

Kathie Nunley's Layered Curriculum® –vs- Tiered Instruction by Bertie Kingore

I have been attending GEMS- Gifted Education Seminars. These seminars use Bertie Kingore's philosophy, tools, and models on Differentiation. Kingore's idea of differentiation is the yin and the yang of skillful teaching. She believes if you simplify differentiation then more teachers are able to successfully implement an effective system where the student's individual needs are met. Kingore also tends to focus on the gifted students. When I first looked at the material from Kingore, I immediately started thinking of how I can fit it in **Layered Curriculum®**. There were many of Bertie's tools that were similar to **Layered Curriculum®**, for example, the model and the tiered instruction.

Kingore's model has three points on how students vary as learners.

1. Readiness- this is the entry point of learning. The information, concepts, and skill that the student demonstrates.
2. Learning Profile- This is where the student's surroundings and intelligences affect their learning.
3. Interests- This step is where the students relate on a personal level with relevance.

This is comparable to **Layered Curriculum®**.

Layered Curriculum® is an all inclusive model that uses multiple approaches to demonstrate student's learning. Teachers develop their instruction into units and use Blooms Taxonomy to create activity choices. Students then work through each level of C

– B - A to demonstrate their level of understanding. As a result, teachers now have the role of the facilitator of learning and students are accountable for their grade.

1. Layer C is the basic knowledge of the content.
2. Layer B is the application and manipulation of the content.
3. Layer A is the Critical Thinking of the content matter.

In Bertie Kingore's Book "Differentiation: Simplified, Realistic, and Effective", she mentions a list of tools to use when differentiating. Here is the list of tools in her book:

Curriculum Compacting, Flexible grouping, Learning Centers, Open- Ended Tasks, Pre-assessments, Product Options, Research and Independent Study, Students as Producers, Students' Self- Assessments, Thinking and Inquiry, and Tired Instruction . When looking at all these examples in Bertie book, I started to connect my layers that I have done with a few of these tools.

The one tool Bertie uses is the tiered classroom that really had my mind working. I started to look at this particular tool and comparing it with **Layered Curriculum®**.

Kingore on tiered instruction:

Kingore describes tiered instruction as assessments and instruction blended together.

Tiered instruction has two or more levels of difficulty/ complexity in regard to content, process, and/or product.

The guidelines that tiered instructions have are:

1. Differentiate by content, process, and/or product.
2. Plan the number of levels most appropriate for instruction.
3. Begin tiered instruction at the readiness level of students.

4. Ensure that the tiers and the groups working within each tier are flexible.
5. Vary the time required to complete assignments.
6. Promote high –level thinking in each tier.
7. Promote continual development.
8. Provide teacher support at every tier.

(Kingore 2004).

There are many different models that teachers use to differentiate in their classroom.

The Kingore’s model has similarities to **Layered Curriculum®**.

The one contrast that stuck out to me in all of Kingore’s reading is the “gifted learner”. **Layered Curriculum®** reaches all learners.

Both of these models express that all teachers take their time when introducing any of these practices.

In conclusion, I believe both of these models could fit together in successfully reaching all learners in a classroom. I use the **Layered Curriculum®** in my classroom and I can implement a few of Kingore’s tools into the layers.

References:

Nunley, Kathie F., (2004) Layered Curriculum. Brains.org, Amherst , NH

Kingore, Bertie, (2008) Differentiation: Simplified, Realistic, and Effective.

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<http://www.bertiekingore.com/tieredinstruc.htm>

<http://www.bertiekingore.com/diffinstruc.htm>