child. Don't/wouldn't you want your child's teacher to respond to his/her unique learning needs so that s/he learns as much as s/he can as effectively as possible? Enough said.

Creativity & Choice

Attached is a template ***Building Background & High Order Thinking***. Use this template to create learning activities that are differentiated for various Multiple Intelligence learning styles and levels of cognitive complexity. Refer to the ***Webb's Depth of Knowledge*** for examples of verbs that correspond with activities within each level of cognitive complexity. You may type the activities directly into the template. **Attached are a few examples.** These activities can be designed to build background, deepen students' understanding, and promote high order thinking at all stages of learning (input, processing, or output). The intention is to foster critical and creative thinking and allow for choice. Have fun!

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Bring it Home: Reflection

Next, you will choose three of the topics that were covered during the course and reflect upon the significance for yourself as a learner. Here's what we mean: In the last few units, there were a number of important concepts regarding planning student-centered instruction for your students. Now you will carve out some time to place yourself in the learners' shoes and reflect upon how these concepts apply to your own learning needs. Here are the major topics that were covered:

- Learning Environment (learning systems, teacher attitude, ambiance of schools)
- Standards-based Instruction
- Clear expectations (using Rubrics)
- Learner Profiles (learning styles, Multiple Intelligences, student interests)
- Contextual Support (comprehensible input, first language support, ESOL Strategies Matrix)
- Building Background (ESOL Strategies Matrix, Discussion)
- Technology (software, online resources)
- Discussion and Student Interaction
- High Order Thinking (HOT questioning techniques and activities that foster critical thinking skills)

Choose three of the topics to reflect upon. Refer to the course content and assigned readings in your response. While there is not a set length for the reflection, keep in mind that this is a college-level course and that meaningful connections to these important topics will be difficult to express in less than a page (hint hint ;). Here are some questions that can guide your reflection:

- As a learner, how aware are/were you about this topic?
- Explain a time when your individual learning needs were met regarding this topic.
- Explain a time that your individual learning needs were not met regarding this topic. How could your experience been better (be specific)?
- As a teacher, what are your strengths regarding this topic (be specific)?
- As a teacher, in what areas do you need to improve (be specific)?
- What will you do about it (be specific)?

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Remember, this is about your growth. Not an evaluation –and will not be shared. So, please be honest and expansive in your response.

Last, it is time to complete a final project. The **Final Project** is basically a packaging of everything you have learned in the course. It will allow you to pull all of the concepts together as an overview of how your learning goals/objectives can be met by differentiating learning experiences during each phase of learning: Input, Process, and Output.

You may use the **attached template** to explain how you will plan instruction for students at each phase of learning. Use the same goals that were identified during unit three. You may also plug in the activities and concepts that you have covered throughout the course. Think back on all of the ideas and activities during the Input, Process, and Output phases. Also, the activities you created in this unit in the *Building Background & High Order Thinking* can be relevant here. Plug them in! Remember, this is about packaging everything we have already done. You began at the end (by identifying your goals) and then we discussed approaches, considerations, and learning activities that ensure that all students will reach these goals.

Share some examples of activities and/or considerations that you will make to ensure that ELLs meet your learning goals. You may refer to the ***Setting ELLs up for Success*** template for guidance and ideas. Please cover each of the areas.