



## Improving (student) teachers' differentiation practices by using the ADAPT instrument and manual: opportunities and obstacles

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Based on an extensive analysis of teacher knowledge and skills required for adapting teaching to students' needs, and especially the focus on cognitive aspects that play a role while providing differentiated instruction (Van Geel, et al., 2019; Keuning & Van Geel, 2021), the ADAPT-instrument was developed (Keuning et al., 2022). During the validation study of the ADAPT-instrument (Van Geel et al., 2022), next to findings with regard to high internal quality and reliability, raters "were very positive about the training and the ADAPT-instrument, not only for use as scoring instrument but also to reflect on their own practice and the interrelatedness of all phases and aspects of differentiated instruction." (Van Geel et al., 2022).

In the current study, we explore three opportunities to use the ADAPT-instrument and manual in teacher education and to support teacher learning: 1) a free online learning environment in which all indicators are explained, participants can practice with scoring separate indicators based on case descriptions, and participants can practice with scoring the full instrument based on video recordings of lessons and interviews with teachers. 2) use of ADAPT-instrument and manual in pre-service teacher training, for cognitive activation, self-assessment and as a mentoring conversation starter to improve student teachers' understanding of teachers' deliberate decision-making. 3) in-service professional development where researchers, quality care officers and teachers collaborate in implementing the use of the ADAPT-instrument and manual in their educational practice. Each of the aforementioned opportunities could improve (student) teachers' differentiation practices. However, there are obstacles to overcome. In this session, we will explore these opportunities and obstacles, and will identify ways to remove those obstacles.