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by Donna Walker Tileston
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by Douglas Fisher, Nancy Frey, and Carol Rothenberg
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by David A. Sousa and Carol Ann Tomlinson

The authors examine the basic principles of differentiation in light of current research that offers information and insights that can help educators decide which curricular, instructional, and assessment choices are likely to be most effective. They suggest how to establish and manage differentiated classrooms without imposing additional heavy burdens on teachers who teach differently and smarter, not harder.

“This excellent, must-read resource fills in a necessary piece for supporting differentiated instruction using professional learning communities.”

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Differentiation Is an Expectation: A School Leader’s Guide to Building a Culture of Differentiation
by Kimberly Kappler Hewitt and Daniel K. Weckstein

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Motivating Students: 25 Strategies to Light the Fire of Engagement
by Carolyn Chapman and Nicole Vagie
This practical, hands-on guide that helps teachers get all students excited about learning offers a motivational framework of five core areas to light the fire of engagement in every classroom: build a classroom learning community; describe and plan learning; find adventure; promote choice and control; and ensure learning. The authors describe each strategy, identify tips and traps to be aware of during planning and implementation, and provide detailed, specific activities to put the strategy into practice.
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Strong vocabulary is a vital foundation for academic subject areas. Unfortunately, learning vocabulary is not always enjoyable or easy for students. The authors, however, have devised a way to make this important instruction something both students and teachers look forward to, using 13 games designed to build academic vocabulary. While these games are certainly fun, and teachers should capitalize on the energy and excitement they generate, they should also be seen as one part of a systematic approach to direct vocabulary instruction.
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second edition
by Eric Jensen
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This first book in the Classroom Strategies That Work series includes a summary of key research behind recommended classroom practices for designing and teaching effective learning and shows how to implement them through step-by-step hands-on strategies. Marzano translates theory into action, details the impact of well-designed and well-taught goals and objectives, and offers recommendations for classroom practice. Short quizzes help readers assess their understanding of the instructional best practices explained in each section. Good as a personal resource or a group study tool.
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by Elizabeth Breaux
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Raising the Bar and Closing the Gap: Whatever It Takes
by Richard DuFour, Rebecca DuFour, Robert Eaker, and Gayle Karhanek

The authors propose that a professional learning community should be able to say "yes" when asked the following two questions about students experiencing difficulty: Is the response intervention quick or directive? Are school-wide response systems in place? Throughout the book, the authors explore the role that administrators play in implementing frameworks and strategies to improve academic achievement in their learning communities.
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by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many

This resource helps you close the knowing-doing gap as you transform your school into a PLC. It helps educators develop a common vocabulary and consistent understanding of key PLC concepts and addresses seven critical questions encountered when shifting from a traditional school to a PLC, starting with why, what, how, and when. It also answers: Which questions are we attempting to answer? What criteria will be used to judge the quality of our work? What suggestions can you offer to increase the likelihood of our success?
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Building a Professional Learning Community at Work: A Guide to the First Year
by Parry Graham and William M. Ferriter

Addressing the real-world critical questions that arise when schools begin their work to become professional learning communities, this book looks at how administrators and teachers can turn the promise of a PLC into reality and how school leaders can transform theories of collaboration into highly effective nuts-and-bolts practices. Set in the context of one year in the life of a PLC, it chronicles the efforts of a building principal and his teachers to build a true PLC by focusing on the successes and challenges inherent in the process.
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