

DEVELOPING A MODEL OF DIFFERENTIATED TEACHER EFFECTIVENESS pdf

1: Assessing teacher effectiveness : developing a differentiated model (Book,) [www.enganchecubano.com

Assessing teacher effectiveness: developing a differentiated model. [R J Campbell;] -- "This book builds on and develops previous research on models of teacher effectiveness and will be of interest to academics and researchers working in this area throughout the world."--Jacket.

What We Know Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K-12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Tieso studied 31 math teachers and students and found that differentiated instruction was effective for keeping high-ability students challenged in heterogeneous classrooms. In this study, preassessments prior to a three-week unit on statistics and probability indicated that high-performing students brought greater levels of prior knowledge to the start of the unit. Those students who were taught using a differentiated curriculum that supplemented the textbook curriculum and were placed in various groups according to their performance level demonstrated significantly higher achievement on the post-test than did high-performing students who were taught using the textbook curriculum and whole-class instruction. Lawrence-Brown confirms that differentiated instruction can enable students with a wide range of abilities—from gifted students to those with mild or even severe disabilities—to receive an appropriate education in inclusive classrooms. Baumgartner, Lipowski, and Rush studied a program to improve reading achievement among elementary and middle school students using differentiated instructional strategies, including flexible grouping, student choice of learning tasks, self-selected reading time, and access to a variety of texts. In all three of the classrooms in the study, the targeted students improved their decoding, phonemic, and comprehension skills. Student attitudes about reading and their own abilities also improved. What You Can Do According to Tomlinson and Strickland , teachers usually differentiate instruction by adjusting one or more of the following: However, there is no one-size-fits-all model for differentiated instruction; it looks different depending on the prior knowledge, interests, and abilities students bring to a learning situation. Focus on the essential ideas and skills of the content area, eliminating ancillary tasks and activities. Respond to individual student differences such as learning style, prior knowledge, interests, and level of engagement. Group students flexibly by shared interest, topic, or ability. Integrate ongoing and meaningful assessments with instruction. Continually assess; reflect; and adjust content, process, and product to meet student needs. Tomlinson examined school-level and district-level implementation of differentiated instruction and identified ways that education leaders can best support this change in practice. She recommends that leaders first develop a solid understanding of differentiated instruction so that they can present it coherently to teachers and provide committed school-level leadership. Leaders should also nurture different teaching models; encourage teachers to apply differentiation with flexibility, creativity, and choice; and provide teachers with high-quality professional development as well as time to collaborate, plan, and implement differentiation. Educators Take Note Tomlinson offers a caveat: "Moving toward differentiation is a long-term change process" p. It is best to begin by seeking out the wisdom of other educators who have experience with differentiated instruction, ground your own practice in the theory, and learn in a way that is meaningful to you. Leadership for differentiating schools and classrooms. Differentiating instruction to include all students. Preventing School Failure, 51 3 , 49 Research synthesis on effective teaching principles and the design of quality tools for educators Technical Report No. Inclusive strategies for standards-based learning that benefit the whole class. American Secondary Education 32 3 , Differentiated instruction provincial research review. Alberta Initiative for School Improvement. A framework for differentiating classroom instruction. Preventing School Failure, 52 2 , 31 The effects of grouping practices and curricular adjustments on achievement. Journal for the Education of the Gifted, 29 1 , 60 Leadership for differentiated classrooms. The School Administrator, 56

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9 , 6â€™” Differentiation of instruction in the elementary grades. Teach me, teach my brain: A call for differentiated classrooms. Educational Leadership, 56 3 , 52â€™” A resource guide for differentiating curriculum, grades 9â€™” Teaching exceptional, diverse, and at-risk students in the general education classroom 2nd ed. The development of higher psychological processes.

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2: Assessing teacher effectiveness : developing a differentiated model (eBook,) [www.enganchecubano.co

6 Developing a model of differentiated teacher effectiveness The purpose of this chapter is to develop a concept of differentiated teacher effectiveness in ways that attempt to overcome the problems identified in the previous chapter.

Index Preface In writing this book we have tried to achieve two broad aims. We are attempting to explore a theory of teacher effectiveness that is differentiated, rather than generic, along five dimensions: In this sense we are working within the established teacher effectiveness research paradigm, but with a strong revisionist ambition. We accept that the dichotomy between the generic and the differentiated is somewhat contrived, but we think that research investigating and testing a more differentiated model is needed to counterbalance, or to add dimensions to, the more conventional generic model. Educational effectiveness has developed, almost as a field in its own right, within a very strong paradigm, but one that has become separated from—and not sufficiently influenced by—other kinds of educational research, analysis and theorising. To take three consequences only, effectiveness research has not drawn as much as it could on qualitative methods, has been somewhat ahistorical, and has tended to ignore value assumptions. We think that connecting broader educational theorising with educational effectiveness research could strengthen both. These are ambitious aims, on which we hope we have made a start, but it is only a start. We see the book as containing something closer to a set of tentative hypotheses than a fully established theoretical model. We hope that it will encourage more research and theorising in the direction of differentiated teacher effectiveness and further empirical testing of the model we have explored here. Acknowledgements We are grateful to colleagues at the Universities of Warwick and Cyprus for discussing aspects of this book in draft. We are grateful to the University of Warwick for study leave granted to two of us Campbell and Robinson to work on ideas in this book. We are grateful to the Ministry of Education in Nicosia, Cyprus for permission to conduct the study that forms Part IV of this book, and to the teachers and pupils who participated in it. Part I The background to teacher effectiveness research 1 Differentiated teacher effectiveness: We draw the ideas from key research studies, but there is no attempt to provide a comprehensive review of the literature, because the field has been systematically reviewed by others see for example Creemers , , Mortimore , Reynolds et al. The research studies we particularly draw upon are: The three terms, school effectiveness, teacher effectiveness and educational effectiveness, are used inconsistently in the literature, but are interrelated. Educational effectiveness can refer also to the functioning of the system as a whole, but we are not treating this aspect substantively. There is an issue of definition. Thus we propose a definition of teacher effectiveness as follows: Four matters flow from this definition. The contexts and conditions in which students are enabled to learn can differ; students differ; the extent to which objectives for learning are achieved can differ; and the values underlying learning and effectiveness can differ. For these reasons we are working towards a concept of effectiveness which is differentiated. Differentiated teacher effectiveness 3 By this we mean a concept of teacher effectiveness that moves beyond the generic to incorporate the idea that teachers can be effective with some students more than others, with some subjects more than others, in some contexts more than others, with some aspects of their professional work more than others. The task of research is to build concepts and methodologies that recognise this differentiation. We argue that a next stage for research development is a model of differentiated teacher effectiveness. The background to educational effectiveness research The conventional starting points for research into school effectiveness are the studies in the United States of America by Coleman et al. These studies were essentially sociological in perspective, attempting to unravel the uncertain relationships between society defined in concepts of the economy, linguistic and cultural capital, the moral order, or social class relations and the performance of its schools. The general position portrayed in these studies was that, compared to social influences such as the family, media, poverty, or peer group culture, schools were relatively ineffective. In the USA, Coleman and his colleagues According to Katz Despite substantial financing and a captive audience, the schools have not been able to attain the goals set for them,

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with remarkably little change, for the last century and a quarter. For example, with a national sample studied longitudinally, Douglas had shown that class-related differences in attainment at age eight had increased by age eleven. In the United States, socio-economic status SES was increasingly, though problematically, conflated with race. The harshest judgement came from Katz, who argued that for poor, especially black or brown, children, education continued to control rather than to educate. Educational improvement was an illusion. This judgement anticipated later work in the UK in which it was shown that improving the effectiveness of schools Assessing teacher effectiveness 4 generally would not lead to reductions in social class differences in attainment and might even increase group differences see Mortimore Despite the significance attached to these studies, they embodied five problematic assumptions, the investigation of which helped to set the school effectiveness research agenda. First, the fact that there was relatively little contribution at the level of the school to variance in pupil attainment was not the same as saying that there was none, so that the school-level contribution needed to be investigated rather than written off. Second, the use of measures of student cognitive gain as a proxy for effectiveness ignored other possible measures, for example the extent to which schools were effective in transmitting social, cultural and moral values. Third, the conclusion that schooling in general did not appear to reduce social class differences in achievement was interpreted as meaning that the school had no effect. However, it could be argued that without the intervention of schooling the differences in attainment between groups would have been even greater. The fourth point is, in retrospect, obvious. The unit of analysis was the school, rather than the classroom: Later work Creemers , Scheerens and Bosker showed that the greatest contribution to attainment from in-school factors was the classroom. According to Jencks Although revisionism through school effectiveness research has altered the social determinism in these studies, their strength was to remind us that there were limits to improved effectiveness, a point sometimes ignored in the contemporary zeal for increasing effectiveness. The search for evidence of educational effectiveness Not all educational researchers shared the pessimism, or social determinism, of the social theorists. Significance was attached by some to curriculum and teaching. In the USA, Katz advocated that schools should offer a renewed emphasis on basic literacy skills and abandon goals associated with moral socialisation, in order to empower poor children. Moreover, there was conceptual confusion in the American studies between education reform and educational effectiveness; the argument was that educational reform was difficult to achieve. But effectiveness might be demonstrated outside reform programmes. Secondly, the focus on overcoming social disadvantage diverted attention from an Differentiated teacher effectiveness 5 important but neglected question about the extent to which all schools, including those catering for socially advantaged intakes, were effective. In the USA, Brookover and his colleagues investigated the impact of three school-based variables: They reported that, in combination, the three school variables explained most of the variance between schools in measures of achievement, self-concept and self-reliance. They found the data on the association between school climate and student achievement particularly impressive in three subsamples of school high SES white, low SES white, and majority black schools Brookover et al. The relevant variables reflected value-orientations: There are five methodological and conceptual issues in the Brookover et al. The test result data were pre-existing, state-wide, data collected for other reasons, and did not necessarily reflect curriculum coverage. Secondly, the data on climate and structure were, with the exception of four case studies, perceptions of climate and structure held by students, teachers and principals, which raises issues of validity. Third, the significant association between climate and attainment may be in part explained by the inclusion of teacher expectations in the climate variables. Fourth, the test data were attainment data, not progress data. Fifth, the school effect looked strong when the three school variables were used in combination, but treated separately the largest contribution came from the input variable in the sample as a whole, though climate made the largest contribution in the majority black schools. In the UK, the seminal studies were by Rutter et al. In the Rutter et al. The outcome measures were attendance rates, behaviour in school, examination success, employment, and delinquency. The Mortimore et al. Although the main concentration was upon school-wide factors, such as leadership, participation, and

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consistency, influencing pupil attainment, the study reported findings referring to teaching effectiveness. These included the unexceptional idea that lessons should be structured and intellectually challenging, work-centred, have high levels of communication, and a limited subject focus. Important methodological implications for later studies were the fact that data were collected longitudinally on the same students as they progressed through school, so that causal explanations for progress could be essayed, and that classroom observation was involved so that direct evidence about teaching methods was available. Moreover, data on Assessing teacher effectiveness 6 outcomes was not restricted to test scores, but included practical tasks, speaking and writing activities, self-concept measures, and measures of attendance and behaviour. Models of teacher effectiveness In America, a different perspective was being developed, which had a much lower dependence on school context for explaining teacher effectiveness. A series of key studies, culminating in the publication of the Handbook of Research in Teaching for the American Educational Research Association Wittrock , attempted to identify the characteristics of effective teacher behaviour in the classroom. The underlying model, referred to as the process-product model, led to a range of other models of teacher effectiveness see Chapter 4. The findings of this set of studies were influential for two reasons. They were able to identify the classroom behaviour of teachers most likely to lead to good student attainment, and thus to propose a set of context-free principles of teacher effectiveness. Also, some researchers had created intervention programmes based on the research. They thus linked analysis of classroom practice with its improvement. Important though these studies were, there remained three principal problems: The American studies may have been re-inventing wheels, since they reflected a much earlier tradition. Robinson shows that similar models of effective teaching were being developed in England in the early decades of the last century, as educationists attempted to move teaching on to a more scientific basis, in tune with the emergent scientific rationalism of the time. Methodologies for identifying differentiated effectiveness From onwards the field has been dominated by technical developments in measuring effectiveness. Multi-level modelling has enabled researchers to tease out the interacting variables at the social, school, classroom and individual student levels. This has been particularly important for identifying the contribution to variance made by the classroom level, including the effect of teaching. Important developments occurred in the Netherlands Creemers , with the generation of a comprehensive model of educational effectiveness. This was able to predict that classroom variables would have the greatest effect of any school-based factors. It is early to evaluate these developments but see Thrupp , a, b, Differentiated teacher effectiveness 7 Slee et al. Borich , Harris , Watkins and Mortimore , Hopkins and Reynolds , Muijs and Reynolds , Teddlie and Stringfield have been able to identify the issue of differentiated effectiveness. This has included different subjects Askew et al. Towards a model of differentiated teacher effectiveness: The range of role activities expected of teachers in modernising education systems is extremely broad. These include social, pastoral, welfare dimensions and leadership of other adults, and other work outside classrooms, in addition to the formal instructional dimension. Second, there is the issue of differentiated effectiveness across different subjects in the curriculum, or across different components algebra as against number in mathematics. Third, teachers may be differentially effective in promoting the cognitive progress of different groups of students according to background variables. The principal ones are ability, age or developmental stage , sex, socio-economic status and ethnicity. Fifth, teachers may be differentially effective in response to the different cultural and organisational contexts in which they work, such as the school culture, department structure and school size. The nature and structure of the book The book is organised in four parts. Part I presents an overview of theory and research, examining the nature of teaching as work, historical antecedents and empirical research findings. After this introductory chapter, Chapter 2 examines the different roles that teachers occupy and proposes that these should be included in a differentiated model.

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3: Assessing Teacher Effectiveness: Developing a Differentiated Model - PDF Free Download

Building on and developing previous research on models of teacher effectiveness and current theories, the authors open up possible new debates which will be of interest to academics and researchers working in this area throughout the world.

Brain-based learning[edit] Differentiation is rooted and supported by literature and research about the brain. Evidence suggests that, by instructing through multiple learning pathways, more " dendritic pathways of access" are created. When more regions of the brain store data about a subject, there is more interconnection and cross-referencing of data from multiple storage areas in response to a single cue, meaning one has learned rather than memorized. This information is stored temporarily, and the brain decides what to do with the acquired data. The more of these stimuli that are activated, the more impact the data has on the brain. He argues that students would be better served if teachers could teach in a number of ways and learning could be assessed through a variety of means. Learning preferences extends these ideas by effectively instructing a larger number of students to encourage the development of the less preferred style. Pre-assessment[edit] An important part of differentiated instruction and assessment is determining what students already know so as not to cover material students have mastered, or use methods that would be ineffective for students. These are assessments for learning and include diagnostic or pre-assessments that the teacher uses to help guide instruction and benefit each learner. Pre-assessments should be conducted several weeks before the unit of study and should not be graded. Both of these types of pre-assessment are used to design student tasks, particularly when a student might require support, enrichment, or have different learning styles, intelligence, or interests. The goals of differentiated instruction are to develop engaging tasks that challenge and enhance learning for each student. Instructional activities are flexible and based and evaluated on content, process, product, and learning environment. Assessments should be used as a tool to create clear, and meaningful instruction that guides each student towards challenging but not frustrating activities. Ongoing assessment[edit] Assessment is the process of gathering information from a variety of sources such as assignments, teacher observations, class discussions, and tests and quizzes. This information can be gathered through diagnostic pre-assessments , formative , and summative assessments , as well as Individual Education Plans, Ontario Student Records, student interest surveys, and multiple intelligence or learning style inventories. Formative assessments are used during a unit to provide understanding about what the student is learning, and continually guide instructional decisions. All these ongoing assessments help the teacher know students and their needs so they can select effective teaching and learning strategies and interventions that maximize student achievement. Consistent program review and diagnosis of whole-class and individual student responses not only provides ongoing feedback to enhance teaching and learning for teachers but students and parents as well. Students must be assessed based on a standard rather than the level of assigned work. A student who struggles in a particular subject may be given an assignment geared toward their abilities to help them learn. They may do well at the adjusted work they are given. That does not mean they should be given the same grade for their work, as the child who does not get an adjustment assignment. Content[edit] The content of lessons may be differentiated based on what students already know. The most basic content of a lesson should cover the standards of learning set by the district or state. Some students in a class may be completely unfamiliar with the concepts in a lesson, some students may have partial mastery of the content - or display mistaken ideas about the content, and some students may show mastery of the content before the lesson begins. Students with partial mastery may be asked to complete tasks in the application, analysis and evaluation areas, and students who have high levels of mastery may be asked to complete tasks in evaluation and synthesis. When teachers differentiate content, they may adapt what they want students to learn or how students access the knowledge, understanding, and skills Anderson, In these instances, educators are not varying student objectives or lowering performance standards for students. They use different texts, novels, or

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short stories at a reading level appropriate for each individual student. Teachers can use flexible groups and have students assigned to like groups listening to audiobooks or accessing specific internet sources. Students could have a choice to work in pairs, groups, or individually, but all students are working towards the same standards and objectives. Understanding by Design[edit] Understanding by Design UbD is an educational strategy that may be used to inform content in a differentiated classroom. Combining these two educational theories may allow educators to simultaneously "craft powerful curriculum in a standards-dominated era and ensure academic success for the full spectrum of learners. This stage of differentiation allows students to learn based either on what method is easiest for them to gain knowledge, or what may challenge them most: Information may be presented in multiple ways by the teacher, and may be based on any available methods or materials. Many teachers use areas of Multiple Intelligences to provide learning opportunities. The grouping practices must be flexible, as groups change with regard to the need that must be addressed. Regardless of whether the differentiation of instruction is based upon student readiness, interests, or needs, the dynamic flow of grouping and regrouping is one of the foundations of differentiated instruction. It is important for a differentiated classroom to allow some students to work alone, if this is their best modality for a particular task. Nunley, Differentiating by process refers to how a student comes to understand and assimilate facts, concepts and skills Anderson, After teaching a lesson, a teacher might break students into small "ability" groups based on their readiness. Another model of differentiation, layered curriculum, offers student a choice of assignments but requires that they demonstrate learning to pass the assignment. This eliminates the need for pre-assessment and is useful for teachers with large class loads, such as in high school Nunley, Product[edit] The product is essentially what the student produces at the end of the lesson to demonstrate the mastery of the content: When an educator differentiates by product or performance, they are affording students various ways of demonstrating what they have learned from the lesson or unit Anderson, ; Nunley, It is done by using menu unit sheets, choice boards or open-ended lists of final product options. It is meant to allow students to show what they learned based on their learning preferences, interests and strengths. A classroom that utilizes differentiated instruction is a learner-responsive, teacher-facilitated classroom where all students have the opportunity to meet curriculum foundation objectives. Lessons may be on inquiry based , problem based and project based instruction. Learning environment[edit] Differentiating through the environment is important as it creates the conditions for optimal learning to take place. The physical environment should be a place that is flexible with varied types of furniture and arrangements, and areas for quiet individual work as well as areas for group work and collaboration. This supports a variety of ways to engage in flexible and dynamic learning. They should employ classroom management techniques that support a safe and supportive learning environment. Helping parents learn about differentiated instruction[edit] According to Carol Ann Tomlinson, [16] most parents are eager for their students to learn, grow, succeed and feel accepted in school. Sharing these goals is important. A differentiated classroom may "look different" from what parents expect. The teacher can help them develop a clear, positive understanding of differentiated instruction and how it benefits their children by letting parents know that: The goal of differentiated instruction is to make certain that everyone grows in all key skills and knowledge areas, encouraging student to move on from their starting points and to become more independent learners. When parents come to school and talk about their children, they share their perspectives with the teacher. The teacher views the student more broadly, specifically in relation to students of the same age and in light of developmental benchmarks. The combination of the wide-angle lens viewpoint of the teacher with the close up lens of the parents results in a fuller picture for everyone. Criticism[edit] Multiple sources in educational research have criticized differentiated instruction, and its basis in learning styles, as being unsubstantiated in any empirical fashion. These sources include Mike Schmoker of Education Week , who claims that after a lengthy email exchange with an architect of DI, she conceded "There [is] no solid research or school evidence" in support of DI. Moreover, several studies that used appropriate research designs found evidence that contradicted the learning-styles hypothesis

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4: Differentiated Learning - Educational Leadership

6 - *Developing a Model of Differentiated Teacher Effectiveness* 74 7 - *Evidence in Support of Differentiated Teacher Effectiveness*

5: Differentiated Supervision Professional Development :: OnHand Schools

Developing a Differentiated Model should certainly have a place on the shelf of a school or teacher effectiveness researcher. It might also be interesting for all those academics who are working on evaluation in research, school, teacher education, and policy fields.

6: Differentiated instruction - Wikipedia

Incl. bibl., abstract. The article reviews the research on teacher effectiveness and develops the case for a model of teacher effectiveness in which differential effectiveness is incorporated.

7: - Assessing Teacher Effectiveness Developing a Differentiated Model by Jim Campbell

The background to teacher effectiveness research --Differentiated teacher effectiveness: framing the concept --The range of teachers' work --Historical models of teacher effectiveness --Review of current research in educational effectiveness --Towards a differentiated model --A critique of teacher effectiveness research --Developing a model of.

8: "A Grounded Theory Study on the Role of Differentiated Instruction in E" by Brian Jones

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment to Formal Observation. In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests.

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