

**Beck-Hill, D. and Rosen, Y. (2012).**  
**Intertwining digital content and a one-to-one laptop environment in teaching and learning: lessons from the Time to Know Program. *Journal of Research on Technology in Education*, 44(3), 225 +.**  
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 56948033d6e813f7d0a77bcda34f3](http://go.galegroup.com/ps/i.do?id=GALE%7CA282426739&v=2.1&u=va0054_009&it=r&p=EAIM&sw=w&asid=a2756948033d6e813f7d0a77bcda34f3)

A study of the effects of a digital teaching and learning program in four Texas elementary schools reveal significantly more differentiation in the classrooms enrolled in the program than in equivalent comparison classrooms. Findings of 55 observation sessions indicate differentiation through the provision of more independent learning opportunities, increased intellectual challenge, less teacher modeling, increased teacher adjustments of lessons to students' needs and interests, and more teacher feedback. Teachers note that the program provides a differentiated curriculum which aids efforts in that direction.

**Shay, S. (2013). Conceptualizing curriculum differentiation in higher education: A sociology of knowledge point of view. *British Journal of Sociology of Education*, 34, 563-582.**

The authors argue that theories of differentiated knowledge have not adequately translated into a theory of

differentiated curriculum. Drawing on Basil Bernstein's work on knowledge differentiation and Karl Maton's Legitimation Code Theory, this article suggests a framework for conceptualizing differentiated higher education curricula with a particular interest in career-oriented curricula.

**Watts-Taffe, S., Laster, B., Broach, L., Marinak, B., McDonald Connor, C., & Walker-Dalhouse, D. (2012).**  
**Differentiated instruction: Making informed teacher decisions. *Reading Teacher*, 66(4), 303-314.**  
**doi:10.1002/TRTR.01126**

This article provides literacy vignettes based on classroom observations of two differentiated elementary classrooms. Taking readers from theory to practice, the authors describes several differentiation strategies at work during the literacy blocks in each classroom and analyzes the decision-making practices that may have contributed to successful teaching and learning experiences. Findings highlight the importance of teacher knowledge of students and strategies; teacher flexibility; and teacher responsiveness to changes in every learner, all of which hold implications for gifted learners due to the focus on the dynamic nature of student growth rather than merely on static curriculum.

**Additional Articles**

- Acosta-Tello, E., & Shepherd, C. (2014). Equal access for all learners: Differentiation simplified. *Journal of Research in Innovative Teaching*, 7, 51-57.
- Dixon, F. A., Yssel, N., McConnell, J. M., & Hardin, T. (2014). Differentiated instruction, professional development, and teacher efficacy. *Journal for the Education of the Gifted*, 37, 111-127.
- Faulk, V. & Faulk, N. (2013). One teacher's results using differentiated instruction teaching elementary Spanish. *Review of Higher Education & Self-Learning*, 6, 75-78.
- Firmender, J. M., Reis, S. M. & Sweeny, S. M. (2013). Reading comprehension and fluency levels ranges across diverse classrooms: The need for differentiated reading instruction and content. *Gifted Child Quarterly*, 57, 3-14.
- Gilson, C. M., Little, C. A., Reugg, A. N. & Bruce-Davis, M. (2014). An investigation of elementary teachers' use of follow-up questions for students at different reading levels. *Journal of Advanced Academics*, 25, 101-128.
- Kaplan, S. (2013). Special schools and differentiated curriculum. *Gifted Child Today*, 36(3), 201-204.
- Mills, M., Monk, S., Keddie, A., Renshaw, P., Christie, P., Geelan, D. & Gowlett, C. (2014). Differentiated learning: From policy to classroom. *Oxford Review of Education*, 40, 331-348.
- Roy, A., Guay, F. & Valois, P. (n.d). Teaching to address diverse learning needs: Development and validation of a Differentiated Instruction Scale. *International Journal of Inclusive Education*, 17, 1186-1204.
- Tobin, R., & Tippett, C. (2014). Possibilities and potential barriers: Learning to plan for differentiated instruction in elementary science. *International Journal of Science and Mathematics Education*, 12, 423-443.
- Whitworth, B., Maeng, J. & Bell, R. (2013). Differentiating inquiry. *Science Scope*, 37(2), 10-17.