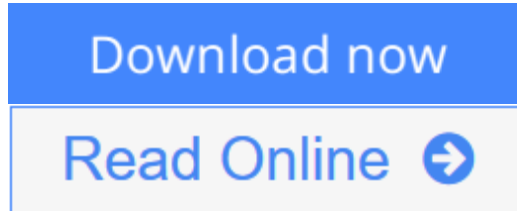# Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids

By Carol Ann Tomlinson, Jay McTighe

Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids By Carol Ann Tomlinson, Jay McTighe

Connecting content and kids in meaningful ways is what teachers strive to do every day. In tandem, UbD and DI help educators meet that goal by providing structures, tools, and guidance for developing curriculum and instruction that bring to students the best of what we know about effective teaching and learning.

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Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids By Carol Ann Tomlinson, Jay McTighe Bibliography

- Sales Rank: #21567 in Books
- Published on: 2006
- Original language: English
- Number of items: 1
- Dimensions: 9.04" h x .45" w x 7.12" l, .76 pounds
- Binding: Paperback
- 199 pages

Editorial Review

From the Inside Flap
Teachers struggle every day to bring quality instruction to their students. Beset by lists of content standards and accompanying "high-stakes" accountability tests, many educators sense that both teaching and learning have been redirected in ways that are potentially impoverishing for those who teach and those who learn. Educators need a model that acknowledges the centrality of standards but also ensures that students truly understand content and can apply it in meaningful ways. For many educators, Understanding by Design addresses that need.

Simultaneously, teachers find it increasingly difficult to ignore the diversity of the learners who populate their classrooms. Few teachers find their work effective or satisfying when they simply "serve up" a curriculum--even an elegant one--to students with no regard for their varied learning needs. For many educators, Differentiated Instruction offers a framework for addressing learner variance as a critical component of instructional planning.

In this book the two models 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. Each model strengthens the other. Understanding by Design is predominantly a curriculum design model that focuses on what we teach. Differentiated Instruction focuses on whom we teach, where we teach, and how we teach. Carol Ann Tomlinson and Jay McTighe show you how to use the principles of backward design and differentiation together to craft lesson plans that will teach essential knowledge and skills for the full spectrum of learners.

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About the Author

Carol Ann Tomlinson's career as an educator includes 21 years as a public school teacher, 12 years as a program administrator of special services for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia's Curry School of Education, where she is currently William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations, and Policy. Also at UVa., she is Co-Director of the University's Institutes on Academic Diversity. She was named Outstanding Professor at Curry School of Education in 2004 and received an All University Teaching Award in 2008. Special interests throughout her career have included curriculum and instruction for struggling and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom.

Carol is a reviewer for eight journals and is author of over 200 articles, book chapters, books, and other professional development materials. For ASCD, she has authored several books including *How to Differentiate Instruction in Mixed-ability Classrooms* and *The Differentiated Classroom: Responding to the Needs of all Learners*. Carol's books on differentiation have been translated into 12 languages. She works throughout the U. S. and abroad with teachers whose goal is to develop more responsive heterogeneous classrooms.

Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at the Maryland State Department of Education where he directed the development of the Instructional Framework, a multimedia database on teaching. Jay is well known for his work with thinking skills, having coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. In addition to his work at the state level, Jay has experience at the district level in Prince George's County, Maryland, as a classroom teacher, resource specialist, and program coordinator.

Jay is an accomplished author, having coauthored 10 books, including the best-selling *Understanding by Design* series with Grant Wiggins. He has written more than 30 articles and book chapters, and has published in leading journals, including *Educational Leadership* (ASCD) and *The Developer* (National Staff Development Council).

Jay received his undergraduate degree from the College of William and Mary, earned his master's degree

from the University of Maryland, and completed post-graduate studies at the Johns Hopkins University. He was selected to participate in the Educational Policy Fellowship Program through the Institute for Educational Leadership in Washington, D.C., and served as a member of the National Assessment Forum, a coalition of education and civil rights organizations advocating reforms in national, state, and local assessment policies and practices. Jay has an extensive background in professional development and is a regular speaker at national, state, and district level.

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