

EXTRA

MI PROFILES

Dr. Richard A. Villa
Bayridge Consortium, Inc.

Dr. Richard A. Villa has worked with thousands of teachers and administrators throughout North America and the world, to develop and implement organizational and instructional support systems for educating all students within general education settings. Rich has been a middle and high school classroom teacher, special educator, special education coordinator, pupil personnel services director, and director of instructional services. Rich works with schools, governmental and non-governmental agencies, and advocacy organizations. He has authored over a hundred articles and book chapters regarding inclusive education, differentiated instruction, collaborative planning and teaching, and school restructuring. Dr. Villa has co-edited ten books and developed two multimedia kits for teachers, administrators, and parents. Rich possesses the conceptual, technical, and interpersonal skills required to work effectively with others and facilitate change and progress in education. He has presented at numerous national and international conferences, and is known for his enthusiastic, knowledgeable, and humorous style of presenting.

RESOURCES:

Villa, R. Thousand, J., & Nevin, A. (2010). Collaborating with Students in Instruction and Decision Making. Thousand Oaks, California: Corwin Pres. (800) 818- 7243

Nevin, A., Villa, R., & Thousand, J. (2009). A Guide to Co-Teaching with Paraeducators Practical Tips for k-12 Educators. Thousand Oaks, California: Corwin Pres. (800) 818-7243

Villa, R. Thousand, J., & Nevin, A. (2008). A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning (2nd. Ed.). Thousand Oaks, California: Corwin Pres. (800) 818- 7243

Villa, R. Thousand, J., & Nevin, A. (2008). Co-Teaching: A Multimedia Kit For Professional Development. Thousand Oaks, California: Corwin Pres. (800) 818- 7243

Thousand, J., & Villa, R., & Nevin, A. (2007) Differentiated Instruction: Collaborative Planning & Teaching for Universally Designed Lessons. California: Corwin Press (800) 818- 7423

Villa R., & Thousand. J., (Eds). (2005). Creating an Inclusive School. Alexandria, VA: Association for Supervision and Curriculum Development. (800) 933-2723.

Thousand, J., & Villa, R. (Eds.) (2002). Creativity and Collaborative Learning: The Practical Guide to Empowering Students, Teachers, and Families. Baltimore: Paul H. Brookes (800) 638- 3775

*Villa, R. & Thousand, J. (Eds). (2000). Restructuring for Caring and Effective Education: Piecing the Puzzle Together.
Second edition. Baltimore; Paul. Brookes (800) 638- 3775*

*Villa, R. (2002). Collaborative Planning: Transforming Theory Into Practice.
National Professional Resources. (800) 453- 7461*

Villa, R. (2002). Collaborative Teaching: The Co-Teaching Model. National Professional Resources. (800) 453- 7461

Creative Problem Solving For Sam

Problem-Finding:

There is a mismatch between Sam's characteristics and middle school language arts writing routines

In What Ways Might We (IWWMW) ...

FACTS ABOUT STUDENT

Dislikes writing in general
Poor fine motor skills
Has no home access to computer
Enjoys discussions
Makes frequent spelling errors
Excellent at drawing
Doodles in class
Enjoys oral presentations
Significant difference in oral
and written vocabulary
In writing, uses short sentences
with frequent grammatical errors

FACTS ABOUT ACTIVITY

In-class interactive journaling
of a minimum of 100 words
3 times per week
Daily lecture and note-taking
No computer available in class
Requires monthly 3-page written
written book reports
Short essay assessments, with
emphasis on grammar,
vocabulary, creativity and
spelling

MI Scenarios

- ⇒ Zachary is 12 years old. He struggles to write anything legibly. He figures out the fewest words he has to write in order to get an acceptable grade on assignments. Zachary spends as much time outdoors as he can; he has an intense interest in animals of all sorts. He often appears to be daydreaming in class, but he thoroughly enjoys drawing pictures of things in the environment. His favorite subject is science.
- ⇒ Deeandre is a 10th grader who complains when he has to interact & share materials with other classmates. During lunch, study hall, and free time he often is found alone reading books he says he finds interesting. His counselor is concerned that he may be withdrawn. When Deeandre writes about things, he usually relates them to an insight about himself. He enjoys writing in his personal journal. His parents report that he carefully completes his homework nightly. When given a choice, he chooses to do projects alone rather than with a partner or in a group.
- ⇒ Suzette is 14 years old. She often is observed in intense conversation with classmates in and outside of classes. She is especially sought out by peers seeking advice or a friendly ear to listen to important issues, feelings, thoughts, or concerns.
- ⇒ Sandra is a 3rd grader. Sandra does not have movement in her lower extremities and uses a wheelchair to get around the classroom and school. When she is not engaged in an activity of interest to her, she takes her barrettes from her hair and drums them on her lap tray or desk.

In what ways might we (IWWMW) use student strengths to....

Student	Gather Facts About the Learner?	Differentiate & Access the Content?	Differentiate Product?	Differentiate Process?
Zachary				
Deeandre				
Suzette				
Sandra				

MI Scenarios

- Michael is a sophomore. He reads 4 years below grade level. He is well known and popular in the community. He is sensitive to other people's feelings. He uses computers with specialized software to complete school requirements. He works part-time in a submarine sandwich shop. He volunteers to answer questions in class, although his answers are sometimes unrelated to the question. He performs in community theatre. He follows directions. He enjoys sports, although he is average in his athletic abilities.
- Sue is a highly motivated learner, especially in math. She is quiet and perceived by some of her classmates as "stuck up". She prefers working alone. She works especially hard in math, because she was told, "girls don't do well in math." She plays the trumpet, enjoys dance, has a great sense of direction and participates in the school choir. She is captain of the cheerleading team and has a hard time sitting still.
- Maria is a 5th grader. She enjoys writing in her learning log. She functions as a peer tutor and often makes manipulatives at home to facilitate the math lesson that she teaches to 2nd graders.
- Andrew is often engaged in conversation. He loves history and geography role plays and storytelling. He dislikes math and art classes. He wants to be a teacher. He likes to play practical jokes on the teacher and his classmates. Occasionally, he is sent to the office for "parallel teaching (i.e. teaching while the teacher is teaching)." He is color blind and has a poor sense of direction. He loves to cook.
- Kiem has difficulty walking, and it is often difficult to understand him initially when he speaks. Math is his favorite subject. He has several pets. He enjoys the fact that his friends accompany him to and from school. He has just learned to read and he loves poetry.

Student	Strength Intelligences	In what ways might we support him/ her to learn new and/or difficult information?	In what ways might we assess his/her learning?
Michael			
Sue			
Maria			
Andrew			
Kiem			

MI Student Profiles

Trevor is a highly motivated learner, especially when he is posed with real-world problems. Trevor loves storytelling and acting out his experiences with animation and exaggeration. He readily offers relevant answers to questions in class, but often breaks the social rules of the classroom with excessive talking, interruptions, and too much physical movement. Trevor likes to play practical jokes on his classmates and teachers. Occasionally he is observed 'parallel teaching' (i.e. teaching while the teacher is teaching). He is a particularly talented drummer, and excels in mathematics.

Sarah is a quiet yet social student who selectively speaks in single words or short phrases. She enjoys the company of other students and will share information more readily with a familiar peer than with an adult. She can be charming and can negotiate her way into a group with her low-key demeanor. She is an emerging reader with a small vocabulary of sight words and relies on pictures, line drawings, or context to gain information from text. Visual media is also helpful for Sarah to express her knowledge since she is sometimes unable or unwilling to do so verbally. Sarah does not write but can draw simple pictures. Her favorite pastime is to create designs using colored markers. Her penchant for this activity sometimes interferes with learning as she tries to collect and hoard markers throughout the day.

David reads and comprehends information at the eighth grade level. He is extremely talkative and expresses himself well both verbally and in writing. He is fascinated by "how things work" and has become the resident expert in fixing or creating anything requiring mechanical or electrical know-how. He takes a systemized and methodical approach to most academic activities. He seeks interactions with the teacher, primarily to reinforce his ideas. He is not particularly interested in relationships with his classmates. He seems out-of-step with the interests of his peers and often seems unaware of the social trends and cues of his age group. He tends to relate new information exclusively to his own experience without being able to take the perspective of others.

Student	Strength Intelligence	In What Ways Might We Support Him or Her to Learn Different or New Information?	How Do We Best Assess His/Her Learning?
Trevor			
Sarah			
David			