



Differentiation

What it is? and What it is not?

Differentiation

What is it? What is it not?

^ Instructions



Collaborate Board

Differentiation

Goals

- Participants will be able to:
 - Explain the advantages of differentiated instruction
 - Identify strengths and challenges in planning and implementing differentiated instruction
 - Differentiate between differentiation and the Universal Design for Learning (UDL)
 - Use generative AI tools; ChatGPT and Ludia to simplify teaching standards and obtain ideas for differentiating instruction

Think, Ink, Pair, Share

List all of the differences between students which may account for ways in which we should match learning to them.

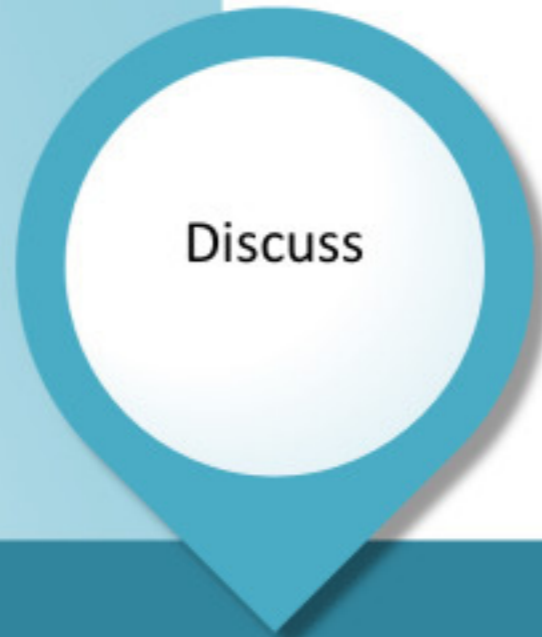
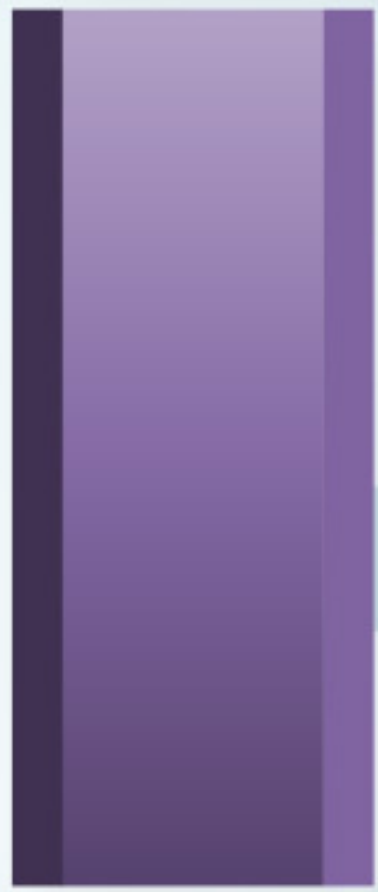
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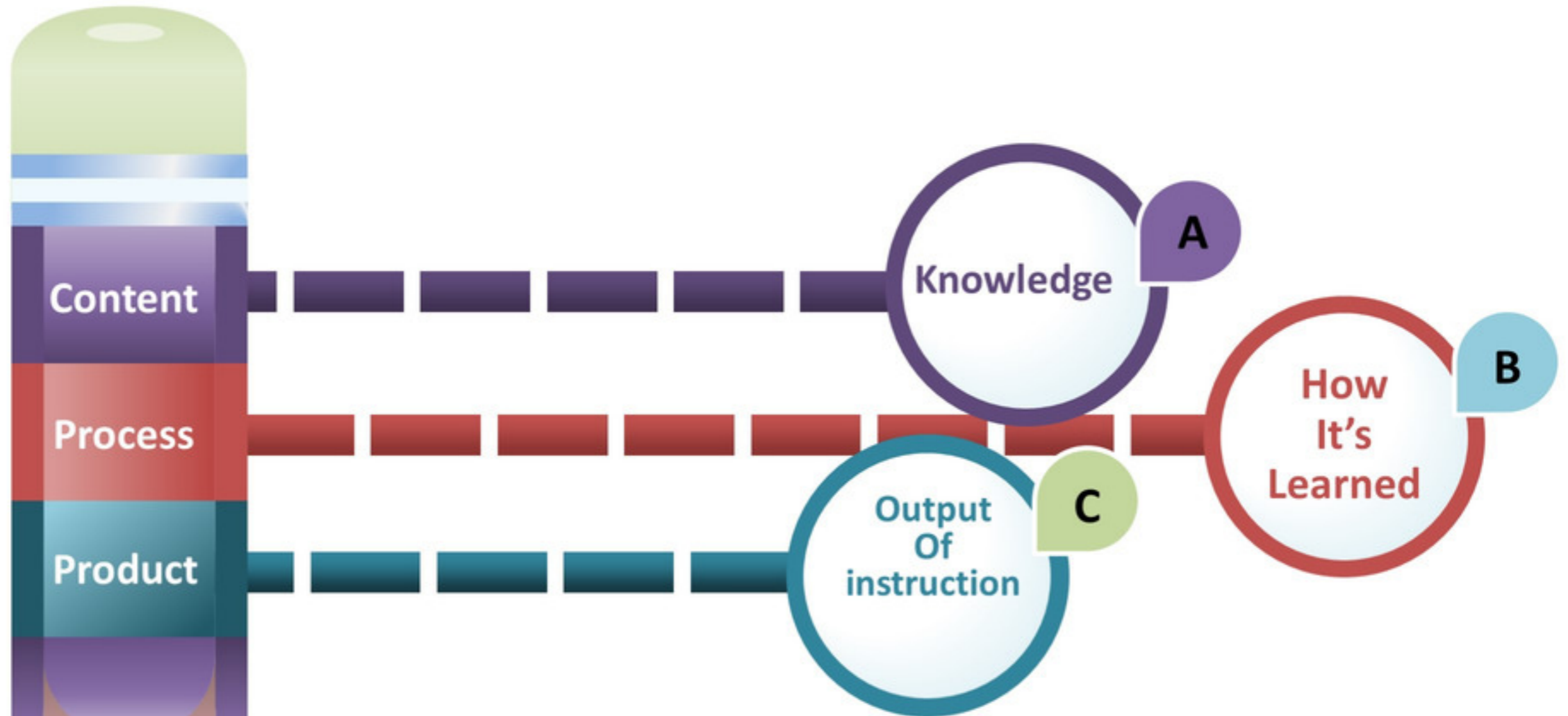
Think, Ink, Pair, Share

Understanding our Learner



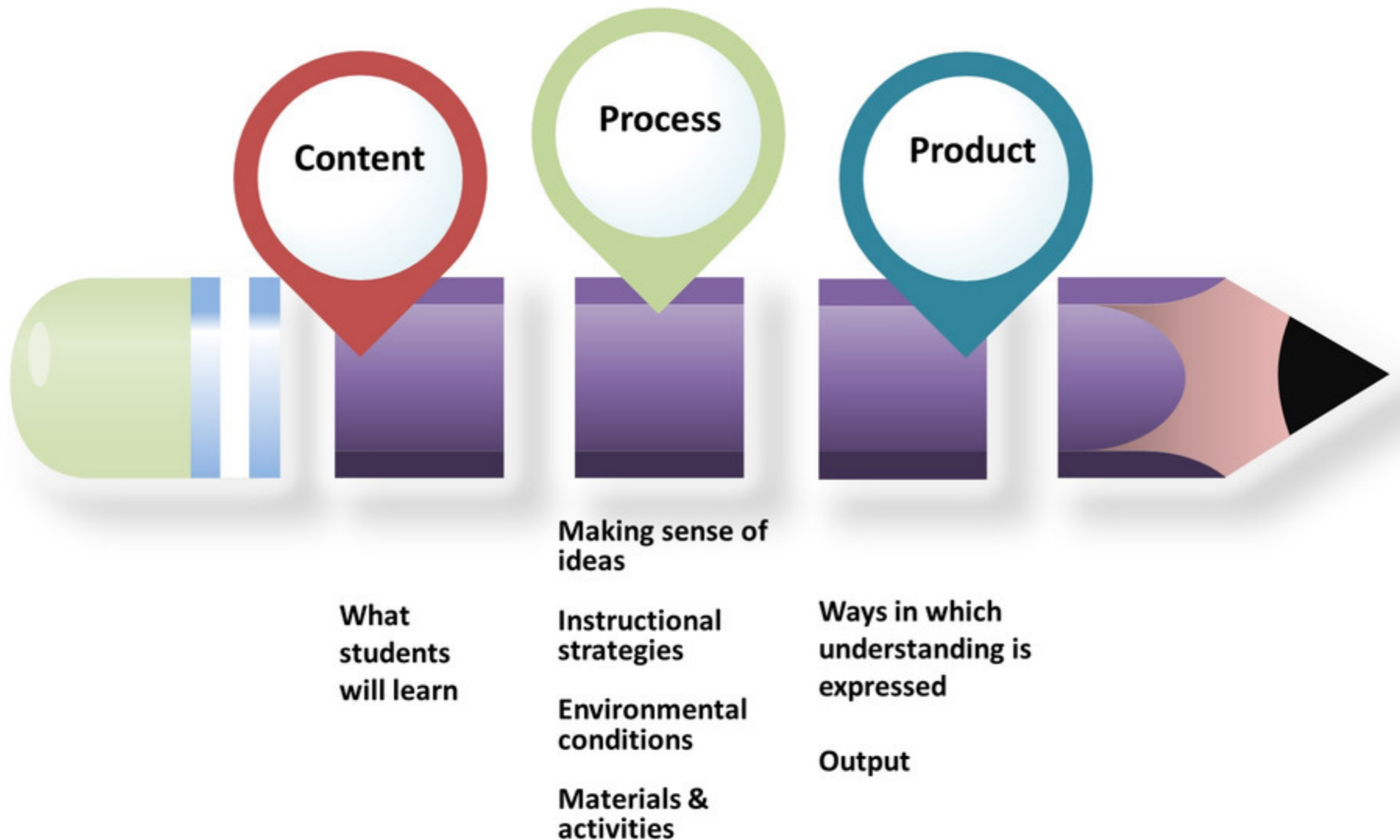
Age, gender, race,
disability, socio
economic status,
school status
personality/interest

Differentiation



Intentional planning that results in the implementation of varied approaches to the following three areas.

Differentiation



Why Differentiate?

“Differentiation involves recognizing the variety of individual needs within a class, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximize the achievements of individual students.”

- Office of Standards in Education

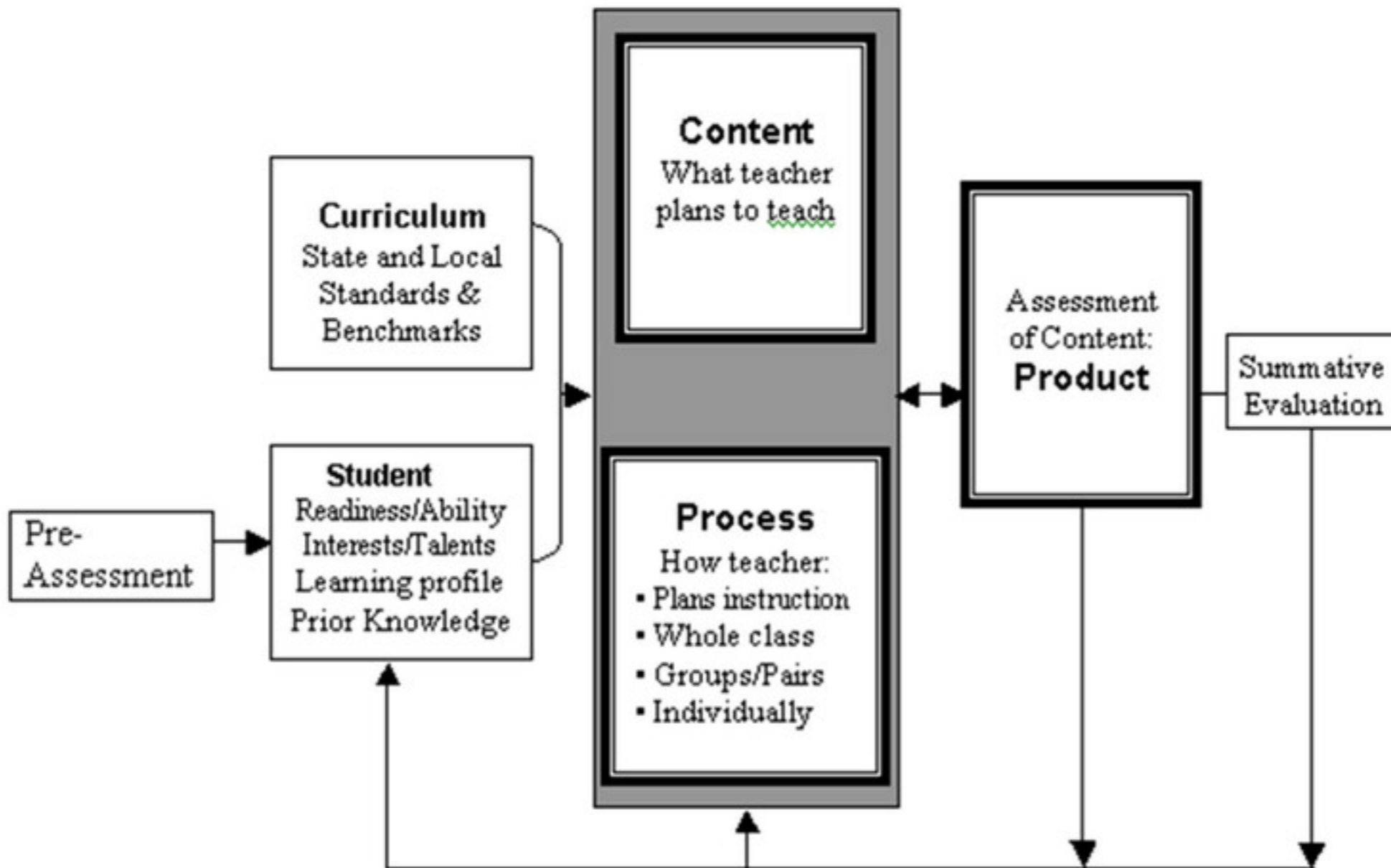
Differentiation

- Differentiation defined:–
 - Is simply providing instruction in a variety of ways to meet the needs of a variety of learners
 - Differentiation meets each student where he/she is and maximizes his/her opportunities for success



Adapted from Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*.

Decision Factors



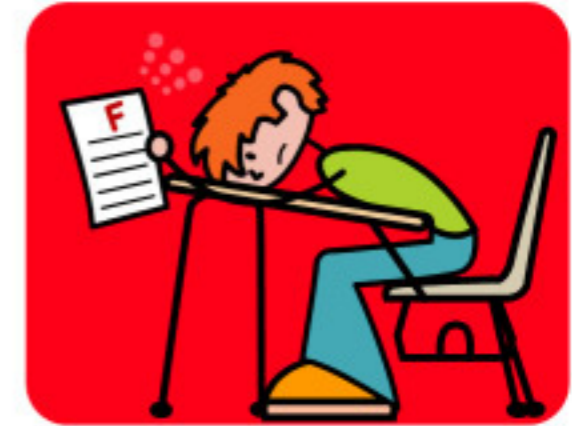
(adapted from Oaksford, L. & Jones, L., 2001)

Principles of a Differentiated Classroom

- The teacher is clear about what matters in subject matter
- The teacher understands, appreciates, and builds upon student differences
- Assessment and instruction are inseparable
- The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile
- All students participate in respectful work
- Students and teachers are collaborators in learning
- Goals of a differentiated classroom are maximum growth and individual success
- Flexibility is the hallmark of a differentiated classroom

Differentiation is not....

- Individualized instruction
- Chaotic
- Just another way to provide homogeneous groupings
- Just modifying an assignment



Adapted from Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*.

Differentiation is ...

- Proactive
- More qualitative than quantitative
- Rooted in assessment
- Student centered
- Provides multiple approaches to content, process, and product



Adapted from Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*.

Advantages

Helps teachers to understand and use assessment as a critical tool to drive instruction

Meets curriculum requirements in a meaningful way for achieving students' success



Adapted from Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*.

Advantages

Adds new instructional strategies to teacher's "toolboxes"

Enables teachers to open up learning opportunities for all students by offering varied learning experiences

Adapted from Tomlinson, G. A. (2001). *How to differentiate instruction in mixed-ability classrooms*.

Challenges

What do you think are some of the key challenges associated with implementing differentiation in the classroom?

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Challenges

Important Tips



- Use a blend of whole-class, group, and individual instruction.
- Differentiated assessments should include multilevel assessments as well as authentic products and student self assessments.

Important Tips



- Be clear about the essential information, key concepts and skills being taught.
- Learning activities for all students should be equally engaging and interesting.
 - Avoid requiring mostly drill and practice learners while offering creative projects only to advanced learners
- Create a balance between student selected and teacher selected assigned task.

Open Ended Question

What prior knowledge or experiences do you have with Universal Design for Learning (UDL)

Universal Design for Learning

A scientifically valid framework for guiding educational practice that:

- provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged
- Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

EQUITY AND ACCESSIBILITY

UDL



Not one size fits all –but *alternatives for everyone.*



Not added on later –but *designed from the beginning.*



Not access for some –but *access for everyone.*

kids

Differentiation and UDL

Discuss in small groups

1. Which sign is differentiated?

2. Which is UDL?

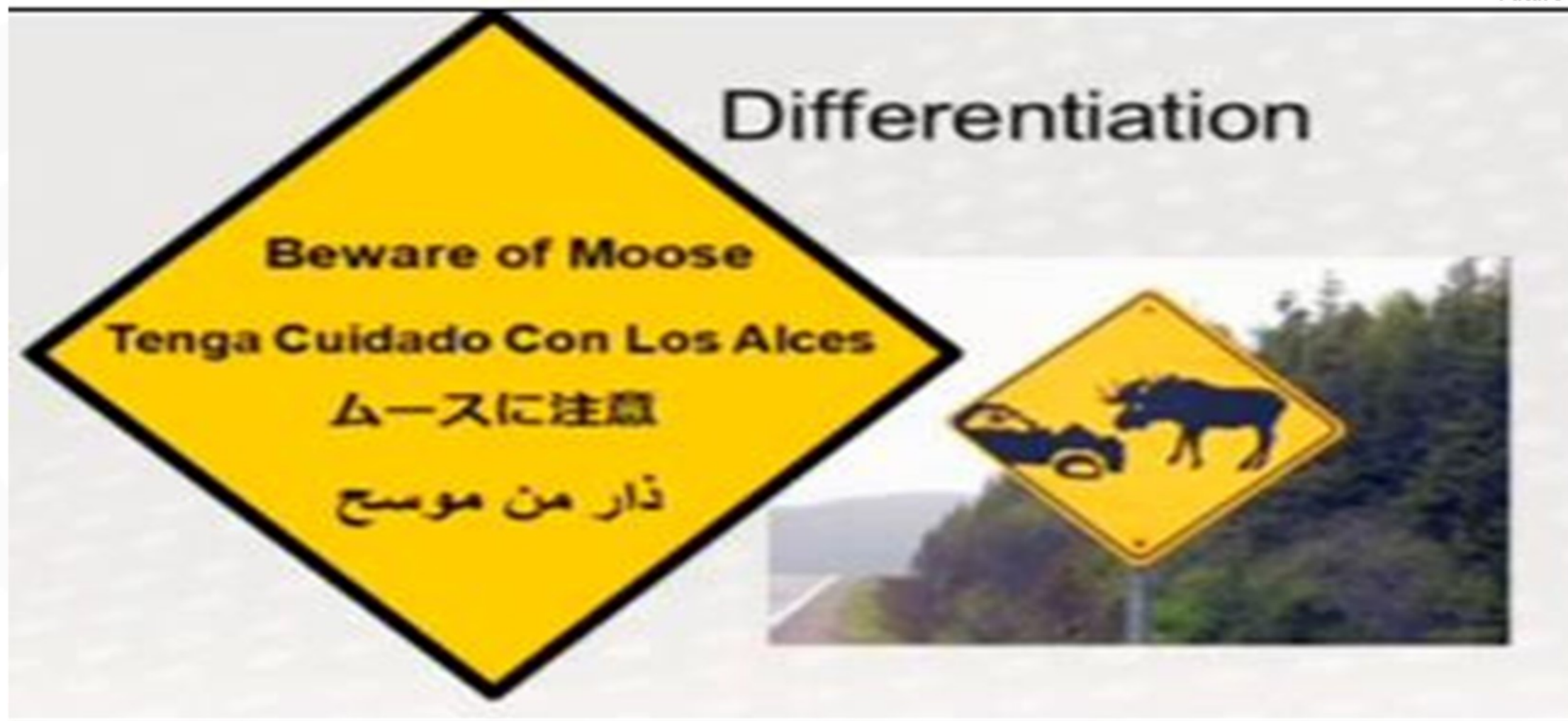
3. Which would you put on a public road?



Differentiation and UDL



Richard
Georgia's Schools,
Superintendent
"Ensuring Georgia's
Future"
gadoe.org



Differentiation: For specific learners in the classroom based on knowledge of who those learners are.

UDL: Planning for all students at the beginning, even though future students are unknown.

[http://www.gpb.org/education/common-core/udl-part-](http://www.gpb.org/education/common-core/udl-part-1)

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UDL and the Learning Brain



Task is too difficult for learner



ZONE OF
PROXIMAL DEVELOPMENT



Task is too easy for learner

Differentiation and UDL

Connections

Differentiation

- > Readiness
- > Interest
- > Learning Style



UDL

Multiple means of:

- > Representation
- > Action & expression
- > Engagement

Georgia Department of Education

Differentiated and UDL Connections



Differentiation	UDL
Content	Multiple Means of Representation
Process	Multiple Means of Action And Expression Multiple Means of Engagement
Product	Multiple Means of Action And Expression Multiple Means of Engagement

Poll

How often do you use ChatGPT ?

- Daily
- Weekly
- Occasionally
- Never

Poll

How often do you use Ludia ?

- Daily
- Weekly
- Occasionally
- Never

AI Tools and Differentiation

1. Select a standard from your integrated unit plan and copy it.

2. Google the AI tools "Poe-Ludia" and "ChatGPT"

3. Use the following prompt to interact with both AI tools:

Prompt: "Simplify the following standard, provide learning goals and differentiated instruction ideas using the Universal Design for Learning (UDL), followed by a colon (:)"

3. After the colon, paste the standard you copied from your unit plan.

4. Generate responses from both ChatGPT and Ludia.

Reflection

Reflect on the results: What differences or similarities do you notice between the responses from each tool?

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Reflection

Poll

After using both Ludia and ChatGPT, which tool do you prefer for simplifying standards and providing ideas for differentiation using UDL?

- Ludia
- ChatGPT
- Both equally
- Neither

References

- Janney, R., & Snell, M. E. (2013). *Modifying schoolwork* (3rd ed.). Brookes Publishing
- Montgomery County Public Schools. (n.d.). *Classroom focus: Teacher strategies*.
<http://www.montgomeryschoolsmd.org/departments/development/resources/strategybank/index.shtml>