A case study of differentiated instruction in upper elementary mathematics and reading classrooms

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Abstract
Elementary students in one school have shown a decline in proficient and advanced performance on statewide assessments. This decline increased for reading and mathematics achievement from 2003--2008, especially for disabled and minority students in grades 3--5. The purpose of this qualitative case study was to determine the extent to which differentiated instruction was implemented in instructional practices to increase student academic performance. Vygotsky's theory of constructivism, Bruner's theory of problem solving, and Gardner's theory of multiple intelligences provided the conceptual frameworks for this study. The research questions focused on the instructional strategies and resources used by teachers. Data included interviews, observations, and lesson plans from 2 third-grade, 2 fourth-grade, and 2 fifth-grade teachers. Data were coded using categorical aggregation through the use of inductive analysis to identify patterns. Results included the processes used to determine ability levels, methods used to differentiate instruction, and resources used to supplement instruction. Findings revealed that teachers differentiated instruction using a variety of strategies. It is recommended that a program that features differentiated math instruction could be offered, more time could be allocated for collaborative planning, and support could be offered for classroom management. This research has the potential to effect positive social change by equipping teachers, through professional development opportunities, to implement strategies relative to their students' learning needs.

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5 Main Aspects of Differentiated Instruction. Mindset Curriculum Assessment Student Readiness, Interest, and Learning Profile Teacher Leadership and Flexible Management. Mindset, C. U. R. - PowerPoint PPT Presentation. Transcript. Differentiated Instruction in the Technology Based Math Classroom. Differentiated instruction in mathematics is one of the best ways to teach students who are working at all different levels. In the same elementary classroom, you may have students who are still learning their division facts and others who have mastered a problem like 123 divided by 3. You can take almost any unit and create differentiated instruction lesson plans for math. First, look at your objectives for the unit. What should students be able to do by the end of the unit? For example in long division, students must be able to divide by a two-digit number (some problems will have a remainder Keywords: differentiated instruction; case study; congruent teaching; pre-service teacher education. Introduction. During the last decades, a plea for differentiated instruction has permeated international educational research and policy. It is argued that it is the responsibility of schools to adjust to the developmental needs and level of every individual learner (Coffey, 2007; Tomlinson, 2003). Although the importance of this is almost universally recognized, its implementation in daily classroom practice seems to pose difficulty for many (beginning) teachers (Burton, 2003; Holloway, 2000;