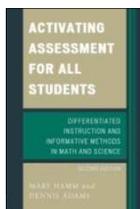


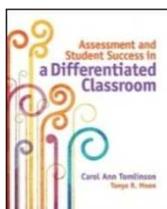
## Hot topics

# Differentiated Instruction



**Activating assessment for all students: differentiated instruction and informative methods in math and science** by Mary Hamm & Dennis Adams. 2<sup>nd</sup> ed. Lanham, Md: Rowman & Littlefield Education, 2013. 371.26 HAM

"This book builds on the expanding knowledge of what works in classrooms and suggests approaches that can open up individual and group possibilities for science and mathematics instruction. It intends to help you answer the following questions. What is differentiated instructional assessment? How can I amplify the results of DI by using formative assessments? How might quality assessment tools (like portfolios) benefit all students? How will I know that differentiated formative assessment works?" – Publisher website. Suitable for primary and secondary teachers.

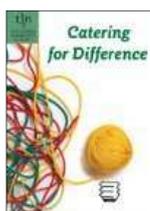


**Assessment and student success in a differentiated classroom** by Carol Ann Tomlinson & Tonya R Moon. Alexandria, Va: ASCD, 2013. 371.26 TOM

"After discussing differentiation in general, the authors focus on how differentiation applies to various forms of assessment. Readers learn how differentiation can: Capture student interest and increase motivation; Clarify teachers' understanding about what is most important to teach; Enhance students' and teachers' belief in student learning capacity; Help teachers understand their students' individual similarities and differences so they can reach more students, more effectively." – Publisher website. For all grades.

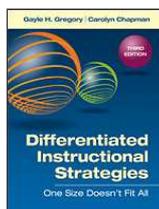
**Catering for difference** [Vol. 20, no. 1, Autumn 2013 issue of *TLN: teacher learning network* dedicated to differentiated instruction]. Abbotsford, Vic: TLN, 2013.

The articles cover differences in the following areas: curriculum, instructional strategies, resource selection, assessment, learning environment, and community relationship.



**Co-operative teaching in a multi-age classroom** by Cloe Milonopoulos & Mike Fordred. Moorabbin, Vic: Hawker Brownlow Education, 1997. 371.25 MIL

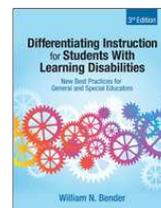
The authors, who jointly teach a Year 1-6 multi-age class comprising over 50 students, argue that multi-age classes give "students the opportunity to interact and act with others of different talents, abilities, skills, interests and ages [and] to use these differences to support and enhance their own learning." – p. 8.



**Differentiated instructional strategies: one size doesn't fit all** by Gayle H Gregory & Carolyn Chapman. 3rd ed. Thousand Oaks, Ca: Corwin, 2013. 371.25 GRE

Features include: "Its deep research base coupled with immediately useable examples. Its start-to-finish six-step process, beginning with establishing a classroom climate, then getting to know students. Its emphasis on formative assessment before, during, and after learning. Its numerous instructional strategies for using the data gathered. Its many models for planning effective differentiated lessons, supported by 70+ templates, tools, and questionnaires." – Back cover. For all grades.

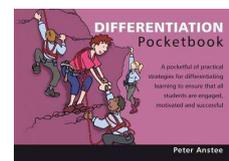
**Differentiating instruction for students with learning disabilities: new best practices for general and special educators** by William N Bender. 3rd ed. Thousand Oaks, Ca: Corwin, 2012. 371.25 BEN



This book "offers: specific strategies for differentiating instruction within an RTI [response to intervention] framework; ideas for using technology to instruct and assess students with learning disabilities; teaching tips and concrete examples of brain-friendly instruction; ... up-to-date techniques such as using Khan Academy, flipped classes and wikis to enhance learning in general and special education settings." – Back cover. For primary school grades.

**Differentiation pocketbook** by Peter Anstee. Alresford, UK: Teachers' Pocketbooks, 2011. 371.3 ANS

"Turning theory into practice and including 20 key types of differentiation, this Pocketbook is about planning and teaching creative, student-focused lessons where every learner is appropriately challenged and where engaged, stimulated and motivated students work in a state of 'flow'. In this kind of environment true differentiation serves not to label but to enable." – Publisher website. For all grades.



**Eight ways at once** by Helen McGrath & Toni Noble. 2nd ed. Port Melbourne, Vic: Pearson Australia, 2005. 370.15 MCG

"*Eight ways at once* is a series of two teacher reference books that update Gardner's multiple intelligences model and translate the new revised version of Bloom's taxonomy. Book 1 introduces and explains the revisions to both Gardner's and Bloom's models and outlines over 200 new classroom strategies. Book 2 applies the strategies from Book 1 to five units of work: Animals, Literature, Space and Flight, Health and Wellbeing, and Planet Earth." – Back cover. For teachers of years K-12.

**Resources available from the NSW Teachers Federation Library**

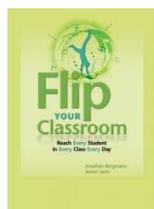
23-33 Mary St Surry Hills NSW 2010 Locked Bag 3010 Darlinghurst NSW 1300

Ph 02 9217 2113 Fax 02 9217 2481 E [library@nswtf.org.au](mailto:library@nswtf.org.au) Web [www.nswtf.org.au](http://www.nswtf.org.au) click on Services tab

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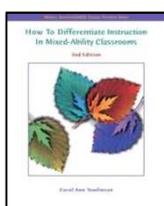
## Hot topics

# Differentiated Instruction



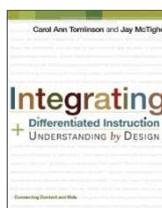
**Flip your classroom: reach every student in every class every day** by Jonathan Bergmann and Aaron Sams. Moorabbin, Vic: Hawker Brownlow Education, 2012. 371.3 BER

"It started with a simple observation: Students need their teachers present to answer questions or to provide help if they get stuck on an assignment; they don't need their teachers present to listen to a lecture or review content. From there, [the authors] began the flipped classroom: Students watched recorded lectures for homework and completed their assignments, labs, and tests in class with their teacher available. Bergmann and Sams found that their students demonstrated a deeper understanding of the material than ever before. Learn what a flipped classroom is and why it works, and get the information you need to flip your own classroom. You'll also learn the flipped mastery model, where students learn at their own pace. – Back cover.



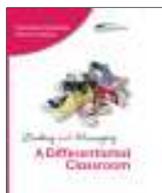
**How to differentiate instruction in mixed-ability classrooms** by Carol Ann Tomlinson. 2nd ed. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall, 2005. 371.25 TOM

"In this book, you will learn proven ideas for how to match instructional approaches to the readiness levels, interests and learning profiles of students using strategies such as learning centers, hands-on activities, contracts, and summative products." – Author website. For all grades.



**Integrating differentiated instruction and understanding by design: connecting content and kids** by Carol Ann Tomlinson and Jay McTighe. Boston; Sydney: Pearson Education, by arrangement with ASCD, 2006. 371.25 TOM

"In this book the two models [Differentiated Instruction and Instruction by Design] converge, providing readers fresh perspectives on two of the greatest contemporary challenges for educators: crafting powerful curriculum in a standards-dominated era and ensuring academic success for the full spectrum of learners." – Back cover.

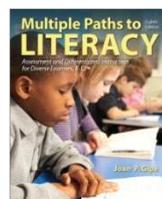


**Leading and managing a differentiated classroom** by Carol Ann Tomlinson and Marcia B. Imbeau. Moorabbin, Vic: Hawker Brownlow Education, 2011. 371.25 TOM

"The first half of the book focuses on what it means for a teacher to effectively *lead* a differentiated classroom. Readers will learn how to be more confident and effective leaders for and in student-focused and responsive classrooms. The second half of the book focuses on the mechanics of *managing* a differentiated classroom. A teacher who has the best intentions, a dynamic curriculum, and plans for differentiation cannot – and will not – move forward unless he or she is at ease with translating those ideas into classroom practice." – Back cover.

**The multi-age classroom** by Jodie L. McClay. Cheltenham, Vic: Hawker Brownlow Education, 1996. 371.25 MCC

"Though research, as a whole, does not yet reveal statistically valid academic differences between graded and nongraded environments, the research is clear in terms of attitudes and behaviour: Multi-age is best." – p11. Provides examples of how multi-age classrooms work at primary and intermediate levels.



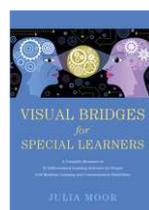
**Multiple paths to literacy: assessment and differentiated instruction for diverse learners, K-12** by Joan P. Gipe. 8<sup>th</sup> ed. Boston; Sydney: Pearson, 2014. 372.43 GIP

"In this highly regarded resource, pre- and in-service teachers see how to recognize students' literacy strengths and needs, identify students with special needs, and plan and differentiate instruction. With a goal of making literacy accessible to all students, and taking into account each learner's talents and multiple intelligences, the book helps teachers meet the literacy needs of the diverse learners in today's classrooms." – Back cover.

**Think big, start small: how to differentiate instruction in a brain-friendly classroom** by Gayle Gregory & Martha Kaufeldt. Bloomington, IN: Solution Tree Press, 2012. 370.15 GRE



"To successfully implement differentiation strategies, educators must design and orchestrate a brain-compatible environment ... Authors Gayle Gregory and Martha Kaufeldt: provide neuroscience research on learning, attention, memory, emotions, and stress; offer low-prep, high-yield strategies for assessing student knowledge, interests, and preferences; show how to create a brain-friendly environment that maximizes student learning; illustrate how simple changes in the presentation of information can engage students more quickly." – Back cover.



**Visual bridges for special learners: a complete resource of 32 differentiated learning activities for people with moderate learning and communication disabilities** by Julia Moor. London: Jessica Kingsley, 2013. 371.9 MOO

"The activities [for teenagers and young adults] have been specifically designed to develop learning skills, self-awareness and awareness of others, and explore representation, language and early literacy, and cooperation and teamwork. Each session is comprehensively described and includes worksheets, learning aims and suggestions for variation and extension activities for either group work or individual learning." – Back cover.

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Differentiated Instructionâ€¦ Meaningful, respectful tasks. Looking Inside the Classroom activityâ€¦ How do we structure differentiated learning tasks so that it is easy for teachers to use, and the tasks are linked to a valued outcome for the students and the students find the tasks interesting. Menu Strategy for Differentiating Assignments.Â Differentiation According to Sternbergâ€™s Intelligences. Assessment in a Differentiated Classroom. A Few Routes to READINESS. Reading Partners / Reading Buddies. For differentiation in earlier grades, please see the question How does the platform support differentiated foundational literacy instruction for PreK-2?Â How do you differentiate instruction to reach all students at their individual reading levels in English and Spanish? How do you ensure that students can reach grade-level goals and are exposed to grade-level text while still differentiating instruction for their individual reading levels? This question speaks to the second aspect of Achieve3000â€™s patent.

Teachers who use differentiated instruction tailor their teaching approach to match their students' learning styles. All the students have the same learning goal. But the teaching approach varies depending on how students prefer to learn. Instead of using a one-size-fits-all approach, a teacher uses a variety of methods to teach. This can include teaching students in small groups or in one-on-one sessions.