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Instructional Methods for Differentiation and Deeper Learning

By James H. Stronge and Xianxuan Xu

Study Guide

This study guide is a companion to the book *Instructional Methods for Differentiation and Deeper Learning* by James H. Stronge and Xianxuan Xu. *Instructional Methods for Differentiation and Deeper Learning* provides educators with tools for effective instruction and methods that improve students' engagement and learning.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create an engaging culture in your school or district.

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Chapter 1

Delivering Differentiated Remedial Instruction

1. What does *differentiated remedial instruction* refer to?
2. What attributes do Paul McDermott and Marley Watkins say can help with remediation for struggling students if they are integrated into instruction?
3. According to Robert Slavin and Nancy Madden’s research, into what two major categories can effective supplementary or remedial instructional methods usually be sorted?
4. Briefly describe what Stronge and colleagues suggest educators do to efficiently carry out instruction for at-risk students.
5. How are students to whom teachers assign low expectations taught and given feedback with less-effective strategies than are used with high-expectation students?

Chapter 2

Delivering Differentiated Instruction for Gifted Students

1. How does the U.S. Department of Education define *gifted students*?
2. What actions did Ben Graffam see exemplary teachers of gifted learners taking in their classrooms with their students?
3. What five principles should teachers consider as they try to match learning opportunities with learning needs?
4. To differentiate instruction for gifted learners, what does Joyce VanTassel-Baska recommend educators do?
5. What are the five domains in which Susan Johnsen and Gail Ryser categorize effective practices for teaching gifted students in regular classrooms?

Chapter 3

Delivering Differentiated Instruction for Culturally and Linguistically

Diverse Students

1. How has immigration to the United States and the diversity of students in the United States evolved since the 1970s?
2. Outline the theoretical framework that Francisco Hidalgo, Rudolfo Chávez-Chávez, and Jean Ramage created to help teachers picture a culturally responsive teacher.
3. What attributes do classrooms that help minority students gain academic success have, according to research from Megan Bang, Douglas Medin, and Eugene Garcia?
4. To modify instruction or develop an instructional program for culturally and linguistically diverse students, what two prerequisites must teachers consider?
5. Briefly describe each of the research-based components in the practical guide to differentiating instruction for culturally and linguistically diverse students.

Chapter 4

Questioning

1. Write a closed-ended question and an open-ended question that would be applicable to your classroom's subject matter.
2. What do Jackie Walsh and Beth Sattes classify as the four characteristics of quality questions?
3. In your own words, list the strategies that Shy-Jen Guo, Chung-Hsien Tsai, Francis Mou-Te Chang, and Hsu-I Huang devised to guide teachers in acquiring good questioning practices.
4. What three teacher questioning behaviors have proven particularly helpful in increasing student learning?

Chapter 5

Metacognition

1. In your own words, define *metacognition*.
2. What do the specific aspects of metacognitive skill development include?
3. Briefly describe the sequence of actions that researchers designed to address metacognitive questions, which can be used across subject areas.
4. What features might a learning environment that supports metacognitive skill development include?

Chapter 6

Creativity

1. What is the distinction between teaching creatively and teaching for creativity?
2. According to an experimental study, what four aspects of student creativity could blended teaching in science help to increase?
3. How are divergent thinking and convergent thinking different from each other?
4. What adjectives would you instinctively use to describe “creative students”? How do these characteristics differ from the real qualities of creative learners?
5. What does creativity with a big *C* refer to, and what does creativity with a little *c* refer to? Which one are teachers better suited to improving?

Chapter 7

Critical Thinking

1. In your own words, define *critical thinking*.
2. What do Donald Orlich, Robert Harder, Richard Callahan, and Harry Gibson identify as the attitudes that effective thinking requires?
3. According to Lisa Tsui's studies, what is students' growth in critical thinking positively related to, and what one factor is negatively related to critical thinking?
4. What are the four stages of the apprenticeship process?
5. Briefly describe the taxonomy of critical-thinking skills proposed by Diane Halpern.

Chapter 8

Complex Thinking

1. What does *complex thinking* refer to?
2. According to flow theory, what is *flow*? How can the state of flow be reached among students?
3. How do the qualities of students who seek challenges differ from the qualities of students who avoid challenges?
4. What six dimensions of complex thinking are needed in classroom instruction, according to a study supported by the William and Flora Hewlett Foundation?
5. Why is it imperative to increase the rigor of teaching?

Chapter 9

Active Learning

1. In your own words, what does *active learning* mean, and what does it stimulate?
2. Why is it difficult for teachers to give helpful feedback during active learning?
3. According to Andrea Revell and Emma Wainwright, what three factors can considerably improve class attendance rates?
4. What are some tactics that teachers may use to make lectures more engaging learning experiences for their students?
5. How can Twitter, YouTube, wikis, and blogs be useful social media tools for classroom purposes?

Chapter 10

Problem-Based Learning

1. List the six core characteristics of problem-based learning.
2. According to researchers, what characteristics does an ideal problem need to have?
3. How is the teacher's role in problem-based learning different from teachers' role in more traditional teaching approaches?
4. What does acquisition-based learning assume about knowledge, and on what conception of the nature of knowledge is participation-based learning centered?