How do elementary teachers in an urban school adapt guided reading instruction to meet individual students’ needs?

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Summer 2008
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Abstract:

Differentiated instruction continues to be an important focus in education today as many classrooms contain quite diverse groups of learners. Teachers need to find what helps individual students’ succeed and provide instruction accordingly. However, despite opportunities for teachers to gain knowledge on differentiation, many teachers aren’t able to provide this level of support for all students’ at their levels, interests and modes of learning. This study focuses on urban elementary teachers in grades 1-3 and how they use differentiated instruction during guided reading in their classrooms. Findings indicated that the teachers participating in the study have varying understandings of what differentiation is and differ according to collaborating with colleagues to provide students’ with the best individualized instruction. Shearer suggests that administrators and teachers work together to create a plan to make differentiated instruction work in all classrooms by providing faculty with the resources and support needed.
Introduction

By far my biggest concern with teaching is trying to meet the needs of all students. Classrooms today contain such a range of students who have different needs, that it can be rather difficult for teachers to provide the appropriate instruction.

Through interactions in various schools and with teachers and students, I have come to realize that we still aren’t differentiating instruction to meet the needs of all of our students. So many times I have been in classrooms where teachers are providing whole group instruction to students that is completely above or below many of the students’ level. I have seen the student’s get frustrated and give up. This very reason is why I choose to research differentiated instruction. The problem is even though many teachers are provided the professional developments on differentiation, there doesn’t seem to be any further support or follow through to help ensure teachers begin putting differentiated instruction in place.

The goal of this study is to use the data obtained through actual one on one interviews with teachers to find out what makes differentiated instruction work. I would like to be able to use this information myself as a teacher and also pass it on to other teachers who have the same concerns as I do. Meeting the needs of all students is a difficult job, but there has got to be a way to make it work.

Review of Literature

Literacy is something people encounter everyday everywhere all around us (Kucer, 2005). The process of acquiring literacy is continuous throughout our lives (Larson & Marsh, 2005). We are endlessly learning information that helps us understand
the world and the people around us (Kucer, 2005). Kucer (2005) says that literacy is involved in everything that we do. Literacy is dynamic multidimensional term that’s meaning varies for different disciplines (Kucer, 2005). Literacy is a social practice that includes reading and writing, mental processing and group expression (Kucer, 2005).

In attempting to understand literacy it is also important to know the meaning of discourse (Gee, 1989). Every individual is a member to several different groups within society and each group uses language in an established way that is particular to that group (Gee, 1989). Individuals think and act a certain way within each given discourse (Gee, 1989). There are two types of discourse, primary and secondary (Gee, 1989). Primary discourse is a type of oral language usually used within a family or small community by members that are very close with each other (Gee, 1989). Secondary discourse is communication with a less close group of people (Gee, 1989). This can include but is not limited to people you come into contact with at work, school, at stores, or in business settings (Kucer, 2005). Literacy involves having power over secondary discourse (Kucer, 2005).

Discourse can also be broken into two separate distinctions, oral and written (Kucer, 2005). Oral language refers to speech; it is immediate and perishable (Kucer, 2005). Kucer (2005) describes written language, or print, as more permanent. Written language has a recursive nature, meaning that you can refer back to it for clarification (Kucer, 2005). Written language is most useful for informational purposes. It also tends to be more formal and structured and use a wider vocabulary (Olson, 2006). There are advantages and disadvantages for both these types of discourse. One may find that depending on the situation one type may work better than the other (Kucer, 2005).
Literacy is also broken down into three different types; dominant literacy, powerful literacy and critical literacy (Cushman, 2001). Dominant literacy is having control of dominant and secondary discourses (Cushman, 2001). Powerful literacy refers to having the ability to evaluate discourse the way they are positioned within society (Cushman, 2001). The highest level of literacy is called critical literacy (Cushman, 2001). A person using critical literacy looks at information that is often seen as true and asks questions searching for reasons to prove its validity (Cushman, 2001). Using critical literacy leads to an empowerment in which a person can identify misinformation and make changes (Cushman, 2001).

The sociocultural theory has aided my emerging definition of literacy (Kucer, 2005). The sociocultural theory states that literacy is a social practice within a society where happenings within discourse cause people to use language to communicate (Kucer, 2005). Therefore communication is the motivation for literacy (Kucer, 2005). We have a need to communicate with the people in our immediate and extended environments. As a result we use a system of language that allows us to communicate effectively (Kucer, 2005). Language grows as peoples need to communicate develops (Kucer, 2005).

Research has played a significant role in how instruction takes place in classroom (Larson & Marsh, 2005). As new theories develop different approaches to literacy instruction are adapted. Some tactics have proven successful while others are fads that are quickly eliminated. While there is still not one “right” way to focus on literacy instruction, research moves us closer to educating youth in the most efficient and effective ways (Larson & Marsh, 2005).
Acquiring literacy can be both a conscious and unconscious practice. Regardless of a person’s purpose, some form of literacy is needed to function everyday. Developing literacy is often thought to be something that happens in an educational environment; however, contrary to this belief, literacy is acquired almost anywhere and anytime (Cushman, 2001).

There are numerous ways in which people acquire literacy. It is acquired both in and out of school (Cushman, 2001, Kucer, 2005, Larson & Marsh, 2005). Environment also plays a role in acquiring literacy (Cushman, 2001). Acquiring literacy is a developmental process in which we learn as we grow. Mediators such as parents and teachers play a role in a child’s acquisition of literacy (Kucer, 2005). Along with the impact that humans make, technology also plays a part (Larson & Marsh, 2005).

During the developmental process of obtaining literacy through each form of language, there is a common motivation due to a curiosity of the learner as well as a drive to make meaning of their thoughts. While the learner is trying to make sense of their curiosities, they generate hypotheses and are enabled to follow their intuition as to how unknown realms of the language may work. Trying out their hypotheses and receiving feedback from others is key to their developmental process. Adults help mediate the learning process by scaffolding, or building upon previously learned notions, both in school and at home. By scaffolding children build on their prior knowledge and experience. The adult is the support for the child’s learning; they create situations where they provide children with the foundation for learning. Both forms of language are learned mostly from one’s environment, which provides cues to assist the learner in the acquisition process.
Teaching strategies are an integral part of literacy instruction within schools. There are many different strategies to use within a classroom to create constructive learning environments. Based on the New Literacy Studies the most learning conducive environment is a classroom set up with an emphasis on social education (Larson & Marsh, 2005). “New technologies are changing how we use and interpret literacies, and for what purposes. Studying new literacies has opened up exciting research possibilities and new pedagogical spaces that build on children’s language and literacy across contexts (Larson & Marsh, 2005, p. 127).”

Students acquire literacy both at home and at school many different ways (Kucer, 2005, Fountas & Pinnell, 1996). Guided reading is a model many teachers follow in their classrooms to help children learn to read (Fountas & Pinnell, 1996). “Guided reading has become one of the most significant and popular contemporary reading instructional practices in the United States (Fawson & Reutzel, 2000, p. 84).” “Guided reading has become one of the most significant and popular contemporary reading instructional practices in the United States. “When implementing guided reading in classrooms, children are matched with books that provide a level of challenge and familiarity that appropriately support the development of each child's self-extending reading strategies. In short, children receive instruction during guided reading that focuses on their use of specific reading strategies so that they are able to choose from and apply a variety of reading strategies (Fawson & Reutzel, 2000, p. 84).

"During guided reading children acquire literacy by interacting with their teacher as the mediator (Fountas and Pinnell, 1996). Guided reading is a form of secondary discourse that involves both oral and written discourse. According to Fountas and Pinnell,
“The books children read should offer just enough challenge to support problem solving but be easy enough to support fluency and meaning (Fountas & Pinnell, 1996, p. 1).” This idea of giving children instruction at their appropriate level supports the use of guided reading instruction.

Fountas and Pinnell say, “Guided reading is a context in which a teacher supports each reader’s development of effective strategies for processing novel texts at increasingly challenging levels (Fountas & Pinnell, 1996, p. 2).” During guided reading a teacher works with a small group of students whose instructional reading levels, the level at which the student require some support, and reading processes are similar (Fountas & Pinnell, 1996).

The structure of a guided reading session varies according to the teaching points the teacher is focusing on. Basically, guided reading sessions consist of the teacher providing an introduction to the text, supporting the students as they read the text and presenting the focus of the session (Fountas & Pinnell, 1996).

“The goal of guided reading (GR) is to assist children in becoming independent, fluent, silent readers through a teaching process that scaffolds students' selection and application of a variety of effective reading strategies (Fawson & Reutzel, 2000, p. 84).” Fountas and Pinnell discuss a similar target of guided reading, stating that it is to get students to use reading strategies effectively on their own (Fountas & Pinnell, 1996).

Guided reading is only part of a balanced literacy program; there should also be opportunities for students to read and write with the whole group, such as during an interactive writing or shared reading (Fountas & Pinnell, 1996). Fawson and Reutzel have similar views stating, “Guided reading is an important "best practice" associated with
today's balanced literacy instruction. It allows teachers to address specific reading
strategy needs of children in their classrooms (2000, p. 97).”

As Fountas and Pinnell point out, it is important for students to be reading at an
appropriate level, one that requires them to problem solve yet not one that requires too
much problem solving. However, some children may progress at different rates therefore
it is important for teachers to use dynamic grouping. Dynamic groupings are flexible and
they change on a regular basis, this allows teachers to move students to a group more
fitting to their needs. (Fountas & Pinnell, 1996).

Research plays a large part in the way we educate students. It is very important
that teachers meet individual students’ needs, as not every student comes into school with
the same skills and experiences (Fountas & Pinnell, 1996, George, 2005, Troxclair, 2000,
Wehrmann, 2000, Tomlinson, 1997). Through research differentiated instruction has
emerged as a way to provide students with individualized instruction based on their own
needs. Tomlinson (2004), defines differentiated instruction as, “ensuring that what a
student learns, how he/she learns it, and how the student demonstrates what he/she has
learned is a match for that student’s readiness level, interests, and preferred mode of
learning (p.188).”

Sociocultural theory supports an argument for using differentiation (Kucer, 2005).
As stated above sociocultural theory states that literacy is a social practice. The
discourses people are involved in require them to communicate using language in
different ways. Knowing that literacy is a social practice and individuals are involved in
various discourses means different people have different experiences. Students coming to
school come from a variety of different backgrounds, therefore they have different
Differentiating Guided Reading Instruction

experiences. As teachers we need to take these differences into consideration as we plan instruction.

Guided reading is a form of differentiation in itself. Groups for guided reading are broken up according to students’ knowledge and skills. Teachers use these groupings to provide students texts that are at their appropriate level. Texts are leveled according to specific characteristics including; size and print layout, vocabulary, concepts, predictability, language patterns, language structure, text structure, genre and illustrations (Fountas & Pinnell, 1996). Leveling books allows teachers to provide students with the most appropriate text according to their reading abilities.

However, students need instruction to be differentiated within their guided reading groups as well so that they acquire literacy in a way that is most effective for each individual child. According to sociocultural theory, we acquire literacy through social experiences and discourse. Students’ varying experiences make it important for teachers to use differentiated instruction to meet their needs.

Literature Review

Changing the Way We Teach

According to George (2005), “in the 21st century, teachers are being asked to work with even more broadly diverse groups of learners (p. 189).” Differentiated instruction is necessary as many classrooms today contain quite a diverse group of learners (George, 2005). George admits changing from the traditional way of teaching, which involves mostly the teacher talking, to differentiated instruction isn’t easy for teachers but, he states it is necessary for students’ success (George, 2005). Kapusnick and
Hauslein (2001) have also noted the trouble with changing to differentiated instruction. “Most teachers who struggle with differentiated instruction eventually abandon it. They face a tremendous pressure to teach an unwieldy curriculum in a relatively short time and an overemphasis on test performance results (Kapusnick & Hauslein, 2001, p. 156).” A study done by Stetson and colleagues also reported problems that teachers had with differentiated instruction as well, these fell under two broad groupings. Difficulties were reported as teachers found that finding activities, new ideas and developing assessments were overwhelming tasks and overwhelming planning time was a challenge (Stetson, Stetson & Anderson, 2007).

Regardless of the benefits of differentiation, which will be discussed later, not all teachers’ instruction adapts the needs of their diverse learners (Lewis & Batts, 2005). Research, such as Lewis and Batts’ (2005) study in North Carolina at North Topsail Elementary School, has shown that the majority of teachers’ instruction is geared towards the average student. Lewis and Batts’ (2005) also suggest that teachers are not using assessments to plan appropriate instruction.

In 1999 the administrators at North Topsail Elementary School began providing staff with professional development and materials to promote the use of differentiation in the classroom in order to increase student success. Teachers were not required to implement differentiated instruction in their classrooms, however, grants allowed the staff of this school to receive ongoing training in this area. After immersing the staff in these seminars the administration provided them with expectations of differentiating instruction in their classrooms. They were then provided with a consultant who was able to give them formal training and feedback through observations in their classroom.
The goal of achieving differentiated classroom instruction developed as continual training was provided along with collaboration time during faculty meetings devoted to differentiation. Lewis and Batts (2005) reported that the major hurdle was the amount of planning time required for teachers to differentiate their instruction. However, the end result of this study according to Lewis and Batts (2005) was that, “teachers have seen continuous improvement in student academic achievement across all racial and socioeconomic groups (p. 30).”

Benefits of Differentiated Instruction

The benefits of differentiated instruction reach students of all levels, interests and learning modes (Troxclair, 2000; Tomlinson, 2004). Troxclair (2000) advocates the use of differentiation for gifted students, as she indicates that it improves the quality of learning for all, but especially gifted students in regular education classes.

Stetson (2007) points out the benefits of differentiated instruction after concluding an in-depth study of teachers experiences relating to the use of this approach. She along with two other colleagues broke the 74 identified benefits into five categories. The results showed that teachers felt the benefits of differentiation fell into the categories of the following; students were motivated to stay engaged in learning, students’ needs were being met, students’ experienced greater success, students’ felt more ownership of the material and how they demonstrated their understanding, and teachers gained new insights about their students.

Why is Level Important?

Level is important when considering how to individualize instruction. Kapusnick and Hauslein (2001) state that, “Students who feel intimidated and rejected because of
their level of readiness is over-challenged experience an overproduction of noradrenaline, causing the brain to be over stimulated. Attention is diverted from learning and focused on self protection, resulting in misbehavior or withdrawal, with more time being spent on learning to cope rather than learning concepts (p. 156).” Therefore if students are given material that is too far above their level, valuable instructional time is lost (Kapusnick & Hauslein, 2001). Kapusnick and Hauslein’s research proposes using a variety of teaching methods in order to give students opportunities to learn using areas where they have the most ability (2001). Instructional strategies suggested include acceleration; curriculum compacting, independent study, flexible grouping, independent-learning centers, complex questions, tiered activities and contracts (Kapusnick & Hauslein, 2001).

Effectively Differentiating

“Teachers differentiate curriculum through content, process, and product (Wehrmann, 2000, p.20).” Researchers of differentiation have pointed out that when adapting curriculum to address students’ needs, it requires teachers to increase their planning time (Stetson, Stetson & Anderson, 2007). Troxclair’s (2000) experience with differentiated instruction of gifted students lead to a suggestion to cope with increased planning time, “Teachers can team together by grade level or by content area to develop their own questioning skills, classroom interest development centers, independent study programs, mentorship programs, and conceptual thematic units (Troxclair, 2000, p. 198).” Troxclair (2000) states that collaboration among colleagues alleviates the load put on individual classroom teachers and allows them to meet individual needs while meeting goals and objectives of the curriculum.

Strategies for Differentiation
Many educational experts recommend using differentiation to meet the needs of diverse learners (Brimijoin et al, 2003; Tomlinson, 2004; Kapusnick & Hauslein, 2001; Troxclair, 2000). Brimijoin (2003) and colleagues stress the importance of using data to guide instruction. One way Brimijoin (2003) has found reliable in her own classroom is to use data from a pre student self assessment. Another tip discussed is allowing students to level the importance of their need for teacher help by displaying a specific colored cup, red, yellow or blue, to signal their need for support (Brimijoin, Marquissee, Tomlinson, 2003). This strategy is useful time saver as it quickly identifies students in need (Brimijoin, Marquissee, Tomlinson, 2003). Wehrmann suggests adding differentiated activities gradually, noting that too much at one time can be too stressful on both the teacher and students (2000).

So What?

Differentiation is a significant issue in education today due to the diverse population of students in schools (George, 2005). However, there is a lack of research concerning the effectiveness of differentiated instruction (Hall, p.4). In addition Ladson-Billings indicates there is a lack of literature on preparing teachers for diversity in the classroom (1994). Many studies completed and critiques provide readers with written notes on effective ways to differentiate instruction. Hall also came to the same conclusion, “no empirical validation of differentiated instruction as a package was found for this review (Hall, p. 4).”
Methodology

Paradigm

I position this research within both an interpretivist and critical theorist paradigm. The topic I have chosen is subjective to my own personal experience as a future special education teacher. The courses I have taken thus far in my teacher preparation programs have influenced me to believe that students can be successful when classroom instruction is catered to their specific needs. As an interpretivist, I will attempt to understand how urban elementary classroom teachers use differentiation in their classrooms. Yet I will also be a critical theorist in that I will use my study to inform my readers of how differentiation can be used to accommodate diverse learners’ needs and how it is used best in the classroom during guided reading.

As a critical theorist it is important to note any issues of power relating to the research. I have a preexisting relationship with many of the teachers who participated in my study, as I have been working at The Lilac School as a substitute for over a year. I believe that they see me as a novice teacher and are willing to lend a hand when their expertise is requested.

Interviews

Interviews were conducted in May of 2008 with six teachers from The Lilac School, which is part of the Flower City School District. Lilac School is an urban elementary school that contains PreK classrooms through grade six. Two teachers in each grade level first through third were asked to be a part of this study on differentiated instruction. All six teachers agreed to participate in one on one recorded interviews. In
order to protect the identity of the teachers who have given consent to be a part of this study pseudonames have been given.

Relationship with Teachers

Due to the fact that I have been a both a per diem and long term substitute in The Lilac School for over a year and a half, I have had the opportunity to get to know the teachers in the building on a more personal level. While working at The Lilac School I have had the opportunity to observe many teachers in the building. I have used the information gained during this time to back up my data and ultimately make the most sound conclusions.

Teacher backgrounds

The teachers selected for interviewed are both regular education teachers and special education teachers. All six teachers have varying levels of teaching experience. Beth a first grade regular education teacher has been teaching first grade for 2 years. However, Cathy a first grade special education teacher has been teaching for 21 years. Most of her experience has been in kindergarten and first grade, however, she has taught sixth, seventh and eighth grade as well.

Pam is currently a second grade regular education teacher and has put in over 25 years of teaching at the primary level. Next year will be her last year before retirement. Pam’s teaching partner Emily is the special education teacher in their classroom. She has been teaching special education for over 10 years and has taught in both primary and intermediate grades.

Ruth is a regular education teacher in a third grade inclusive classroom. She has taught for 20 years in mostly third and fourth grade classrooms. Linda is a third grade
regular education teacher who has been teaching for 14 years. Her experience ranges from PreK to third grade.

Findings

Why is differentiated instruction important to students?

After reviewing data collected from the interviews some themes became apparent. It was noted that each of the teachers had similar views on why differentiation is important to their students when teaching guided reading. Each of the teachers suggested that individual children have different needs and learn differently. They also said it is important for teachers to accommodate those needs in order for them to be successful readers.

What exactly is differentiated instruction?

The sample of teachers did not all have agreeing definitions of differentiated instruction. Both second grade teachers Emily and Pam’s explanations of differentiation aligned. Emily stated it is, “Using different strategies and techniques to reach the individual students depending on their needs, cultural backgrounds, ethnicities, and where they live.” Pam’s definition included these aspects as well; however, she also mentioned the importance of looking at their learning styles. Cathy a first grade special education teacher felt that differentiation refers to multi-sensory approaches of instruction and did not mention the other aspects that Emily and Pam discussed.

Linda, a third grade teacher said, “Students needs are different, the approach I take to meet the needs of the students is also different. You are going at kids from different approaches based on what the needs are. You are providing a variety of
opportunities and strategies to try and target the needs they have as readers.” Beth, a first grade teacher and Ruth a third grade teacher gave similar interpretations of differentiation. Ruth said, “You meet the students at whatever level they are at, you work with their strengths as well as their weaknesses.” Beth answered the question very briefly saying, “Differentiation is leveling the work to the students’ abilities.”

Need for professional development

It was also noted that of the six teachers interviewed three of them felt they had no use for further professional development on differentiation. According to Emily, “We have been flooded with professional developments on differentiation and we need to move on.” Ruth and Pam felt as well that there has been an overload of workshops and lectures given on differentiation at The Lilac School in the last few years and there isn’t any more that they could benefit from participating in these professional development hours. However, Linda disagreed, “There is always something out there that you didn’t hear or didn’t know about.” Cathy and Beth alluded to the same feeling as Linda in that they can always benefit from more professional developments.

Collaboration’s Impact on Differentiation

As Troxclair (2000) has mentioned, collaboration is a very important component to creating a differentiated classroom. After interviewing the selected six urban elementary teachers I found they all agree that collaboration is a very important element in their positions. However, they all have varying levels of actually collaborating with their colleagues.

Cathy and Beth, part of the first grade team at The Lilac School, are constantly collaborating with their grade level team of seven teachers. Through discussion and
observation I have noted that their Walk to Read program might be the reason the teachers on the first grade team are able to use collaboration so successfully. The first grade team at The Lilac School is the only grade level to implement a Walk to Read program within all classrooms at the same grade level. Walk to Read is set up so that each classroom has purposefully scheduled their Readers Workshop time during the same block of time; this allows the teachers to separate students into classrooms full of students at similar reading levels.

The whole first grade team meets at least once every two weeks to discuss what is happening in their Walk to Read groups. The teachers also use that time to talk about individual students needs and get suggestions from other teachers. During the time I have substituted in this school and my personal relationships with these teachers has lead to me understand that all of the first grade teachers have a good working relationship with each other and some have personal relationships as well. Their positive rapport with each other is what makes them have such a constructive collaborative experience. When observing these first grade teachers I have even heard some of the successes that have come from their collaborating. For example, many of their students have benefited both in terms of behavior and educational success.

The second grade team of teachers is also able to collaborate on a regular basis. Pam and Emily meet with the team of second grade teachers once every two weeks. According to Pam, “Our second grade team of teachers use our meeting times to come up with ideas collectively. We share ideas and suggestions with each other to support our students’ diverse needs.”
On the other hand collaboration doesn’t seem to be as successful within the third grade team of teachers. Ruth is in an inclusive classroom this year with a full time special education teacher. Ruth discussed the opportunities that she has had to collaborate with her partner teacher this year, however, she does not meet with teachers from the other third grade classrooms.

However, Linda expressed that she would really like to collaborate with other teachers but said, “It just hasn’t worked out this year.” Again due to the time I have spent in this school and with the teachers I was able to come to a conclusion why collaborating isn’t working for Linda. There are a total of 4 third grade classrooms in the school and I believe it was difficult for Linda to work with two of the teachers because they are relatively new teachers struggling with major classroom management issues. That only leaves one other classroom at the third grade level for Linda to collaborate with and Ruth and the special education teacher have decided to collaborate together within their own classroom.

Implications

Differing Ideas of Differentiation

As mentioned earlier Tomlinson (2004) and Troxclair (2000) have pointed out that differentiation is reaching students of all levels, interests and learning modes. Ruth and Beth failed to mention how important students’ interests and learning styles are when differentiating instruction. Cathy did not take into account students levels or interests in her definition of differentiation.

These incomplete understandings prove that there might be a need for further explanation and modeling of differentiated instruction. As George(2005) has written,
there is a very diverse population in schools today, which makes differentiation a very important subject. Since some of the teachers interviewed have very different thoughts of what differentiated instruction is, this clearly shows a gap in their ideas of how to differentiate instruction. Providing these teachers with continued support in this area could significantly improve the instruction they are providing their students, which could result in increased academic gains for students.

Why is it Some Teachers Collaborate and Others Don’t?

Through interviews with these teachers and observations I have made in the past year and a half I have concluded that successful collaboration strongly relates to the relationship that teachers have with each other. It seems if the teachers like associating with each other on a personal level they are more likely to collaborate with each other as a team. It is also apparent that inclusive classrooms that contain a regular education and special education teacher have more of an opportunity to get together due to having the same schedule.

What Can We do to Make Collaboration More Successful?

As mentioned, Troxclair (2000) points out that collaboration among colleagues takes the consuming burden off of one teacher by allowing teachers to use each others ideas and plans. Through collaboration teachers can significantly decrease the time and effort that needs to be put into planning individualized instruction.

Conclusion

As discussed, differentiated instruction can make a significant impact on the academic achievement of all students at all levels, abilities and interests. The most
important element to creating differentiation throughout a school is a plan. If a plan is fully developed and implemented teachers can collaborate to differentiate instruction to meet all students’ needs. Teachers working together can get so much further than if they do it alone.
References


