

We have designed each “White Paper” to explore a fundamental educational principle and key issues engaging the education community we serve. It is our goal to partner with our readers as they meet the challenges they face.



Student Review, Testing & Assessment
CastleLearning.com



626 Layport Drive, Suite 100
Sebastian, FL 32958
800-345-7606
Fax: 772-581-1066

Prepared by Bill Ingui
President and Retired Educator

Differentiating Instruction & Castle Learning Online

In any classroom today, you are most likely to find students that come from multi-cultural backgrounds, some who may not speak English as their first language, students who exhibit or test-out at different levels of ability, show different interests or have varied levels of preparedness for the content in the classroom and certainly will have different learning styles. Teachers, who can embark on educating students with **differentiating instruction** in mind, will be more effective than the cookie-cutter, one-size-fits-all classroom. These teachers don't cover materials; they hone in on critical content and do it in different ways.

The teacher who **differentiates instruction** doesn't just walk into an 11th grade class of 16-year old students, hand out an outline of course content and teach the same way, day-in and day-out. Teachers who **differentiate instruction** are the proactive people in our business who can communicate through lectures, the ricochet Q&A session, a film or video, use of an Internet site, field experiences, guests in the class, student teaming or working independently, creative writing of a newspaper, content applied to real-time situations and any number of other teaching methods that are innovative and not necessarily the easy way out.

Enter the use of *Castle Learning Online* where these innovative teachers need a way to analyze how well a student is learning. Added to some of the standard evaluative approaches in the field, such as a portfolio, *Castle Learning* provides the closest evaluative tool to the experience of assessment that students will face at the end of any school year. The varied reports offered to a teacher will let them determine student understanding of course content and then immediately **differentiate instruction** to meet varied student needs. By using *Castle Learning* weekly, teachers can easily monitor student progress.

We've heard from educators about **differentiating instruction** and how *Castle Learning Online* is a part of their classroom –

- Castle Learning is used in “targeting the weaknesses of students who must prepare for EOC (End-of-Course) and EOG (End-of-Grade) exams” in N. Carolina.
- **Differentiated instruction** is supported when individualized student assignments can be created where the course content can be mixed (ex. Physics class combined with math skills) or combining content from different grade levels (ex. US History in high school with background content in Intermediate Am. Studies).
- In the Hilton Central Schools (NY), the district continues to address the needs of Special Education where their administration has remarked that with a use of *Castle Learning Online* by these teachers, is “[great for differentiation](#)” of the curriculum content for each student.
- An educator in the Nyack schools (NY) remarked that “[the Castle Learning Online Beginners Workshop showed how to differentiate instruction.](#)”

Teachers who **differentiate instruction** might be viewed as “taking risks,” changing their strategies in ways that can provide motivating, challenging, and meaningful experiences for school age students. The *Castle Learning Online* assessment model is ideal for a teacher to determine how they can deliver content in ways that result in a differentiation of experience for their students.