Differentiated Instructional Strategies for the Block Schedule

From Corwin
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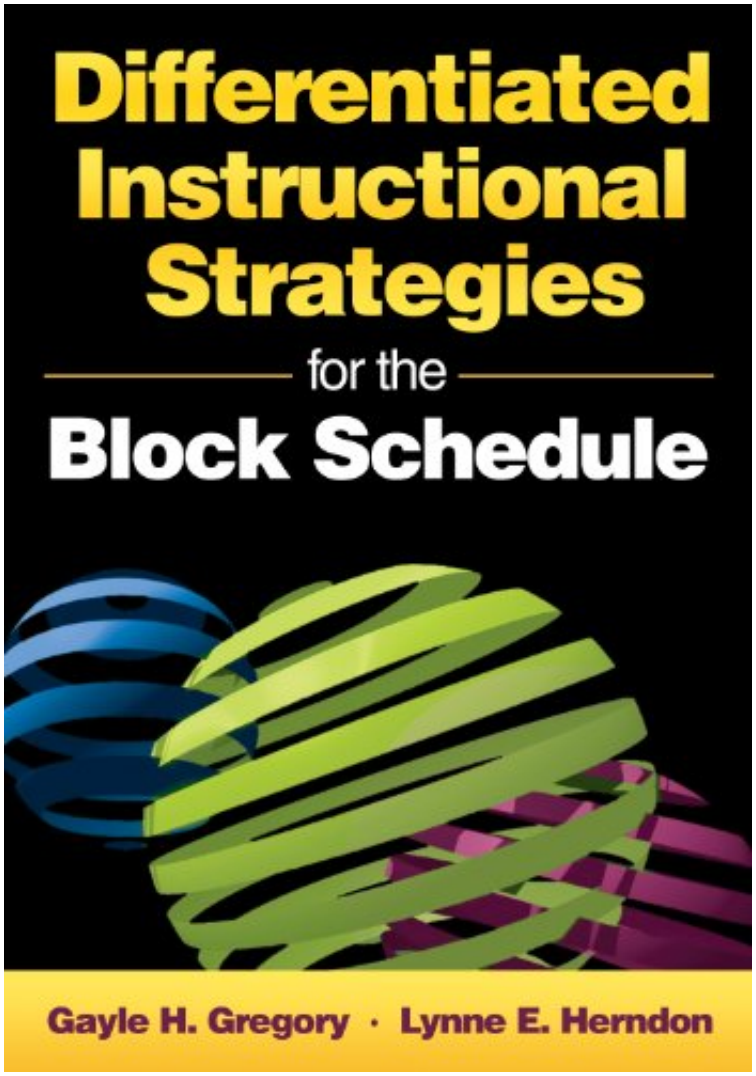

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From Corwin : Differentiated Instructional Strategies for the Block Schedule before purchasing it in order to gage whether or not it would be worth my time, and all praised Differentiated Instructional Strategies for the Block Schedule:

Eliminate "idea block" with this practical resource that includes more than 100 planning tools, matrixes, rubrics, templates, and choice boards for differentiating instruction during extended learning blocks.

This is an incredible resource for teachers who are looking for ways to use best practices in planning for

differentiation. The highly readable text is packed with user-friendly strategies for incorporating formative and summative assessments, brain-based learning, learning styles, backwards design lesson planning, and more. I will pick this book up again and again! --Jodi Mulholland, Principal (03/24/2010)"The checklist for reviewing and analyzing curriculum maps is powerful, giving teachers guidance with differentiating instruction while teaching on the block. --Delphia Young, Coordinator of Special Projects (03/24/2010)" This is an incredible resource for teachers who are looking for ways to use best practices in planning for differentiation. The highly readable text is packed with user-friendly strategies for incorporating formative and summative assessments, brain-based learning, learning styles, backwards design lesson planning, and more. 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Gregory is first and foremost a teacher, having experienced teaching and learning in elementary, middle, and secondary schools, community colleges, and universities. She has had extensive district-wide experience as a curriculum consultant and staff development coordinator. Gayle was principal/course director at York University for the Faculty of Education, teaching in the teacher education program.Her areas of expertise include brain-compatible learning, differentiated instructional and assessment strategies, block scheduling, emotional intelligence, student motivation, RTI Tier One, collaborative learning, common core, renewal of secondary schools, enhancing teacher quality, coaching and mentoring, managing change, and building professional learning communities. She also a trainer for Visible Learning Plus with Corwin.She is an author of numerous books related to educational neuroscience and differentiated instruction, assessment, and curriculum, including the following titles:bull;nbsp;Data Driven Differentiation in the Standards-Based Classroom, Second Edition (2014, with Lin Kuzmich)bull;nbsp;Differentiated Instructional Strategies: One Size Doesnrsquo;t Fit All, Third Edition (2013, with Carolyn Chapman)bull;nbsp;Differentiated Instructional Strategies Professional Learning Guide: One Size Doesnrsquo;t Fit All, Third Edition (2013)bull;nbsp;Differentiated Literacy Strategies for English Language Learners, Grades Kndash;6 and Differentiated Literacy Strategies for English Language Learners, Grades 7ndash;12 (2011, with Amy Burkman)bull;nbsp;Differentiated Instructional Strategies for the Block Schedule (2010, with Lynne E. Herndon)bull;nbsp;Student Teams That Get Results: Teaching Tools for the Differentiated Classroom (2009, with Lin Kuzmich)bull;nbsp;Teacher Teams That Get Results: 61 Strategies for Sustaining and Renewing Professional Learning Communities (2009, with Lin Kuzmich)bull;nbsp;Differentiated Instructional Strategies for Science, Grades Kndash;8 (2009, with Elizabeth Hammerman)bull;nbsp;Differentiating Instruction With Style: Aligning Teacher and Learner Intelligences for Maximum Achievement (2005)bull;nbsp;The Activities for Differentiated Classroom series (2007, with Carolyn Chapman)She is affiliated with organizations such as ASCD and Learning Forward. Her ASCD publication is The Motivated Brain: Improving Student Attention engagement and Perseverance (2015, with Martha Kaufeldt).Gayle consults internationally with teachers, administrators, and staff developers.She and her family of two daughters and two granddaughters all reside in Burlington, Ontario.Gayle is committed to lifelong learning and professional growth for herself and others. She may be contacted at gregorygayle@netscape.net, www.gaylehgregory.com, and @gaylegregory6.nbsp;Lynne Herndon has over twenty years experience teaching science at the middle, high school and college level, five of which have been in a block schedule. She has conducted workshops at the local, state, and national levels in the areas of classroom management, curriculum mapping, differentiated instruction, integrating technology and teaching in a block schedule. She also has experience working in staff development, curriculum design and school improvement planning. Lynnersquo;s educational background includes a Bachelorrsquo;s Degree in General Science from Buena Vista University and a Masters Degree in Science

Education from the University of Northern Iowa. Lynne is dedicated to providing research-based growth opportunities that have practical applications for classroom teachers. Lynnersquo;s written works includes Differentiated Instruction in a Block Schedule written with co-author Gayle Gregory, Thinking Inside the Block Schedule written with co-authors, Pam Robbins and Gayle Gregory, Thinking Inside the Block: The Teacherprime;s Day Planner, written with co-author Pam Robbins, both published by Corwin Press (1998). Lynne may be contacted at 702-269-4872 or by E-mail at lynne.herndon@herndons-net.com.