

# DIFFERENTIATED INSTRUCTION USING MULTIPLE MODALITIES

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Several thin, white, parallel lines of varying lengths and slopes are positioned on the right side of the slide, extending from the top right towards the bottom left.

- ▶ Differentiation means giving students multiple options for taking in information (Carol Ann Tomlinson 1999).
- ▶ Differentiation can be broken down into four parts:
  - ▶ **Assessment:** Where are your students academically?
  - ▶ **Presentation:** How instruction is delivered and/or level(s) of complexity.
  - ▶ **Process:** How students manipulate the content/skill.
  - ▶ **Product:** How students demonstrate their learning.

**WHAT IS IT? AND WHY IS IT SO  
IMPORTANT IN OUR WORLD TODAY?**

- ▶ We need to find out where our students are.
- ▶ Pre-assessments can help determine Lexile levels.
- ▶ Use of on-going assessments to inform instruction.
- ▶ Use on-going assessments for appropriate grouping.

## PART 1: ASSESSMENT

## Existing Tools

- ▶ MS Teams
- ▶ Nearpod
- ▶ DESMOS (Math)
- ▶ PBL

## New Tools

- ▶ Achieve3000 (SS, ELA, ENL)
- ▶ IXL (Math, ELA, SS, Spanish)
  - ▶ Check your email!
- ▶ Lots more apps in MS Teams

# PART 2: PRESENTATION

- ▶ The process phase considers how the students learn best and delivers the content in a variety of ways
  - ▶ Reading about a topic
  - ▶ Listen to a podcast
  - ▶ Watch a video
  - ▶ Using manipulatives
- ▶ Flexible grouping and regrouping
  - ▶ Groupings may be based on:
    - ▶ Ability/Readiness
    - ▶ Learning styles

## PART 3: PROCESS

- ▶ The product is simply what the student produces or hands in.
- ▶ This is where we, as teachers, and our students can get more creative.
- ▶ Mix it up!
- ▶ Examples of products:
  - ▶ Reports
  - ▶ Poems/Songs
  - ▶ Build a model
  - ▶ Make a poster

## PART 4: PRODUCT

▶ Articles;

- ▶ 10 Ways to differentiate instruction with technology.
- ▶ How to use technology to differentiate instruction in the classroom.
- ▶ Technology in schools from a teaching culture to a learning culture.

# TEACHER RESOURCES

- ▶ With your partner, discuss:
  - ▶ 1 thing you have done in the past to differentiate instruction
  - ▶ 1 thing you would like to try in the future to differentiate your instruction
- ▶ Be ready to share out in 10 minutes.

# ACTIVITY