TEACHERS’ CHALLENGES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH AT ONE OF WEST JAVA JUNIOR HIGH SCHOOL

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ABSTRACT

In the teaching and learning process, the appropriate method of teaching based on what students need has a good impact. DI as one of the instructional techniques allows students to learn in different ways based on their essential individual differences. Effectively implementing the DI approach in the classroom continues to be a challenge for many teachers. The objective of the study was to find out the challenges in implementing Differentiated Instruction in Teaching English at Junior High School. The subject in this study was an English teacher and the vice principal of the school, while the object was DI’s theory by Tomlinson. Qualitative phenomenology was the method and type of approach chosen in this study. This study used interviews, observation, and analysis of documentation as instruments for collecting data. The data analysis techniques used in this study were data collection, data reduction, data display, and conclusions. The result showed that the challenges in implementing DI faced by teachers and school. The challenges faced by the teacher were time and effort in preparing and designing the learning process and lack of support from another teacher. Then the challenges faced by the school were in terms of human resources and students’ readiness. This study is expected to contribute to the world of education related to the implementation of differentiated learning in the classroom, especially in teaching English.

KEYWORDS
differentiated instruction; teachers’ challenges; teaching English

INTRODUCTION

Indonesia is a large archipelagic country. Having diverse cultures and languages makes Indonesia have diverse student characters. They have different learning styles and emerge from different cultural backgrounds. They have varying degrees of mental and social maturity when they first enroll in school. Teachers get
various kinds of characters in one class. In mixed classes, teachers face various challenges with different abilities at each grade level (Tomlinson, 2001). Besides of the culture, their learning style is also different (Tomlinson, 2001). Students have the right to obtain a top-notch education, regardless of their diverse backgrounds. According to the legal foundations and human rights treaties, every child has the right to receive a high-quality education that is appropriate for his or her abilities and characteristics, free from discrimination based on gender, economic and social status, mental and physical abilities or other disparities (Aldossari, 2018; Salleh, Rauf, & Saat, 2022). Students from various backgrounds attempt to acquire different languages and behaviors. They may have trouble using the language and sit next to those who have superior learning skills.

As a global language, English is essential to learn (Nyoman, Nyoman & Hery, 2022; Ilyosovna, 2020; Oktaviani & Fauzan, 2017). It is used in every source and information nowadays including in communication. Billions of people from various nations interact with one another and use English as a universal language (Uddiniyah & Silfia, 2019). Students can gain access to more extensive sources of information by learning English because a large number of the most current scientific findings are described in English and because a large number of books are written in English (Tillayeva, 2020). The importance of learning English is proved by previous studies, with their study on the impact of language learning methods on language proficiency, attitudes, and academic success (Habok and Magyar, 2018). Another study explained the importance of English in the modern era and found that due to its widespread use and significance, the need to acquire English is thoroughly discussed (Rao, 2019).

In the teaching and learning process, the appropriate method of teaching based on what students acquire has a good impact. Teachers' suggested methods of instruction have a big impact on what students acquire (Sutarto et al., 2020). The success of the student in learning English is positively impacted by putting different instructional strategies into practice (Ismail, 2019; Kotob & Arnous, 2019; Sandra & Kurniawati, 2020). Students in an English language class originate from a variety of backgrounds and cultures, and they have a wide range of interests, needs, and developmental stages (de Graaf et al., 2019; Putri et al., 2020). The idea that students learn in a variety of methods is not new (Gorghiu et al., 2015; Magableh & Abdullah, 2020). The variety of students' characteristics requires the use of instructional methods that can accommodate the classroom's various mixed abilities (Moosa & Shareefa, 2019). However, a substantial number of educators use a one-size-fits-all approach to all students (Alsubaie, 2020). The diversity and differences of students in recent years have created a significant need for instructors to be more proactive in developing lessons that are tailored to student's demands and needs (Tomlinson, 2017; Variacion et al., 2021). The basic elements of DI for achieving effective learning and true integration in the learning environment are the harmony of instructional activities with the student's characteristics, interests, and attitudes (Jacobs et al., 2019; Petrina, 2007).

DI is one of the instructional techniques that allow students to learn in different ways based on their essential individual differences (Bondie et al., 2019; Tanjung & Ashadi, 2019). DI refers to addressing students' needs through their
interests, levels of readiness, and learning profiles through the adaptation of curricular elements in the areas of content, process, and product (Ismail, 2019; Kotob & Arnouss, 2019; Tomlinson, 2017). The process can be carried out by the teachers in their classes whenever they want, whether it is with one student, a small group, or the entire class. Additionally, students with various characteristics in the same class receive DI during the teaching and learning process (Endal et al., 2013; Sandra & Kurniawati, 2020). DI is an inclusive approach to learning and instruction based on the idea that teaching techniques must be differentiated and modified to meet the needs of different students (Aldossari, 2018). Additionally, DI is a methodical and adaptable approach that can be applied to a variety of instructional practices, including flexible and ability-based grouping activities, tiered lessons, anchored instruction, flipped learning, and authentic evaluation (Tomlinson, 2017; Kaur et al., 2019; Ramli & Nurahimah, 2020).

As stated by the Father of Indonesian Education, Ki Hadjar Dewantara, independence is the ultimate objective of education, and freedom to learn is a vision based on this statement, it is also an educational paradigm that all stakeholders must comprehend. According to Ki Hadjar Dewantara, freedom has a deeper significance than just the right to live freely. Law Number 20 of 2003 Concerning the National Education System states that all levels and kinds of curricula are created using the principle of diversification based on educational units, regional potential, and students. According to the article, curriculum diversification is intended so that the adjustment of educational programs in educational units with the potential conditions and characteristics in the regions can accommodate the various variations that exist, including students. The study stated that in learning the Independent Curriculum is designed with the principle of differentiated learning so that students can learn according to the stages of development of learning achievements and learning needs (Wahyuningsari, et al., 2022).

According to a recent study, it is important to dig deeper into barriers and teacher struggles to address the learning needs identified in the inclusive classroom and help students achieve their full potential (Smets, 2019). The DI raises students' success levels, strengthens their skills and talents, changes their learning and knowledge habits (Tobin & Tippett 2014; Deunk et al., 2018), and increases their sense of personal accountability (Smith & Throne, 2007). Differentiated teaching is a successful instructional strategy for managing classrooms with students of various ability levels (Magableh & Abdullah 2020). However, some studies have also raised concerns about the inadequacy of the implementation of differentiated teaching (Aftab, 2016; Naka, 2018; Ismajli & Imami-Morina, 2018).

Effectively implementing the DI approach in the classroom continues to be a challenge for many teachers (Cornelius et al., 2018). Additionally, previous DI studies showed that teachers encountered a variety of difficulties that prevented them from implementing DI successfully in the classroom, including a lack of resources, a lack of time, larger class sizes, a lack of support, a lack of knowledge, and a lack of training (Aldossari, 2018; Lavania & Nor, 2020; Shareefa et al., 2019). Although DI has many benefits, there are numerous challenges that instructors must overcome before they can use it in the classroom (Acosta-Tello & Shepherd, 2014; Corley, 2005; Schumm & Vaughn, 1991; Wan, 2017; Jager, 2017; Boston, 2017).
such as time management, classroom environment management, student reaction, and individual teaching beliefs (Mariyam Shareefa, 2019; Siam, 2016; Merawi, 2018).

The focus of this study is analyzing the challenges of implementing DI in teaching English at Junior High Schools in West Java Indonesia. This study uses the theory of Tomlinson (2001) regarding the implementation of DI. The subjects in this study are the English teacher and vice principal of this school. Then the object in this study is the DI used by the teacher during teaching English in the class. The researcher conducted the study on this school based on the requirement that the school implement DI in teaching especially in teaching English.

**RESEARCH METHOD**

This study employs a descriptive qualitative with a phenomenology approach. Descriptive qualitative aims to understand social processes while voicing the thoughts, feelings, and views of the participants (Marquerite, 2006). Phenomenological studies use participant descriptions to study human experiences. The philosophy of phenomenology offers researchers a theoretical framework for comprehending events at the level of subjective reality (Qutoshi, 2018). The phenomenon that is of concern to the researcher is the introduction of differentiated learning in schools under the independent curriculum in Indonesia. Although this is not a new method, it is something new for teachers to implement differentiated learning in the classroom. The study was conducted from April to June 2023 in grade 8 of a junior high school in West Java, Indonesia. The subject was an English teacher who teaches grade 8 students. This study explores teachers' understanding of DI, the implementation based on content, process, and product, and challenges faced in the classroom. Data collection was carried out using 3 instruments, namely interview, observation, and document analysis. An in-depth Interview was conducted to obtain broader data regarding understanding, implementation, and challenges faced in implementing DI. Observations were made to find out the implementation of DI in class and see the challenges that arise. Document analysis was carried out as physical evidence to support data from interviews and observations. In analyzing the data, the researcher used (Miles & Huberman, 1994) methods for evaluating data namely data collection, data reduction, data display, and conclusion.

**RESULT AND DISCUSSION**

**Teachers' Belief in the Concept of Differentiated Instruction**

Based on the result analysis related to the teacher's belief in the concept of Differentiated Instruction, the teacher obtained the knowledge from the "guru penggerak" program organized by the Indonesian government to provide independent learning for students. The finding that the researcher got regarding the teachers' belief in the concept of DI was that every child was born with different
characteristics based on talents, preferences, and interests. The second result found that the teacher facilitated all students' needs based on learning profiles which consisted of visual, auditory, and kinaesthetic. The finding regarding the teachers' belief in the concept of DI is presented in the table below:

**Table 1. The finding of Teachers' Beliefs in the Concept of Differentiated Instruction**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do Teachers' Beliefs in the Concept of Differentiated Instruction</td>
<td>a. Students have different characters based on talent, preference and interest</td>
</tr>
<tr>
<td></td>
<td>b. Students have different needs based on students’ learning profile (visual, auditory, kinaesthetic)</td>
</tr>
</tbody>
</table>

**Students' Different Characters Based on Talent, Preference and Interest**

Based on the result of the interview, the teacher's first belief in the concept of Differentiated Instruction was every child was born with a different character. He said that this belief came from the philosophy of the father of Indonesian education, Ki Hajar Dewantara, which the teacher obtained when participating in the "guru penggerak" program. The teacher's belief that every child had a different character was proved by the utterance:

[According to Ki Hajar Dewantara, students or children are born with different characteristics; one individual is not the same as another] (Mr. Fr, April 11, 2023)

The teacher also said in the interview that teachers were monotonous in teaching. He gave the same treatment to students in terms of material, methods, and tasks without knowing students' differences. He used the lecturing method in most of his teaching classes which means not all students can immediately comprehend the material. It was proven from this utterance:

[The teacher is monotonous ma'am in teaching, the method is lecturing, right, without any difference in any way, especially in learning.] (Mr. Fr, April 11, 2023)

The data above showed that the understanding of Differentiated Instruction departs from human nature which had different characters and was not the same as one another.

Based on the analysis the different characters meant by the teacher in Differentiated Instruction were in terms of talents, preferences, and interests. The teacher must know what talents students had, what their preferences were, and what they were interested in. The teacher explained that he collected the information at the beginning before implementing differentiation learning in class. This
information could be obtained by giving a questionnaire to parents at registration time, direct observation by interview, and asking for information from other students or teachers who has taught before. The different characters meant by the teacher in Differentiated Instruction in terms of talents, preferences, and interests were proved by the utterance:

The form can be through observation, the teacher's observation of the child that this child is different, for example from his talent, from his preferences, from his interests, so at the beginning, we have to be able to, ma'am. The information can be through the teacher's observation, we are taught, yes, it can also be through a questionnaire, for example, asking a peer, how is the child doing, then it can also be from the parents, we have to know the basics of the child to the parents.] (Mr. Fr, April 11, 2023)

The data above showed that the understanding of Differentiated Instruction departs from the student's different characters based on talent, preference, and interest.

**Students’ Different Needs Based on Students’ Learning Profile (Visual, Auditory, Kinaesthetic)**

Based on the result analysis, the teacher understood that each student had different needs. The teacher said that in Differentiated Instruction, the learning process must be based on students' needs and the teacher should facilitate all the needs. Teachers should know the needs of the students before conducting the learning process. The teacher's understanding that every child has different needs was proved by the utterance:

[part of Differentiated Instruction too, meeting the needs of the child.] (Mr. Fr, April 11, 2023)

The data showed that in implementing Differentiated Instruction, teacher designed the learning process based on students’ need.

Based on the result analysis, the student needs explained by the teacher was the need for students' learning profile based on the theory from Thomlinson (2001). Each student had a different learning profile depending on the student's talents and interests. The student learning profiles were auditory, visual, and kinesthetic. The teacher's understanding in line with every child has a different learning profile is proved by the utterance:

[Then there are also the needs of students according to what's the name, there are those who are precarious ma'am, if I'm not mistaken there are children who really like it in auditory or visual or
kinaesthetic, now I also apply it in, oh the learning style] (Mr. Fr, April 11, 2023)

Based on the result of data analysis related to teachers’ belief of Differentiated Instruction concept, the researcher found that:

1) The teacher knew that students had different characters based on talent, preference, and interest, and
2) The teacher knew that students had different needs based on students' learning profiles (visual, auditory, kinaesthetic).

The teacher's first belief was every child is born with different characteristics. The different characters meant by the teacher in Differentiated Instruction were in terms of talent, preference, and interest. This is in line with the theory from (Tomlinson, 2001) that adapting or diversifying instruction in the classroom for children with varying levels of readiness and interest is also more comfortable, engaging, and inviting. Tomlinson also explains that in managing a differentiated classroom, the basics are having a strong rationale for differentiating instruction based on student readiness, interest, and learning profile. The study that agrees with the theory comes from (Njagi, 2014) that every learner is diverse and has a unique learning style. Research from (Bantis, 2008; Rodriguez, 2012; Melesse, 2015) further confirms that although the diversity of students in today's classrooms is more than in the past, the facilities are not prepared to meet their demands. The same goes for student-based differentiation: readiness, interest, and learning profile (Good, 2006).

The second teacher's belief was every student had different needs based on the student's learning profile. The learning profiles were visual, auditory, and kinaesthetic. This is in line with the theory of Tomlinson (2001) that students come from differing cultures and have different learning styles. She also mentioned that different teachers build varied classrooms in different ways based on their personalities, the degree and subject matter they teach, and the learning profiles of their pupils. The previous study that supported the theory comes from (Nyoman et al., 2022) that by observing students' interests and learning profiles, the teacher differentiated material, method, and product. Another study, from (Ellington and Cardenas, 2007), suggests that a very practical approach may help classroom teachers in their quest for differentiated instruction, as they struggle daily to create learning experiences that cater to students' individual abilities, backgrounds, learning styles, and interests.

**Teachers’ Challenges in Implementing Differentiated Instruction**

Based on the result analysis related to the challenges in implementing differentiated instruction came from the teacher and the school. The challenges faced by the teacher are Time and effort in preparing and designing the learning process and Lack of support from fellow teachers. Therefore, the challenges faced
by the school are Human resources and Students' Readiness. The finding regarding teachers' challenges in implementing DI is presenting in the table below:

### Table 2. The finding of Teachers' Challenges in Implementing Differentiated Instruction

<table>
<thead>
<tr>
<th>Question</th>
<th>Challenges faced by teacher</th>
<th>Challenges faced by school</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the challenges in Implementing DI</td>
<td>a. Time and effort in preparing and designing the learning process.</td>
<td>a. Human resources</td>
</tr>
<tr>
<td></td>
<td>b. Lack of support from fellow teachers.</td>
<td>b. Students' Readiness</td>
</tr>
</tbody>
</table>

**Teachers’ Challenges**

Based on the result analysis, there were several challenges faced by the teacher in implementing differentiated instruction in teaching English such as time and effort in preparing and designing the learning process and Lack of support from fellow teachers.

1) Time and effort in preparing and designing the learning process.

Based on the result the teacher realised that getting out of the comfort zone of lecturing methods and switching to Differentiated Instruction was not an easy thing. Innovation and readiness need to be done to implement Differentiated Instruction, especially in the classroom. Based on the findings, the various challenges felt by the teacher when implementing Differentiated Instruction were time and effort in preparing and designing the learning process. In the preparatory stage, the teacher conducted an assessment first regarding the needs and learning styles of students. In the learning process, the teacher must adjust and design lesson plans so that they can meet the needs of students in class starting from media, models, and learning methods that were appropriate to the material to be delivered.

[So we need time to think, provide media, energy, that's a real challenge, ma'am.] (Mr. Fr, April 11, 2023)

The data showed that in implementing Differentiated Instruction the first challenge was time and energy to think and provide the media and methods that were suitable for students.

The teacher also added that the biggest challenge in implementing Differentiated Instruction was preparation. In preparation, many things must be done and require extra energy and a lot of time. Therefore, in the process, when implementing it in the classroom the teacher found it easier and there were not many challenges. The teacher felt that good preparation would make it easier in the teaching and learning process because it was to the needs of students in class. With various media and methods provided by the teacher, only provides support
for students who have various learning styles. For students who quickly absorb the teacher's lessons, it will not be too difficult to teach, therefore the teacher will focus on students who need more intense support.

Not all children have a critical nature and curiosity, providing diverse learning did not mean that the teacher differentiated his students, but rather facilitated the needs of his students by presenting learning material in a variety of media according to the needs of students. Based on what was obtained in the "guru penggerak" program, the teacher acted as an equalizer who could harmonize the music heard. Harmony did not mean all settings were the same, but it depended on the listener's needs.

[so maybe when I apply this learning they just enjoy it because they feel facilitated like that,] (Mr. Fr, April 11, 2023)

The data showed that the teacher did not encounter any challenges in the learning process because he prepared the lesson plan well to facilitate the student's needs. He also taught that the implementation of differentiated instruction made students enjoy the learning process without any discriminated feelings.

It was supported by the observation that the class ran well in every activity. It was also supported by the well-prepared documentation of the lesson plan which was designed by the teacher.

The result showed that the biggest challenge in implementing Differentiated Instruction was time and effort in preparing and designing the learning process and implementing it in the lesson plan. The teacher would not have any difficulty in the learning process because if he prepared the lesson plan well it made the learning process easier.

2) Lack of support from fellow teachers.

Based on the analysis result, the second challenge that was felt in implementing Differentiated Instruction was the lack of support from fellow teachers. As a new thing that still needed to be explored, the support of fellow teachers to exchange experiences in class was very important so the teacher felt better if more teachers implemented it. The teacher's unwillingness to innovate and ignorance about Differentiated Instruction were the reasons that not all teachers wanted to implement Differentiated Instruction. The teacher realized that there were still many teachers who did not know about Differentiated Instruction. Teachers were also aware that the education index in Indonesia was still low. The "guru penggerak" program was a capacity-building program provided by the government to improve the quality of teachers in the field of learning, especially Differentiated Instruction. Meanwhile, the teacher hoped that this program was welcome to get out of the comfort zone of teachers and improve the quality of teaching teachers.
[The most this is a challenge from colleagues, ma'am, maybe colleagues are still in their respective comfort zones.] (Mr. Fr, April 11, 2023)

The data showed that the second challenge in implementing differentiated instruction was the lack support of the fellow teachers. He taught that it would be a good thing if they could share knowledge.

Based on the result there were two big challenges faced by teachers in implementing differentiated instruction namely time and effort in preparing and designing the learning process and lack support of the fellow teachers.

School Challenges

Based on the result analysis, there were several challenges faced by the school in implementing differentiated instruction in teaching English such as human resources and students' Readiness.

1) Human resources

From the interview results regarding the challenges faced in implementing Differentiated Instruction, especially in terms of human resources increasing the capacity of teachers was the main thing that must be considered by schools. Providing an understanding related to the independent curriculum was the school's task for teachers so that the purpose of this curriculum was conveyed, namely how to liberate students and make students feel safe and comfortable when at school and participating in the learning process. Another challenge was the readiness of students to accept the learning process. Reciprocity between teachers and students in the classroom was very influential on the success of the learning process.

[There are very many hands, especially in terms of human resources] (Mr. YN, April 17, 2023)

The data showed that the main challenge in implementing differentiated instruction was the human resource. The school thought to carry out the training program for teachers to improve their capacity and improve the quality of teaching in the school.

2) Students' Readiness

Another challenge faced by the school was the readiness of students to accept the learning process. Reciprocity between teachers and students in the classroom was very influential on the success of the learning process.
The data showed that the challenge was not only from the teacher but also from the students' readiness. How teachers and students collaborate to have good feedback and it needed process.

From the interview result the school's hope for Differentiated Instruction was, of course, to produce the best, because this was related to students. Of course, it produces the best things for students. The progress of education depends on the stakeholders above; schools, as policymakers, must fully support the policies given for the good of their students.

[back again to the purpose of Ki Hajar Dewantara, namely that Ing kango ing telodo. The meaning is that every lesson we produce is the best.] (Mr. YN, April 17, 2023)

The data showed that in implementing Differentiated Instruction the school hoped the best for students.

Best on the result, the challenges faced in implementing Differentiated Instruction, especially in terms of human resources increasing the capacity of teachers was the main thing that must be considered by schools. Another challenge came from the students' readiness who accepts all the learning process. The school's hope for Differentiated Instruction was, of course, to produce the best, because this was related to students.

According to Tomlinson (2001), educators who are eager to enhance their teaching practice face numerous challenges, including but not limited to, sizable class sizes, excessive workloads, and inadequate training on differentiation. In this study, there were two big challenges faced by teachers in implementing differentiated instruction namely time and effort in preparing and designing the learning process and the lack support of the fellow teachers. Preparation and designing the learning process requires a lot of time and effort. It is supported by the study from (Ismail, 2019; Shareefa et al., 2019; Suwastini et al., 2021; Turkey et al., 2021; Mirawati et al., 2022; and Salleh et al., 2022) stating that preparation and designing the learning process requires a lot of time and effort.

According to a study by (Lange, 2009; Wan 2017; Shareefa et al., 2019), a big class size, fair assessment grading for all students, and a lack of preparation time have all been found to be major obstacles to the implementation of differentiated instruction. Moreover Zelalem et al. (2022) indicated that because there were so many students in all classes, the teacher needed additional time to prepare, assign, and assess the pupils. Four key factors—teacher preparation, teaching beliefs, school support, and team collaboration—were highlighted by (Wan, 2017) as having an impact on the implementation of DI in schools. Affholder (2003) asserts that time was considered a crucial component in the
application of DI, including time for lesson preparation and planning, time for teamwork, and enough student contact time for instruction and assessment. Melesse (2015) found that the least common elements were mundane activities, staff lack of teamwork, planning time, and a one-size-fits-all mindset. Several concerns included a lack of staff development opportunities, materials that were easily accessible and time constraints for designing and executing programs (Good, 2006).

The challenges faced by the school in implementing Differentiated Instruction, especially in terms of human resources and students' readiness. This is supported by the study from (Shareefa et al., 2019) that barriers to DI implementation were noted as a lack of resources, time, support, expertise, and class size.

**CONCLUSION**

Based on the result of the study, the researcher can conclude that the teacher's belief regarding the implementation of differentiated instruction is obtained from the pioneer teacher program designed by the Indonesian government. The teacher's first belief was every child is born with different characteristics. The different characters meant by the teacher in Differentiated Instruction were in terms of talent, preference, and interest. The second teacher's belief was every student had different needs based on the student's learning profile. The learning profiles were visual, auditory, and kinaesthetic. Based on the result there were two big challenges faced by teachers in implementing differentiated instruction namely time and effort in preparing and designing the learning process and lack support of the fellow teachers. Therefore, the challenge in implementing Differentiated Instruction especially in terms of human resources in increasing the capacity of teachers was the main thing that must be considered by schools. Another challenge came from the students' readiness who accept all the learning process. The school's hope for Differentiated Instruction was, of course, to produce the best, because this was related to students.

Based on the above conclusions, implementing differentiated instruction is not easy. Many challenges are faced by teachers, schools, and even students. Broad and deep understanding is needed to motivate and foster the confidence of teachers to start trying to implement it, especially in the teaching and learning process. The government and schools play a role in providing training related to the instructions, especially since these instructions become part of the national curriculum.

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