

Instrument to Assess Teachers' Practice of Differentiated Instruction (IATPDI)

Dear sir/madam,

The purpose of this survey is to investigate the knowledge teachers possess in implementing differentiated instruction in their classroom. In a nut shell, differentiated instruction is a philosophy for effective teaching that involves providing different students (i.e., students who differ in readiness levels, interests, and learning profiles) with multiple approaches to what they learn (content), how they learn (process), and how they demonstrate what they have learned (product).

Participants in this study are on voluntary basis. In choosing to complete the following survey you are agreeing to participate in the following study. Return of the survey to the researcher acts as the participant's consent for their responses to be compiled with other. The survey will take approximately 10-15 minutes to complete. The survey does not aim to evaluate the performance of the participants or collect any information at the individual level. It will be impossible to identify individual informants in the presentations of the study findings. Therefore, the confidentiality is assured.

Section A: Demographic Information

This section is about you, school level, teaching load, teaching subjects, qualification, and teaching experience. In responding to the questions, please tick the appropriate box.

1. Gender:

- i. Male ☐ ii. Female ☐

2. School level:

- i. Primary School ☐ ii. Middle School ☐ iii. High School ☐

3. Teaching Experience:

- i. Below 5 years ☐ ii. 6-10 years ☐ iii. 11-15 years ☐ iv. 16 years and above ☐

4. Current teaching class:

- i. Class PP- VI ☐ ii. Class VII –VIII ☐ iii. Class IX - XII ☐

5. Current teaching subject:

- i. English ☐ ii. Mathematics ☐ iii. Science ☐ iv. Geography ☐ v. History ☐
vi. Economics ☐ vii. Accountancy ☐ viii. Commerce ☐
x. Others (Please specify)

6. Current teaching load in a week:

- i. Below 14 periods ☐ ii. 15 - 20 periods ☐ iii. 21 - 25 periods ☐ iv. Above 25 periods ☐

7. Qualifications:

- i. B.Ed in Primary Education ☐ ii. B.Ed in Secondary Education ☐
iii. Postgraduate Diploma in Education ☐ iv. Master's degree ☐
v. Others (Please specify):

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Section C is Adapted from Adlam, E. (2007). Differentiated instruction in the elementary school: Investigating the knowledge elementary teachers possess when implementing differentiated instruction in their classrooms. (Master's Thesis).

Section B: Implementation of Differentiated Instruction

Instruction: Please circle the appropriate option against each statement given below using this scale:

(1) Never

(2) Seldom (infrequently/rarely)

(3) Sometimes (*on certain occasions/in certain circumstances*)

(4) Often (frequently/many times)

I. Assessment (*refers to the element that drives instruction in the differentiated classroom*).

| | Items | Response | | | |
|---|--|----------|---|---|---|
| 1 | Before beginning a unit, I assess student's readiness level (<i>student's prior knowledge, understanding, and skill related to a particular sequence of learning which vary from lesson to lesson, skill to skill, and concept to concept</i>) and plan instruction/activity accordingly. | 1 | 2 | 3 | 4 |
| 2 | To assess each student's readiness level, I pre-test them, question them about their background knowledge, use KWL charts (<i>charts that ask students to identify what they already know, what they want to know, and what they have learned about a topic</i>), concept inventories (<i>multiple choice or short answer tests</i>), concept map activities, etc. | 1 | 2 | 3 | 4 |
| 3 | Before beginning a lesson or activity, I assess student's interest (<i>child's affinity, curiosity, or passion for a particular topic or skill</i>) and deliver instruction accordingly. | 1 | 2 | 3 | 4 |
| 4 | To identify student's areas of interest, I conduct student-teacher conferences, use personally developed interest inventories or interest inventories that are available in educational resources and online. | 1 | 2 | 3 | 4 |
| 5 | Before beginning a lesson, I assess student's learning profiles (<i>student's preferred method of learning, which is influenced by learning style, intelligence preferences, gender, or culture</i>) and plan instruction/activity accordingly. | 1 | 2 | 3 | 4 |
| 6 | To assess student's learning style preferences, I use learning style inventories like <i>Kolb's Learning Style Inventory, Fleming's VARK Learning Style Questionnaire, Jackson's Learning Styles Profiler, multiple intelligences test (based on Howard Gardner's multiple intelligences model)</i> , and many others which are readily available in educational resources and online. | 1 | 2 | 3 | 4 |
| 7 | I assess students often (i.e., their readiness level and interest) so that instruction may be modified to keep students challenged just beyond their level of comfort. | 1 | 2 | 3 | 4 |
| 8 | I administer summative assessment at the end of unit of study to determine students' knowledge acquisition and measure the effectiveness of differentiated instruction. | 1 | 2 | 3 | 4 |

II. Content (refers to what students need to learn: the major concepts, principles, and skills that are taught)

| | Items | Response | | | |
|----|---|----------|---|---|---|
| 9 | I tier content based on students' abilities (<i>When teachers tier content, all students complete the same type of activity, but the content varies in difficulty</i>). | 1 | 2 | 3 | 4 |
| 10 | I use variety of materials related to the content (e.g., <i>internet resources, magazines, newspapers, audio books, videos, etc.</i>) in addition to the standard grade-level textbooks, to let students access the information in the way that works for them. | 1 | 2 | 3 | 4 |
| 11 | I present concept through both part-to-whole (<i>starting with the smallest part of something and building up to teaching a more complex system</i>) and whole-to-part approaches to convey key concepts to varied students. | 1 | 2 | 3 | 4 |
| 12 | I provide digests of key ideas, highlighted print materials, or text materials at varied reading levels of complexity as a means to help them develop understanding and knowledge of the topic or concept. | 1 | 2 | 3 | 4 |
| 13 | I present ideas through auditory, visual, and kinaesthetic means (e.g., <i>supplement oral presentations with visual demonstrations, computer simulations/programs, and videos; use graphic organizers, diagrams, and charts, etc.</i>). | 1 | 2 | 3 | 4 |
| 14 | I use several instructional formats (e.g., <i>whole class, small groups, pairs, one-on-one teacher directed group</i>) to teach content. | 1 | 2 | 3 | 4 |
| 15 | I meet with small groups to re-teach an idea or skill for struggling students, or to extend the thinking or skills of advanced students. | 1 | 2 | 3 | 4 |
| 16 | I reteach students who need another demonstration, or exempt students who already demonstrate mastery from sitting through a re-teaching session. | 1 | 2 | 3 | 4 |
| 17 | I use manipulatives and models (<i>tangible objects that can help students better understand abstract concepts</i>) with some, but not all, students to assist them understand a new idea. | 1 | 2 | 3 | 4 |
| 18 | To differentiate instruction for advanced students who have already mastered certain concept or skills, I practice curriculum compacting (<i>a process that involves pre-assessing students before a unit of study and then eliminating content in areas of mastery</i>). | 1 | 2 | 3 | 4 |

III. Process (refers to ways in which content is taught and the activities that help students make sense of or master the facts, concepts, or skills being taught).

| | Items | Response | | | |
|----|---|----------|---|---|---|
| 19 | I present content through various media and formats (<i>visual, auditory, reading/writing, or kinesthetic means</i>) to help students understand and assimilate facts, concepts, or skills being taught. | 1 | 2 | 3 | 4 |
| 20 | As appropriate, I vary the format of lessons through a unit to maintain student engagement and interest (e.g., <i>use simulation activities, cooperative learning, inquiry-based learning, class debates, interactive lecture-discussions, work in pairs, etc.</i>). | 1 | 2 | 3 | 4 |
| 21 | I use several instructional groups (e.g., <i>whole class, small groups, pairs, one-on-one teacher directed group, groups of similar readiness level, interest, learning profile, and/or achievement level</i>). | 1 | 2 | 3 | 4 |

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| | | | | | |
|----|--|---|---|---|---|
| 22 | I use a variety of instructional strategies (<i>e.g., lectures, demonstrations, manipulatives, role plays, simulations, readings, jigsaws, cubing, think-pair-shares, tiered activities, centers, stations, peer-to-peer tutoring approaches, etc.</i>). | 1 | 2 | 3 | 4 |
| 23 | In re-teaching, I use different instructional methods from the one I used to teach the concept or skill the first time. | 1 | 2 | 3 | 4 |
| 24 | Whenever possible, I vary tasks for my students from simple to complex based on their abilities (<i>e.g., break assignments/activities into smaller parts with structured directions at varied levels of specificity</i>). | 1 | 2 | 3 | 4 |
| 25 | I use tiered activities through which all students work with the same important content, but proceed with different levels of support, challenge, or complexity. | 1 | 2 | 3 | 4 |
| 26 | As appropriate, I vary the length of time a student may take to complete a task in order to provide additional support for a struggling student or to encourage an advanced student to pursue a topic in greater depth. | 1 | 2 | 3 | 4 |
| 27 | As appropriate, I use models and manipulatives with some, but not all, students to assist them understand a new idea. | 1 | 2 | 3 | 4 |
| 28 | I provide various levels of scaffolding (<i>variety of temporary instructional supports</i>) to help students move successfully from one instructional level to the next, or help students gain higher levels of understanding and skill. | 1 | 2 | 3 | 4 |

IV. Product (*refers to culminating assignments that allow student/s to demonstrate mastery of the content*)

| | Items | Response | | | |
|----|--|----------|---|---|---|
| 29 | As appropriate, besides giving choice in how they demonstrate their mastery of the learning objectives, I also give students a menu of product options (<i>e.g., making model, scrapbook, comic strip, poster, video; writing essay, letter, portfolio, poem, short story, play, song, journal, report; or conduct debate, oral/PowerPoint presentation, etc.</i>) which allow them to demonstrate mastery of their learning in a way they prefer. | 1 | 2 | 3 | 4 |
| 30 | As appropriate, I offer differentiated assignments/projects (i.e., at varying degrees of difficulty based on pre-assessments) to demonstrate mastery of the same learning objectives. | 1 | 2 | 3 | 4 |
| 31 | As appropriate, I encourage students to create their own product assignments that meet required expectations, besides menu of product options, to express what they have learned. | 1 | 2 | 3 | 4 |
| 32 | As appropriate, I allow students to work alone, in pairs, or in small groups to complete their final product to demonstrate mastery of their learning. | 1 | 2 | 3 | 4 |
| 33 | I use rubrics that match and extend students' varied skill levels (<i>Rubrics is a tool that clearly state the purpose and goal of the project, steps for completing the project, and expectations of the final product, and how the final product will be assessed</i>). | 1 | 2 | 3 | 4 |
| 34 | I use a wide variety of assessments to evaluate students' products on essential skills that are provided at different levels of complexity, abstractness, and open-endedness | 1 | 2 | 3 | 4 |
| 35 | My final product assignment work demands critical and creative thinking. | 1 | 2 | 3 | 4 |

Section C

V. Instructional and Management Strategies for Differentiation

36. Are you familiar with the following instructional and management strategies?

| Instructional and Management Strategies | Yes | No |
|--|--------------------------|--------------------------|
| 1. Learning Contracts (written agreements between student and teacher where some freedoms are put in place for acquiring skills and understandings that a teacher deems important at a given time). | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tiered Lesson/Activity/Product (the learning objectives are same, but the process, and/or product are provided at different levels of support, complexity, and challenges based on students readiness level, interest, and learning profile). | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Independent Study (an individualized learning experience that allows students to investigate topics of interest to them. The study culminates by a product that is shared with the class). | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Curriculum Compacting (a process that involves pre-assessing students before a unit of study and then eliminating content in areas of mastery). | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Interest Centers (areas in classroom or lab set up with learning activities based on students interest). | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Interest Groups (learning group composed of those interested in a specific area of learning). | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Learning Centers/Stations (defined area of the classroom organized around a topic, theme, or activity in which students learn, practice, or build on a particular concept or skill towards the same learning objectives). | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Anchor Activities (are enrichment activities that are given to early finishers of class work and students in need of extra practice, or when teachers are working with other students). | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Flexible Grouping (grouping of students for instruction or completion of task or assignment; groups change regularly to reinforce inclusive practices). | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Jigsaw (a cooperative learning strategy where students meet in expert groups to learn content and return to their home group to share it). | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Literature Circles (flexible grouping of students who engage in different studies of a piece of literature). | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Think-Pair-Share (students are asked to think individually about a posed topic or question for a specific amount of time. Each student then pair with a partner to share their answers). | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Adjusting Questions (varying the types of questions posed to learners in discussions and on tests, based on students readiness, interests, and learning preferences). | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Cubing (instructional strategy that asks students to look at a concept from a variety of different perspectives). | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Varied Instructional materials (using variety of materials in the classroom to reflect student readiness levels, interests, or learning profiles). | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Choice Boards/Learning menus (is simply a menu of choice from which students can select one of several work assignments that are printed on cards). | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Pre-Assessment Data to differentiate Learning Experiences (data of assessment done either formally or informally before beginning a lesson, activity or unit). | <input type="checkbox"/> | <input type="checkbox"/> |

37. How many times per week do you use the following strategies in your classroom?

0 = Never

1 = Once a week

2 = Twice a week

3 = Three or more times a week

| SL.NO | STRATEGY | 0 | 1 | 2 | 3 |
|-------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Learning Contracts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Tiered Lesson/Activity/Product | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Independent Study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Curriculum Compacting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Interest Centers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Interest Group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Learning Centers/Stations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Anchor Activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Flexible Grouping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Jigsaw | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Literature Circle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Think-Pair-Share | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Adjusting Questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Cubing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Varied Instructional Materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Choice Boards/Learning Menus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Pre-Assessment Data to differentiate Learning Experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

VI. Section D: Factors that help/hinder the Practice of Differentiated Instruction

38. Do you think these factors help you when you implement Differentiated Instruction in your classroom?

| Factor | Yes | No | Factor | Yes | No |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| 1. Administrative support | <input type="checkbox"/> | <input type="checkbox"/> | 6. Class size | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Range of diversity in classroom | <input type="checkbox"/> | <input type="checkbox"/> | 7. Support of colleagues | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Availability of materials/resources | <input type="checkbox"/> | <input type="checkbox"/> | 8. Knowledge and Experience | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Amount of planning/executing time | <input type="checkbox"/> | <input type="checkbox"/> | 9. Staff/Professional Development | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Size of the syllabus | <input type="checkbox"/> | <input type="checkbox"/> | | | |

39. Do you think these factors hinder you when you implement Differentiated Instruction in your classroom?

| Factor | Yes | No | Factor | Yes | No |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| 1. Administrative support | <input type="checkbox"/> | <input type="checkbox"/> | 6. Class size | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Range of diversity in classroom | <input type="checkbox"/> | <input type="checkbox"/> | 7. Support of colleagues | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Availability of materials/resources | <input type="checkbox"/> | <input type="checkbox"/> | 8. Knowledge and Experience | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Amount of planning/executing time | <input type="checkbox"/> | <input type="checkbox"/> | 9. Staff/Professional Development | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Size of the syllabus | <input type="checkbox"/> | <input type="checkbox"/> | | | |

40. To enhance my knowledge and understanding about Differentiated Instruction, I will use these resources:

| Resources | Yes | No |
|---|--------------------------|--------------------------|
| 1. Staff/Professional Development | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Reading (Books & Journals) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Watch videos on the practice of differentiated instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Peers/Colleagues | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Websites | <input type="checkbox"/> | <input type="checkbox"/> |

41. Can you describe a specific instance or example from your teaching experience where you successfully implemented differentiated instruction? Please elaborate on the strategies you used, challenges you faced, and the outcomes for your students.

Thank you for taking the time to complete this questionnaire. I sincerely appreciate your time, effort, and honest responses.