The Impact of Differentiated Instruction on Student Accomplishment through Mathematics Stations

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ABSTRACT

The aim of this action research study is to determine how differentiated mathematics stations effect student learning. The research question that guided this study is as follows: How does the implementation of differentiated instruction using math stations impact individual student learning progression on the SLO posttest, unit pretest and post tests, and end of the year state assessment.

The research question is answered through an action research study where students completed mathematics stations designed to meet the individual need of students. Research theorists, instructional strategies, and policies effecting education support the focus of the study, differentiated instruction. Research focused on educational theorists provides background information on how students learn thus aiding in the development of materials used in the mathematics stations.

The methodology of this action research study focused differentiated instruction over the traditional whole group instructional method. Lessons and materials were designed and organized to provide instruction to fill gaps, to provide grade level instruction, and provide additional practice for students who had previously shown mastery of the skill. The teacher-researcher was involved in the daily instructional progress, allowing modifications to be made immediately when necessary.
The overall achievement of the students who participated in the action research study portrays a positive effect on student mastery of mathematic skills.