



## Deciding to Teach Them All

**Differentiate instruction in a mixed-ability classroom or teach them all in a heterogeneous setting...the most fundamental question related to academically diverse populations is:  
*Do I intend to teach each child?***

Although there seems to be only one answer to this question, the reality is more complex. The circumstances of teaching make it far more likely that the response becomes, "I intend to teach the curriculum as reasonably as I can, hoping that most students will respond."

The *answer* signals the teacher's willingness to accept responsibility for the success of each student, regardless of the circumstances of that student's life. The outcome for outliers may be vastly different than when the teacher – by intent or default – abandons this goal. Teaching in pursuit of the goal of reaching each student coupled with the teacher's commitment makes a world of difference in the classroom.

The following questions can be guideposts to equity and excellence for the widest range of students in any classroom. Instead of asking, *what labels do my students have?* ask, *What are their particular interests and needs?* With this, teaching and learning suddenly seem less restricted, freer.

Instead of asking, *what are my students' deficits?* ask, *What are their strengths?* Although the need to "patch holes" in the fabric of proficiency is clearly understood, beginning with what students *can* do changes the tone of the classroom and the will of reluctant learners.

Don't ask, how do I remediate? But, *What can I do to ensure each student works at the highest level?* Don't ask, *How can I motivate these students?* Wonder, *What releases the motivation born in all humans?* Rather than considering your options when a student can't accomplish *your* agenda, ask how you can adapt the agenda.

There are subtle but crucial distinctions in one more common question: *Where should we put this student?* Instead we must discover how to catalyze the student's development. Taken singly, the questions are interesting and fruitful. As a group, they are transformational. These are

questions in search of equity and excellence for each learner.

Ultimately, one question might best serve diverse learners, their teachers and society: What can we do to support educators in developing the skill and the will to teach to *each* learner, thereby providing equity of access to excellence.

– Gratefully adapted from an article by Carol Ann Tomlinson in the *ASCD Educational Leadership* (October 2003) by Jan Jamruszka-Wilson.

### Principles for Fostering Equity and Excellence

- **Good curriculum is first.** The first job is to ensure a coherent, important, inviting, and thoughtful curriculum.
- **Respect each learner.** Every student deserves work focused on essential knowledge, understanding and skills. Every student should be required to think at a high level and find the work interesting.
- **When in doubt, teach up!** Good instruction stretches learners. Students find the best tasks a *little* too difficult for comfort. Be sure there's a support system in place to facilitate success.
- **Use flexible grouping.** Find ways and time for the class to work as a whole, for students to demonstrate competence alone and for students to work with varied groups of peers.
- **Be an assessment junkie.** Everything students say and do is a potential source of data. Assessment should be ongoing, conducted in flexible but distinct stages, and maximize opportunities for each student to open the widest possible window on his or her learning.
- **Grade to reflect growth.** The most we *can* ask students - and the least we *should* - is to be and become their best. Grading should, in part, reflect a learner's growth.

**Remember that purpose propels human beings and that rich, purposeful curriculum propels students to master whatever skills they need to succeed.**

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## Beyond Compliance: *Balancing Learning and Accountability*

Helena Great Northern Hotel — Great Northern Town Center — Helena, Montana June 16-18, 2004

### Special Events Wednesday June 16

**MASCD Reception**  
Montana Historical Society  
6:00 – 7:30 P.M.

**Alive @ Five**  
Downtown Helena  
7:30 – 9:00 P.M.

### Thursday June 17

MASCD Book Talk  
Jan Thomson

**Daily Events**  
MASCD Bookstore  
9:00 A.M. – 3:00 P.M.

### MASCD

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Prepared by the Office  
of Public Instruction  
Superintendent Linda  
McCulloch: March 2004

The **Summer Institute 2004** is sponsored by the Montana Association of Supervision and Curriculum Development, the Helena Public Schools, Bozeman Public Schools, Montana Reading Council, Golden Triangle Curriculum Cooperative, and the Office of Public Instruction.

The **MASCD Summer Institute 2004** will provide in-depth, hands-on, and relevant concepts and strategies for Montana Educators. School teams are encouraged to participate. More detailed information will be forthcoming. For more information, contact Linda Vrooman Peterson, (406) 444-5726 or e-mail, [lvpeterson@state.mt.us](mailto:lvpeterson@state.mt.us).

### Day One

**Wednesday, June 16, 8:30 A.M. – 4:00 P.M.**

**Featured Presenter – Lawrence J. Peterson** – Teacher, North Ridge High School Layton, Utah. *Measurement in Geometry and Statistics.*

### Day Two

**Thursday, June 17, 8:30 A.M. – 4:00 P.M.**

**Featured Presenter – Rick Wormeli** – Teacher, Rachel Carson Middle School, Fairfax County Public Schools, Herndon, Virginia. *Differentiated Instruction: Principles and Perspectives.*

### Day Three

**Friday, June 18, 8:30 A.M. – 4:00 P.M.**

**Featured Presenter – Carol Jago** - Teacher, Santa Monica High School, Santa Monica, California. *Beyond Standards: Literacy Instruction that Transforms Learners.* The standards movement has helped us reach consensus on what students should know and be able to do. The next step for educators is to design curriculum that both prepares students to meet these standards and invites them to go beyond. Carol Jago will offer ways that strategic instruction in reading and writing can empower students for life. Participants will come away with practical ideas for helping struggling readers and writers achieve.

### Fees

MASCD Members - \$155 (One-Day Registration - \$75)  
Non-Members - \$175 (One-Day Registration - \$85)  
College/University Student Registration – One-Day - \$30 Three-Days - \$90  
Contact Jan Thomson, Executive Director, MASCD, [jannyt@bresnan.net](mailto:jannyt@bresnan.net)

### Register online at

<http://www.opi.state.mt.us/regforms/MASCD/summer.html>

Print a copy of the registration before you submit. Send your registration fee and a copy of the registration form to Jan Thomson, Executive Director, MASCD, 2724 Del Mar, Great Falls, MT 59404.

**Renewal Units Available!**

Http://webserver2.ascd.org/affiliates/montana/

# PRESENTING at the Summer Institute

## Beyond Standards: Literacy Instruction That Transforms Learners

**Carol Jago** teaches English at Santa Monica High School and directs the California Reading and Literature Project at UCLA. She also edits *California English*, the quarterly journal by the California Association of Teachers of English.

Carol has written numerous education columns for the *Los Angeles Times*, and her essays have appeared in *English Journal*, *Language Arts*, *NEA Today*, the *Christian Science Monitor*, *GOAL Magazine* and newspapers across the nation. She served as director of the National Council of Teachers of English (NCTE) Commission on Literature and as a member of NCTE's Secondary Section. NCTE has published her *In the Classroom* series. Her books, *With Rigor for All: Teaching the Classics to Contemporary Students*; *Beyond Standards: Excellence in the High School English Classroom*, and *Cohesive Writing: Why Concept Is Not Enough* are published by Heinemann. Her latest book, *Classics in the Classroom: Designing Accessible Literature Lessons* (Heinemann 2004), was published with an accompanying video.

Carol's presentation will address how focused classroom instruction can help all children meet rigorous reading and writing standards. Participants will come away with practical ideas for helping struggling readers and writers achieve. Participants will examine the challenges that difficult texts pose for readers: vocabulary, syntax, background knowledge and length. Educators will learn methods for helping students meet these reading challenges for informational and literary texts. For more information, contact Carol Jago at:

16040 Sunset Boulevard #102  
Pacific Palisades, California 90272  
[jago@gseis.ucla.edu](mailto:jago@gseis.ucla.edu)

*Editor's note: We "Googled" Carol Jago and turned up 998 hits with references to her work on the reading/*

## Mathematics Vertically: 4<sup>th</sup> Grade through Geometry

**Larry Peterson** teaches math at Northridge High School in Layton, Utah. He began his career in a junior high math classroom 30 years ago; his current assignment includes Advanced Placement classes in calculus, statistics, computer science, and Pre-Calculus Honors.

Larry has received numerous awards, including the Utah Excellence Award in Teaching and state and national awards for Excellence in Secondary Mathematics Education, the Disney Channel American Teacher Award, and the Milken National Educator Award. He is a fellow to the Utah Teacher Academy and has written and published a number of texts, including *Calculus with Graphing Calculators*, *Advance Placement Statistics MathBox* and *Prep for the AP Exam*, as well as the *Practice of Statistics*.

He serves on the National Board for Professional Teaching Standards and on Professional Development Committee of the National Council of Teachers of Mathematics. Larry consults for a number of entities, including the College Board, Educational Testing Service, the US Department of Education and the College Board for Vertical Teams in Mathematics, teaching districts how to coordinate curriculum and presentation from grades 5-12.

Larry's presentation features measurement in geometry and statistics. Participants will explore earthquakes and epicenters, maps and ratios, linear and area relationships, rates of change, the normal distribution (*Is it really random?*) and estimating intervals with confidence in hands-on activities and technology demonstrations. For more information, contact Larry J. Peterson  
2593 West 5175 South  
Roy, Utah 84067  
[LarryPeterson@Lgcy.com](mailto:LarryPeterson@Lgcy.com)

## Differentiated Instruction: Principles and Perspectives

**Rick Wormeli** is a practicing middle school teacher in Herndon, Virginia. He brings innovation, validity and high standards to his presentations and his instructional practice, which encompasses more than 20 years of teaching math, science, English and history.

Rick's work has been reported in numerous media, including *ABC's Good Morning America*, *National Geographic*, *What Matters Most: Teaching For The 21st Century*, and the *Washington Post*. He is a Nationally Board Certified teacher and was Disney's 1996 Outstanding English Teacher of the Nation. He writes a regular column for NMSA's *Middle Ground* magazine, and authored *Meet Me In The Middle: Becoming An Accomplished Middle Level Teacher, Day One and Beyond: Practical Matters for New Middle Level Teachers*, and *Summarization in any Discipline*. He is featured in the ASCD video series, *At Work in the Differentiated Classroom*. He's made presentations in 40 states and 5 countries and at the White House. He also provides consultation to the Smithsonian Institute, National Public Radio, USA Today and Prentice Hall.

Rick's presentation offers perspective, practicality and unconventional approaches on dealing with diverse learners in heterogeneous and homogeneous classrooms. Specific examples, principles, lesson formats, and activities are presented. Session attendees get cut-to-the-chase principles of differentiated instruction for any subject, find out what the latest research suggests. For value added, learn how to employ highly effective differentiation practices and still have a life.

Contact Rick Wormeli  
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**The MASCD mission** is to build and foster collaborative partnerships to produce meaningful, effective and timely professional learning for all educators. MASCD spearheads the annual **Summer Institute and winter book fairs**, as well as partners with other professional organizations to offer quality professional development for Montana's educators. **The Board meets** five times a year in conjunction with the A-Z Curriculum Directors' meetings and at the MASCD Summer Institute...in Great Falls, Billings, Bozeman, Missoula and Helena.

# Day Minders & Announcements



- **Be there to say goodbye and good luck to Bob!**

Come to the retirement dinner and celebration for Bob Gutzman **Thursday April 29<sup>th</sup>** at 6:30 p.m. in Bozeman. For more information, contact Dr. Terry Baldus at 522-6091 or by e-mail at [tbaldus@bozeman.k12.mt.us](mailto:tbaldus@bozeman.k12.mt.us).

- **Montana Reading Institute August 9-13, 2004** in Bozeman

Five informational days of reading workshops for all grade levels! For more information, contact Dr. Terry Baldus at 522-6091 or by e-mail at [tbaldus@bozeman.k12.mt.us](mailto:tbaldus@bozeman.k12.mt.us).

- **A-Z Curriculum Directors Meeting**

**Friday, May 7** on the University of Montana Campus (UMT) from 10:00 A.M. — 2:00 P.M. For more information, contact Keith Meyer at 324-2004 or [kmeyer@helena.k12.mt.us](mailto:kmeyer@helena.k12.mt.us).

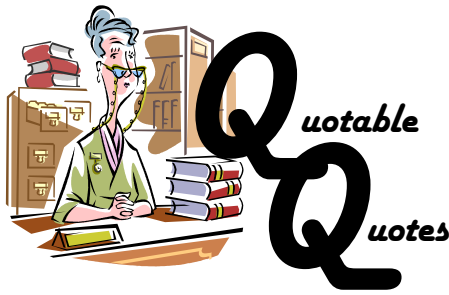
- **MASCD Board Meeting**

**Thursday, May 6<sup>th</sup>** in Missoula at 6:00 P.M. Location TBA. For more information, contact Linda Peterson at [lvpeterson@state.mt.us](mailto:lvpeterson@state.mt.us).

- **We're prospecting for new MASCD Board members:**



MASCD Board nominations for 2004-05 are taking place *now*. Interested in being nominated? Contact Linda Vrooman Peterson at the Office of Public Instruction, 444-5726 or [lvpeterson@state.mt.us](mailto:lvpeterson@state.mt.us) by May 1.



*There is something that is much more scarce, something rarer than ability. It is the ability to recognize ability.*

— Robert Half

*There are three things we must do everyday: Get up. 2) Exercise. 3) Learn.*

— Dr. Jim Benson

*Learn some and think some and draw and paint and sing and dance and play and work every day some.*

— Robert Fulghum

*Let us put our minds together and see what life we can make for our children.*

— Tatanka lyotake (Sitting Bull)

*A #2 pencil and a dream can take you anywhere.*

— Joyce Myers

*Don't settle for excellence. Strive for greatness.*

— Anonymous

*Experience is knowledge of what used to work.*

— Anonymous

*Obstacles are those frightful things you see when you take your eyes off your goals.*

— Henry Ford

*What the world really needs is more love and less paperwork.*

— Pearl Bailey

*Problems are only opportunities in work clothes.*

— Henry J. Kaiser



Montana Association For Supervision and Curriculum

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Brought to you by the Montana Association for Supervision and Curriculum Development (MASCD)

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