



Differentiated Instruction in a Teacher Preparation Program: Study of Differentiated Instruction Practices in a Teacher Preparation Program Serving Native Americans in Montana

Darlene Bricker

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This mixed method study analyzes the use of differentiated instruction in a university teacher preparation program containing Native American students in a Montana university. The study investigated the understanding American Indian teacher candidates had about differentiating instruction and if or how they saw their instructors modeling this strategy. It analyzed if pre-service teachers had increased success in their own coursework as well as continuing a rippling effect carrying into the classrooms of these future teachers as they work with at risk students, in particular, those of American Indian descent.

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