

Hawker Brownlow Education Information Sheet

Integrating Differentiated Instruction and Understanding by Design

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In this book, Carol Ann Tomlinson and Jay McTighe examine the essential underpinnings of Differentiated Instruction and Understanding by Design and demonstrate how the logic of each intersects with the other to promote classrooms that provide rich, durable, meaningful curriculum for the full range of learners that typify today's schools. The fusion is based on the belief that skilled instruction is an imperative in order to bring curriculum to life for young learners, and flexible instruction is necessary to make curriculum work for academically diverse student populations. The rationale behind



is really that straightforward. It's about connecting content and kids. High-quality learning should be the outcome of classrooms in which teachers consistently ask these essential questions: "How can I get to know my students and their needs?" "What is most important and enduring for my students to learn about this topic?" "How can I ensure that each of my students learns as effectively and efficiently as possible?" "How will I know if my students have learned what matters most?" The two models fuse to help educators meet the goal of Connecting Content and Kids and to guide the professional growth of teachers who wish to develop the skills needed to answer these questions more fully through their practice.

Summary:

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. *Understanding by Design* provides a model that acknowledges the centrality of standards but also ensures that students truly understand content and can apply it in meaningful ways. It is predominantly a curriculum design model that focuses on what we teach.

It is also increasingly difficult to ignore the diversity of students. Teachers find their work ineffective and unsatisfying when they simply "serve up" a curriculum with no regard for the varied learning needs of students. *Differentiated Instruction* offers a framework for addressing learner variance as a critical component of instructional planning. It focuses on whom, where, and how we teach.

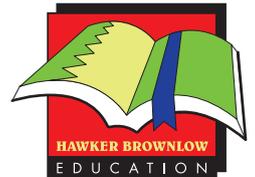
This book brings the two models together.

Key selling points:

- Provides structures, tools, and guidance for developing curriculum and instruction that connects content and students in a meaningful way.
- Shows 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.
- Diagrams, scenarios, and tables help to support and illustrate written material.

Supporting resources:

- *Making the Most of Understanding by Design (103110)*
- *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (102294)*
- *Understanding by Design Professional Development Workbook (103056)*
- *Understanding by Design, Expanded 2nd Edition (103055)*



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