



# Help Your Learners Go Their Own Way with Differentiation



Session 3  
June 7, 2022  
10 – 11 a.m.



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Please type  
your name  
and program  
in the chat!



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# Facilitators



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# Objectives for today's webinar

- ❖ *Articulate the rationale behind using differentiation strategies*
- ❖ *Identify at least 3 strategies for differentiation*
- ❖ *Locate some resources for differentiating instruction*



# Differentiation

*“Differentiation refers to “learning experiences in which the approach or method of learning is adjusted to meet the needs of individual students, focusing on the ‘how’ of personalized learning.”* (Culatta, R. 2016)



## One method to provide differentiation is through Universal Design for Learning (UDL)

*“Universal Design for Learning (UDL) guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.” -*

[CAST](#)

## Universal Design for Learning (UDL) has three guiding principles

- 1) Provide multiple means of engagement*
- 2) Provide multiple means of representation*
- 3) Provide multiple means of action & expression*

# Universal Design for Learning (UDL)

*Let's watch a short video on UDL - while watching the video, look for what is “at the heart of Universal Design for Learning.”*

# What is Universal Design for Learning?



Video by Tracy Rosen, CSSMI  
RECIT  
Provincial Service to General Adult Education

  
May 2019

# Universal Design for Learning (UDL)

*What is “at the heart of Universal Design for Learning?” Share your answers in the chat.*

**At the heart of Universal Design for Learning (UDL) is**

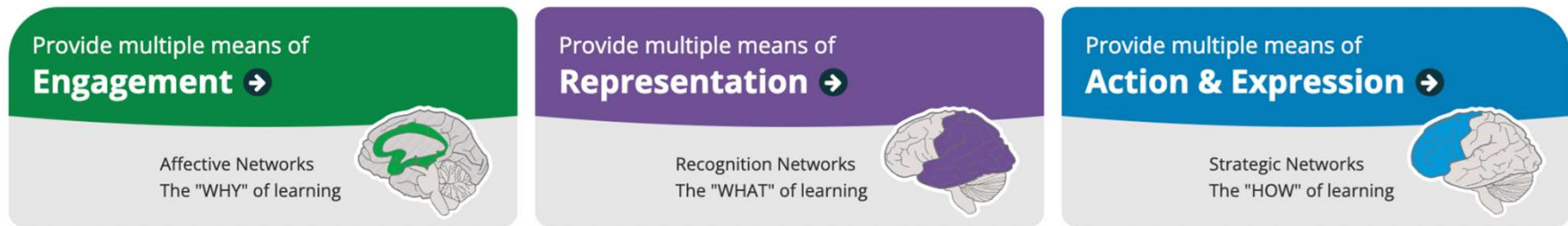
**Choice**

**flexibility**

**equity**

**accessibility**

# Universal Design for Learning Guidelines



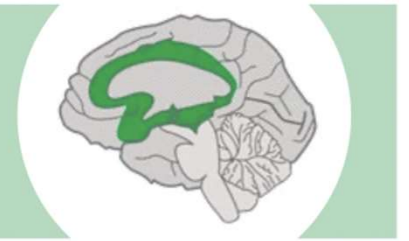
**Get students engaged with multiple delivery means of content.**

**Get students engaged with multiple means of representation.**

**Get students engaged with multiple means of response.**

# Key Questions to Consider When Planning Lessons for Engagement

**Think about how learners will engage with the lesson.**



**Does the lesson provide options that can help all learners:**

- regulate their own learning?
- sustain effort and motivation?
- engage and interest all learners?

*Source: <https://udlguidelines.cast.org/more/downloads>*

## **Traditional Classroom:**

*teacher uses core textbook and teaches from it.*

**UDL Classroom:** *teacher arranges for multiple ways of engagement.*



## Differentiation Strategies:

- Provide choice for learning content with K-W-L chart.
- Give students real world, authentic tasks based on their interests.
- Create differentiated goals based on students' needs.



# Graphic Organizer - KWL

Choice: *Students are guided by the “W”, what they want to know.*

K-W-L Chart		
Topic: _____		
What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

## Real World Example - Family Budget

Real-World task:  
*Students are guided by authentic activity.*

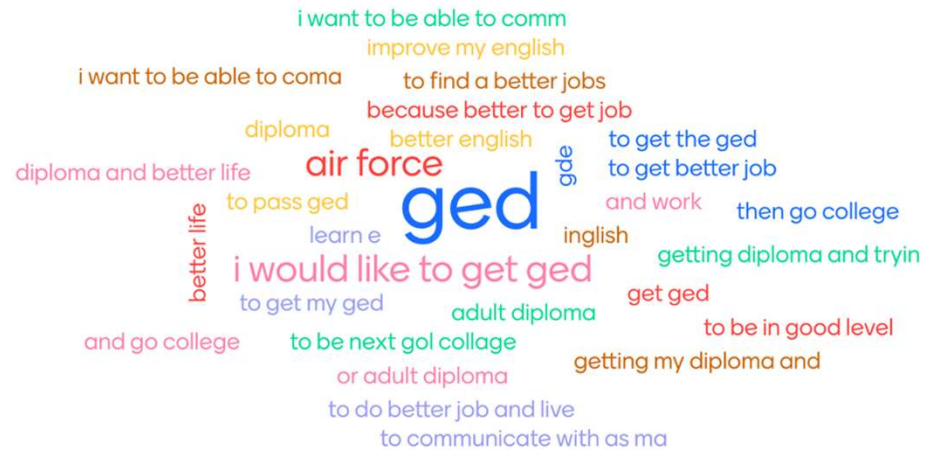
Monthly Expenses	
Housing	\$1,600
Food	\$500
Child care	\$1,500
Medical	\$200
Transportation	\$150
Other expenses	\$400
<b>Total</b>	<b>\$4,350</b>

Source: <https://www.math4texas.org/Page/645>

# Students' Goals

What is your main goal for attending Minneapolis Adult Education?

**Students' Goals:**  
*Students are guided  
by their own goals.*



<https://www.mentimeter.com/>

# What strategies have worked for you to engage students?

*Share your ideas in the Google Doc. Click on the link provided in the chat.*



## Help Your Learners Go Their Own Way with Differentiation

Use the document to share ideas and key takeaways from the session. Column 1 has examples presented. Scroll to the appropriate row to add **your examples** in column 2. You all have access to this document and can return to view it after the webinar.

Links to resources can be found in this document.

Planning for Differentiation with Multiple Means of Engagement	Your Examples
<ul style="list-style-type: none"><li>• Provide choice for learning content with <a href="#">K-W-L chart</a>.</li><li>• Give students real world, <a href="#">authentic tasks</a> based on their interests.</li><li>• Create differentiated goals based on <a href="#">students' needs</a>.</li></ul>	

*Links to resources are also in this document for your reference.*

# Key Questions to Consider When Planning Lessons for Presenting Content

**Think about how information is presented to learners.**



**Does the information provide options that help all learners:**

- reach higher levels of comprehension and understanding?
- understand the symbols and expressions?
- perceive what needs to be learned?

Source: <https://udlguidelines.cast.org/more/downloads>

**Traditional Classroom:**

*teacher asks students  
to read textbook or  
worksheet.*

**UDL Classroom:**

*teacher arranges for  
multiple ways of  
presenting content.*



## Differentiation strategies:

- Use videos in class
- Create project based learning activities
- Use paired reading or jigsaw reading activities



# Using Videos in Class

Videos: Students receive information in multiple ways.

**Universal  
Design for  
Learning**

**UDL**

Part 2



# Project Based Learning - PBL

**PBL: Students engage with and receive content in multiple ways.**



Image: Advanced EL/HSE classroom with a project-based activity to create poster of skills for career clusters.

<https://www.pblworks.org/what-is-pbl>

## Paired or Jigsaw Reading Activity

**Jigsaw: Students receive information in multiple ways and from multiple perspectives.**

1. *Students group themselves according to birth order*
2. *As a group, brainstorm a list of character traits of that particular birth order*
3. *Share brainstorm list with class*
4. *Jigsaw reading from research to compare with research*
5. *Discuss appropriate jobs for the different traits*



# What strategies have worked for you to present content?

*Share your ideas in the Google Doc.  
Click on the link provided in the chat.*



Planning for Differentiation with Multiple Means of Presenting Content	Your Examples
<ul style="list-style-type: none"><li>• <a href="#">Use videos in class.</a></li><li>• Create <a href="#">project based learning activities.</a></li><li>• Use paired reading or small group/<a href="#">jigsaw activities.</a></li></ul>	

# Get students engaged by varying the methods to respond

Provide multiple means of  
**Action & Expression** →

Strategic Networks  
The "HOW" of learning



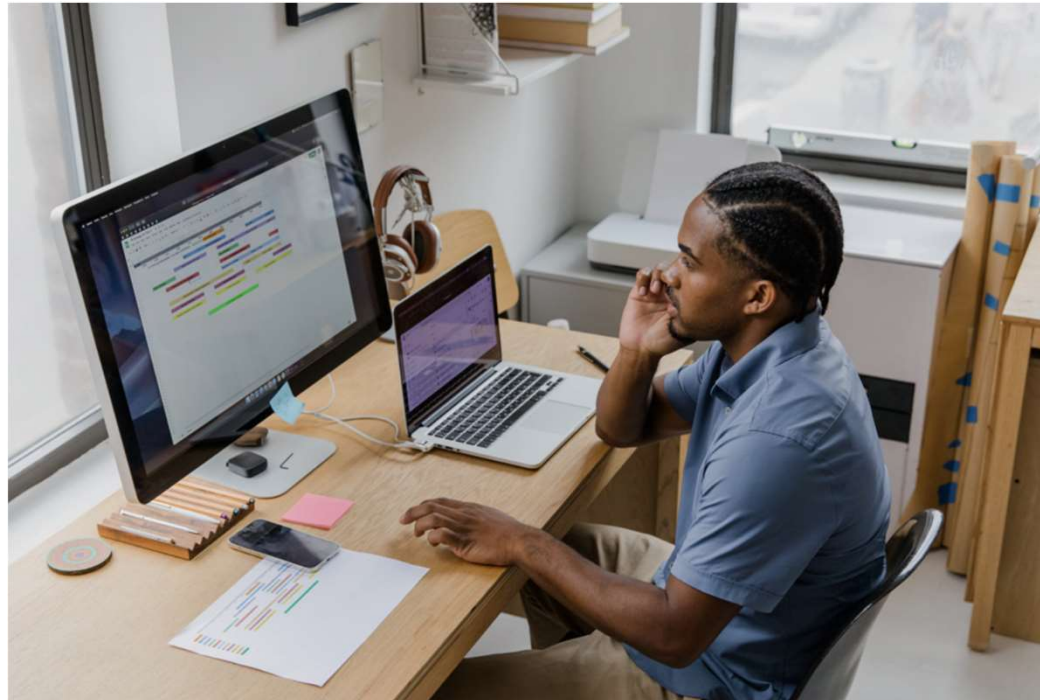
**Traditional Classroom:**  
*teacher asks questions  
and student raises hand  
to answer them.*

**UDL Classroom:** *teacher  
arranges for multiple  
ways for students to  
present or represent  
their learning.*



## Differentiation strategies:

- Allow for students to actively demonstrate skills.
- Have students create a poster to demonstrate their learning.
- Use online tools like Padlet, EdPuzzle, or Jam Board.



# Classroom Demonstrations

**Demonstrations:**  
*Students are able to present their skills or learning in multiple ways.*



Images: Intermediate EL classroom with activity to articulate and demonstration their workplace skills.

# Poster Presentations

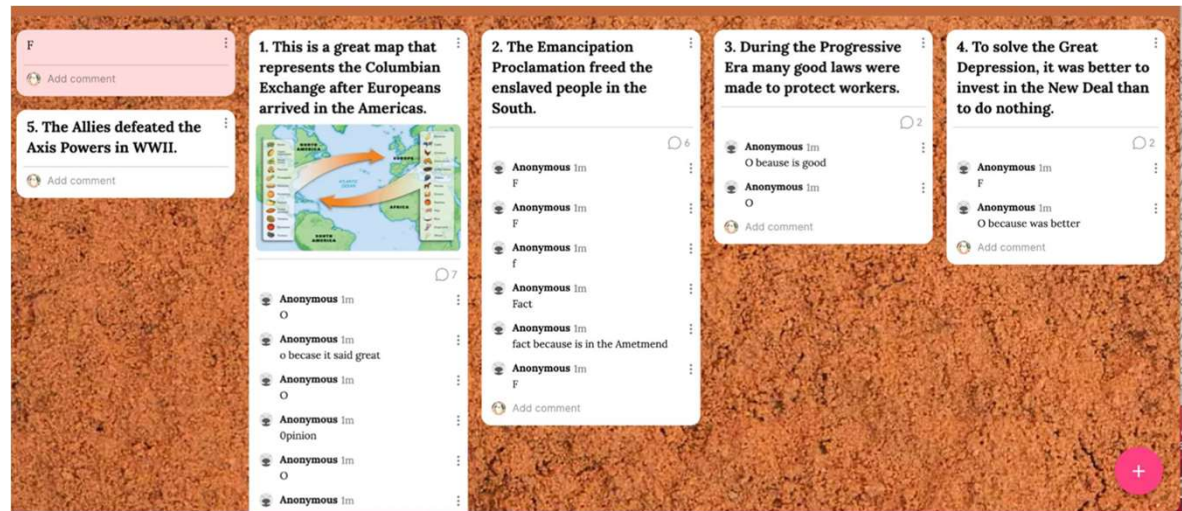
**Poster Presentations:**  
*Students are able to present their skills or learning in multiple ways.*



Images: Students in HSE/GED classroom presenting information to classmates

# Online Tools and Resources

**Online Tools: Students are able to present their skills or learning in multiple ways.**



Example from online class using Padlet to engage students with fact/opinion on statements from U.S. history unit. Students are able to use Padlet anonymously.

# What strategies have worked for you to allow for multiple means of expression?

*Share your ideas in the Google Doc. Click on the link provided in the chat.*



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Planning for Differentiation with Multiple Means of Student Action and Expression	Your Examples
<ul style="list-style-type: none"><li>• Allow for students to <a href="#">demonstrate skills</a> to the class.</li><li>• Ask students to <a href="#">create a poster to demonstrate knowledge</a>.</li><li>• Use <a href="#">online tools</a> to allow students to share knowledge.</li></ul>	

# RESOURCES

Resources are linked in the shared Google Doc and include:

- Universal Design for Learning from **CAST**
- Graphic Organizers and designing effective posters from [Read Write Think](#)
- Ideas for authentic tasks and assessments from [North Central College, IL](#)
- Generate goals from students with [MentiMeter.com](#)
- Strategies for using videos in the classroom from [Common Sense Education](#)
- Project-Based Learning Activities from [PBLWorks.org](#)
- Jigsaw reading activity from [Center for Applied Linguistics CAELA Brief](#)
- Career skills demonstration activity from [Integrating Career Awareness Guide](#)
- Using online tools in the classroom with [Padlet.com](#)

***Are you feeling ready to use UDL  
differentiation strategies in your classroom?***

***Type # in chat that represents  
YOU!***

***1. Yes, I can do this!***

***2. I'm almost ready to give it a try!***



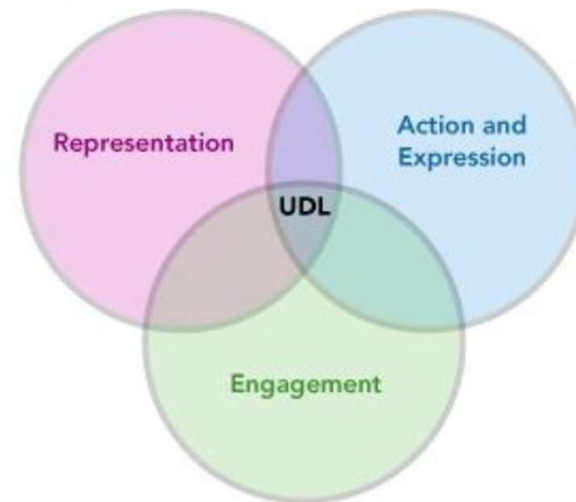
Image source: <https://unsplash.com/photos/yO12O8jJK0>

Feel free to reach out: [Heather.Turngren@mpls.k12.mn.us](mailto:Heather.Turngren@mpls.k12.mn.us)  
[Stephanie.Sommers@mpls.k12.mn.us](mailto:Stephanie.Sommers@mpls.k12.mn.us)

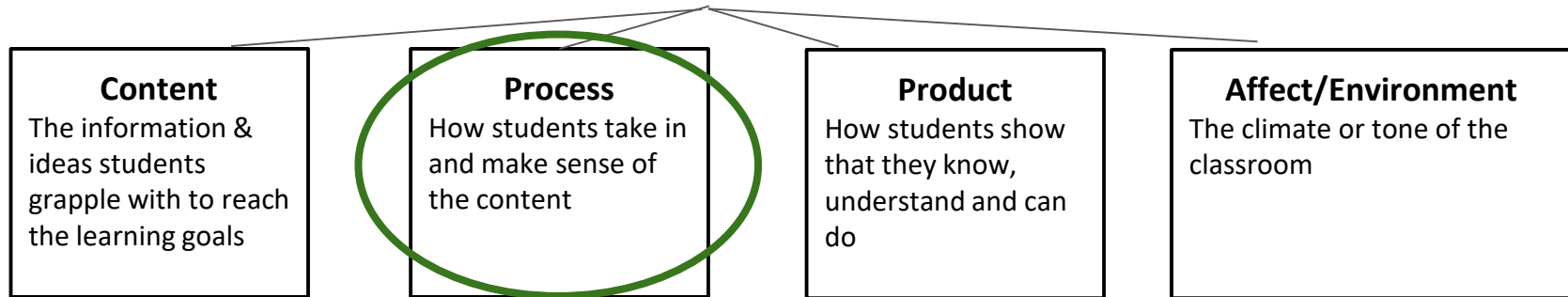
## 3 Guidelines of UDL

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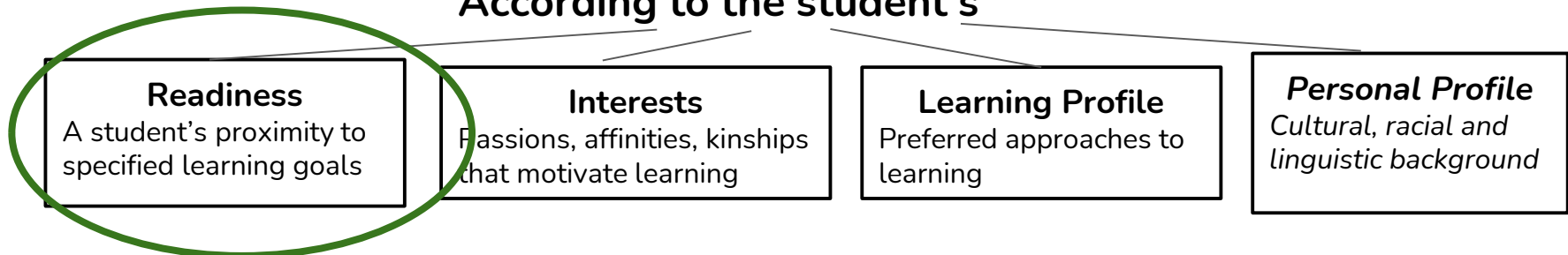
- **Multiple Means of Representation**
- **Multiple Means of Expression**
- **Multiple Means of Engagement**



## Teachers can differentiate through



## According to the student's



## Through a variety of instructional strategies, such as

- Learning/interest Centers
- \* RAFTS
- \* Graphic Organizers
- \* Scaffolded Reading/Writing
- \* Tiered Assignments
- \* Learning Contracts
- \* Menus
- \* Independent Projects
- \* Complex Instruction
- \* Expression Options
- \* Small Group Instruction

## Components of Differentiation - [Tomlinson, 2017](#)

1. **Assessment**—Pre-assessments, ongoing formative assessment, and summative assessments used to help both teachers and students understand learning needs
2. **Content**—Provide options for learning content to meet the needs of all students.
3. **Process**—Use instructional and language supports, flexibly arranged student groups, and variety of activities drawing on different modalities
4. **Product**—Provide flexibility in the way that students to demonstrate learning.
5. **Environment**—Optimize your classroom to support independent, small group, and whole group instruction

## **Help Your Learners Go Their Own Way with Differentiation**

In this high-energy session, two experienced teachers will share ideas for how to differentiate instruction in both online and in-person classes using the Universal Design for Learning principles. Participants will have an opportunity to apply what they learn by tweaking a sample lesson activity to make it appropriate at a variety of levels. Presenters will share several specific strategies for differentiating, including using scaffolds, differentiating products, and using materials that come at a variety of levels.

Session Objectives (Participants will be able to...):

- Explain the rationale behind using differentiation strategies
- Identify at least 3 strategies for differentiation
- Locate some resources for differentiating instruction

## **Module 6 - Key Vocabulary - Differentiation**

Differentiation

**Creating opportunities for different learners to learn different things - according to their needs**

Learning Stations

**Different areas of a classroom, where students each work on different activities. Students cycle through each one, as relevant.**



## Tips for Getting the Most Out of Video in the Classroom

- **Have students take notes as they watch.**
  - Encourage students to comprehend what they see but also critique and question.
  - Better yet, take notes together in real time — using an online backchannel tool.
- **Pause to ask questions as you watch.**
  - Before you start, help your class develop an essential question. Be sure to return to this question each time you pause and discuss.
  - Also ask questions that elicit students' opinions, not facts alone. Push students for arguments, not only answers.
- **Offer multiple viewings of the video.**
  - Some videos require more viewings than others. To keep kids engaged, try assigning a project — one that *requires* multiple viewings.
  - You could have students annotate a video using a tool like **EdPuzzle** or remix a video using a tool like **MediaBreaker/Studios**.

*Common Sense Education: <https://www.commonsense.org/education/website/edpuzzle>*