

# Differentiating in the CTAE Classroom

**Betia Bentley**

**September 5, 2024**

**[betia.bentley@doe.k12.ga.us](mailto:betia.bentley@doe.k12.ga.us)**



# What is differentiated instruction?

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

# Why is it important?

- Student variations
  - How
  - Rate
- Student motivation
  - Choice
  - Voice
- Student Engagement
- Student Achievement



# When to introduce/implement differentiation?

## Planning

- 1<sup>st</sup> two weeks – Diagnostic Assessments
  - Learning Styles Inventory
  - Career Interest Surveys
- Daily: based on diagnostic results
  - Flexible Grouping



# How to differentiate?



- Content
- Process
- Product
- Learning Environment

# Differentiating Content

- Remediation – Enrichment – Acceleration
- Multiple modes of learning (Learning Styles Inventory)
- Student choice in evidencing understanding/mastery
- Scaffold learning
- Tiered learning assignments

# Differentiated Process

- Varied instructional activities
- Monitor and pace instruction – formative assessment(s)
- Varied grouping strategies
  - Individual
  - Pairing
  - Small group
  - Whole group

# Differentiated Product

- Coaching creativity
- Project-based learning preferences
  - Independent
  - Pair
  - Small group
- Choice boards/menus
- Graphic organizers



# Differentiated Learning Environment

- Respect and embrace student differences
- Student Voice
  - Music
  - Resources
  - Assignments
  - Projects
  - Rubrics
  - Presentations
    - Empower student group choices

# Resources

[Sample Lesson Plan – Week 1](#)

[GaDOE TKES Quick Guide – Standard 4](#)

[GaDOE Fact Sheet #4 - Performance Standard 4: Differentiated Instruction](#)

[Complete inventories](#) (GA DOE)

[Learning Style](#) (Education Planner)





# Questions?