

ZMATH 2013d.00236

Gavin, M. Katherine; Moylan, Karen G.

7 steps to high-end learning.

Teach. Child. Math. 19, No. 3, 184-192 (2012).

From the text: All good teachers recognize their students' varying learning needs and strive to meet them. So differentiation is certainly not a revolutionary idea. In fact, *C. A. Tomlinson* and *C. Cunningham Eidson* describe differentiated instruction as "really just common sense" [Differentiation in practice: a resource guide for differentiating curriculum. Grades K-5. Alexandria, VA: Association for Supervision and Curriculum Development (2003), p. 1]. In practice, however, offering such opportunities for students is challenging. In this article, the authors share seven steps to help teachers present high-end, differentiated instruction to their students: (1) select an appropriate task; (2) increase expectations for all students; (3) facilitate class discussions about the concepts; (4) encourage all students to communicate their thinking in writing; (5) offer additional support; (6) provide extended challenges; and (7) use formative assessment to inform instruction. The authors have found from their classroom experiences that following the seven steps above has made differentiation not only manageable but also a way for all students to access high-level mathematics, have rich discussions, and develop a much deeper understanding of mathematics.

Classification: D40 C70 D60

Keywords: student needs; individualized instruction; formative evaluation; teaching methods; teacher expectations of students; discussion; writing assignments

<http://www.nctm.org/publications/article.aspx?id=34557>