

Inclusive Practices Book Studies:

List of Books with Reviews and Summaries

The following titles are part of a Professional Library housed at the Intermediate Unit. Several copies of each title are available and can be utilized for professional development activities such as book studies (online or face-to-face) and action research. Please contact Cori Cotner (ccotner@iu17.org) if you are interested in taking advantage of this professional library.

Title	Author(s)
Inclusive Schools in Action: Making Differences Ordinary (2000)	James McLeskey and Nancy Waldron
The Inclusion Facilitator's Guide (2006)	Cheryl M. Jorgensen, Mary C. Schuh, Jan Nisbet
Response to Intervention: A Practical Guide for Every Teacher (2007)	William N. Bender and Cara Shores
Brain-Friendly Strategies for the Inclusion Classroom (2007)	Judy Willis, M.D.
The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson (2007)	Harvey F. Silver, Richard W. Strong, Matthew J. Perini
Closing the Achievement Gap: A Vision for Changing Beliefs and Practices (2003)	Belinda Williams
Whatever It Takes: How Professional Development Communities Respond When Kids Don't Learn (2004)	Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanek
Leadership for Differentiating Schools and Classrooms (2000)	Carol Ann Tomlinson and Susan Demirsky Allan
Creating an Inclusive School (2005)	Richard A. Villa and Jacqueline S. Thousand
Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom (2006)	Rick Wormeli
Modifying Schoolwork: Teachers' Guide to Inclusive Practices (2004)	Rachel Janney and Martha E. Snell
A Guide To Co-Teaching: Practical Tips for Facilitating Student Learning (2008)	Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin
Breaking the Code: The New Science of Beginning Reading and Writing (2006)	J. Richard Gentry, Ph.D
When Kids Can't Read: What Teachers Can Do - A Guide for Teachers 6-12 (2003)	Kylene Beers
Strategies That Work: Teaching Comprehension for Understanding and Engagement (2007)	Stephanie Harvey and Anne Goudvis
Adolescent Literacy: Turning Promise into Practice (2007)	Kylene Beers, Robert E. Probst, and Linda Rief
Universal Design for Learning: A Guide for Teachers and Education Professionals (2005)	Council for Exceptional Teachers
How to Differentiate Instruction in Mixed-Ability Classrooms, 2 nd ed. (2001)	Carol Ann Tomlinson
Differentiating Instruction: Collaborative Planning-Teaching for Universally Designed Learning(2007)	Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin

Book Reviews and Summaries

Inclusive Schools in Action: Making Differences Ordinary (2007)	James McLeskey and Nancy Waldron
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The nuts and bolts of creating an inclusive school is here, in *Inclusive Schools in Action: Making Differences Ordinary*. The authors share their wisdom and practical advice after successfully integrating inclusion into 50 schools. Use their framework, developed from their experiences in the field, to better meet the academic and social needs of all your students. Authors James McLeskey and Nancy Waldron present a framework that enables teachers and administrators to collaborate as they discuss, experience, reflect, and apply information on school change and inclusion to their own schools. The change process is based on the authors' belief that inclusive schools cannot be developed from a prescribed model; instead the school must reflect its own beliefs, attitudes, culture, and skills. The result of this process is that schools that are more responsive to the individual needs of all students. The framework and collaborative reform that McLeskey and Waldron propose considers the attitudes and beliefs of school professionals, clarifies the goals of a local inclusive program, recognizes barriers to reorganizing special and general education instruction, and addresses the reasonable concerns of school personnel and parents. *Inclusive Schools in Action* contains many examples and perspectives from classroom teachers, along with figures that present strategies, adaptations, and other practical information. By weaving together their experiences with the research, the authors provide educators with comprehensive information and tools for developing or improving inclusive schools.

The ten chapters in this book include: Issues Related to School Change and Inclusion; The Need for Leadership and Collaboration in Developing Inclusive Schools; School-wide Issues in Creating Inclusive Schools, Examining Beliefs; Attitudes, and Understandings as Inclusive Schools are Developed; Logistical Issues in Developing Inclusive Schools; Addressing Students' Academic Needs in Inclusive Classrooms; Addressing Students' Social Needs in Inclusive Classrooms; Developing Inclusive Secondary Schools: Examples from Practice; A Systematic Approach for Developing; Implementing and Monitoring Inclusive Schools; Lessons Learned.

The Inclusion Facilitator's Guide (2006)	Cheryl M. Jorgensen, Mary C. Schuh, and Jan Nisbet
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Inclusion facilitators are educators who do more than teach children with disabilities — they advocate for change in schools and communities, sparking a passion for inclusion in teachers, administrators, and families and giving them the practical guidance they need to make it work. This is an essential new role in today's schools, and this guide prepares staff for the challenges of facilitating full inclusion. Developed by three experts from the Institute on Disability and the successful Inclusion Facilitator Training Option at the University of New Hampshire, this book helps readers, understand this multifaceted role, as real-life inclusion facilitators share their diverse experiences, learn about promising practices for supporting 10 key elements of inclusion, and use the "How To Know It When You See It" sections to evaluate their own school's progress. This guide transforms the hearts and minds of those skeptical of reform by learning specific communication skills and recognizing the values, concerns, and personality types of others, function effectively as a collaborative team leader and a source of information and support, learn strategies for supporting students to be full participants and learners within the general education curriculum and classroom, advance organizational changes in specific areas such as scheduling and

technology, use the University of New Hampshire's proven program as a model for professional development. Whether used to prepare pre-service educators or to augment the skills of in-service professionals, this comprehensive, strategy-filled guide will help inclusion facilitators create classrooms, schools, and communities where all students belong.

The chapters in this book include: From Special Education Teacher to Inclusion Facilitator: Role Revelations and Revolutions; Ten Promising Practices in Inclusive Education: The Inclusion Facilitator's Guide for Action; Transforming Hearts and Minds: The Inclusion Facilitator's Role as a Change Agent; Participatory Decision Making: The Inclusion Facilitator's Role as a Collaborative Team Leader; Facilitating Student Relationships: Fostering Class Membership and Social Connections; Reconsidering Assessment in Inclusive Education: Identifying Capacities and Challenges within Students; Teams, and Schools, Identifying Nontraditional Supports: The Inclusion Facilitator's Role as an Information and Resource Broker; Restructuring to Support Inclusive Education: Organizational Structures that Enable Inclusion Facilitators to Succeed; and Pre-service Education of Inclusion Facilitators: One University's Program.

Response to Intervention: A Practical Guide for Every Teacher (2007)	William N. Bender and Cara Shores
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"Of the many RTI materials published today, this one is user-friendly and much broader in scope. Written in clear and understandable yet professional language, this excellent book is appropriate for all K-12 educators and administrators," according to Carla Osberg, Program Specialist, Special Populations Nebraska Department of Education. "Offers a unique organization of key concepts, and addresses current implementation issues with integrity. The strategies, suggestions, and tips contribute to the overall reader-friendliness of the book. The comparison/contrast of the problem-solving and standard treatment protocol approaches is well written and provides the reader information to determine the best approach for the students, school, or district," according to Linda Palenchar, Coordinator, Office of Special Education West Virginia Department of Education. Discover a resource that shows teachers how to implement RTI in the classroom. As a result of NCLB legislation and the reauthorization of IDEA 2004, Response to Intervention (RTI) is now a mandated process for documenting the existence or nonexistence of a learning disability. For educators new to the RTI approach, Response to Intervention presents an overview of key concepts with guidelines for accountability practices that benefit students in inclusive classrooms. Presenting the three tiers of RTI techniques, the authors demonstrate how general and special education teachers can use research-based interventions effectively to individualize instruction, monitor individual student progress, and implement strategies to meet the specific needs of all students. Response to Intervention assists educators with the basic and necessary steps to provide students with a Fair and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), and includes: Vignettes, examples, and forms based on the problem-solving and standards-based approaches to RTI.

The chapters in this book include: Responses to Intervention, Implementation of a Standard Treatment Protocol Response to Intervention; Implementation of a Problem-Solving Response to Intervention; Implementing RTI to Meet the Needs of All Learners; and Will RTI Work?

Brain-Friendly Strategies for the Inclusion Classroom (2007)	Judy Willis, M.D.
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Many teachers in regular classrooms feel unprepared to teach students with learning disabilities. Fortunately, brain research has confirmed that strategies benefiting learners with special challenges are suited for engaging and stimulating all learners. In this book, neurologist and classroom teacher Judy Willis explains that we can best help students by putting in place strategies, accommodations, and interventions that provide developmentally and academically appropriate challenges to suit the needs, gifts, and goals of each student. *Brain-Friendly Strategies for the Inclusion Classroom* will help teachers; Understand how the brain learns and the technologies that reveal this process, implement strategies that are compatible with students' individual learning styles and honor their multiple intelligences, improve the focus of students with attention disorders and help them gain the confidence and skills they need to develop goal-oriented behaviors, create an enriching learning environment by incorporating student-centered activities, discovery and hands-on learning experiences, cross-curricular learning, and multi-sensory lessons, implement strategic review, study, and test preparation strategies that will allow students to retain information and connect it with future learning, build safe, supportive classroom communities and raise class awareness and empathy for students with learning disabilities. It's time for teachers to lower the barriers, not the bar. Using strategies that align with research on how people's brains function, teachers can engage all students as individuals and help them reach their maximum potential with joy and confidence.

The chapters in this book include: Success for All Students in Inclusion Classes; Looking into Multiple Intelligence Brains; Teaching Students with Attention Disorders; Enriching the Inclusive Learning Environment; and Review and Test Preparation Strategies for Diverse Learners.

The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson (2007)	Harvey F. Silver, Richard W. Strong, and Matthew J. Perini
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Are you looking for high-impact, research-based strategies to transform your students into high-achieving and inspired learners? In *The Strategic Teacher*, you'll find a repertoire of strategies designed and proven to meet today's high standards and reach diverse learners. Twenty reliable, flexible strategies (along with dozens of variations) are organized into these groups of instruction: mastery style to emphasize the development of student memory; understanding style to expand students' capacities to reason and explain; self-expressive style to stimulate and nourish students' imaginations and creativity; interpersonal style to help students find meaning in the relationships they forge as partners and team members, united in the act of learning; and four-style strategies that integrate all four styles. To guide teachers in delivering content to students, the authors started with the best research-based teaching and learning strategies and created a tool called the Strategic Dashboard. The dashboard provides information about each teaching strategy in a concise, visual profile; it is also designed to document how you incorporate current, highly respected research into your instructional plans. For each strategy, you'll find the following information: a brief introduction to the strategy; an example of a teacher using the strategy in the classroom; the research base supporting the strategy and how the strategy benefits students; how to implement the strategy using a list of clear steps; guidance through the planning process, providing steps, examples, and suggestions for designing superior lessons; and additional tools, strategies, and resources for adapting and expanding the use of each strategy. The authors have combined their years of research and practice to deliver reliable, high-impact, flexible teaching and learning strategies grounded in current, highly regarded research to teachers at all levels of experience.

The chapters in this book include: New American Lecture, Direct Instruction; Graduated Difficulty; Teams-Games-Tournaments; Compare and Contrast; Reading for Meaning; Concept Attainment; Mystery; Inductive Learning; Metaphorical Expression; Pattern Maker; Mind's Eye; Reciprocal Learning; Decision Making; Jigsaw; Community Circle; Window Notes; Circle of Knowledge; Do You Hear What I Hear?; and Task Rotation.

Closing the Achievement Gap: A Vision for Changing Beliefs and Practices (2003)	Belinda Williams
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This second edition of *Closing the Achievement Gap* argues that if education reform is to work, educators must become more sensitive to the worldviews of disadvantaged students — and incorporate this awareness into their day-to-day work. The authors conclude that teachers, principals, and legislators must learn about cultural perceptions of human development, apply this knowledge to professional development and comprehensive reform, and align political policy accordingly. WestEd researchers, Bonnie Benard and Elise Trumbull, contribute their respective expertise on youth resiliency and cross-cultural communication in chapters on "turnaround" teachers and cultural values in learning and education.

The chapters in this book include: What Else Do We Need to Know and Do?; The Continuing Challenges of Excellence and Equity; Direct Vocabulary Instruction: An Idea Whose Time Has Come; Cultural Values in Learning and Education; Pedagogy, Knowledge, and Teacher Preparation; Turnaround Teachers and School; Implementing Opportunity-to-Learn Assessment Strategies and Standards; Schools That Work for Teachers and Students; and Reframing the Reform Agenda.

Whatever It Takes: How Professional Development Communities Respond When Kids Don't Learn (2004)	Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanek
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This book examines the question, "What happens when, despite our best efforts in the classroom, a student does not learn?" In traditional schools, the response to this question has been left to individual classroom teachers to figure out. A Professional Learning Community will not leave this critical question to each teacher to resolve. A PLC will, instead, create a school-wide system of interventions that provides all students with additional time and support when they experience difficulty in their learning. The authors describe in detail the systems of intervention, including Adlai E. Stevenson High School's "Pyramid of Interventions," implemented by four different schools: a high school, a middle school, and two elementary schools. In addition to these systems, the authors discuss the logistical barriers these schools faced and their strategies for overcoming those barriers.

The Chapters in this book include: From "Learning for the Few" to "All Kids Can Learn" to "All Kids Will Learn – Or Else; How Do We Respond When Kids Don't Learn?; A High School's Collective Response When Kids Don't Learn: Adlai Stevenson High School; Overcoming Logistical Barriers at Adlai Stevenson; Providing Time and Support for Kids in Middle School: Freeport Intermediate School; A School-Wide System of Time and Support for Elementary Students: Boones Mill Elementary School; A School-Wide System of Time and Support for Elementary Students: Los Peñasquitos Elementary School; Common Threads; The Philosophical Challenges to Systematic Interventions for Students; Creating a Stretch Culture: A Process, Not a Program

Leadership for Differentiating Schools and Classrooms (2000)	Carol Ann Tomlinson and Susan Demirsky Allan
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Try going a week without hearing a call for a massive overhaul of our educational system. Parents, students, educators, bureaucrats, pundits . . . everyone says something must be done. But what? And who should do it? In this environment, school leaders must build bridges for change. As the system now stands, many students spend great portions of their lives feeling inferior if they struggle, invisible if they already know the material, problematic if they're not a child of the dominant culture, and perverse if they question the school agenda. This book explores how school leaders can develop responsive, personalized, and differentiated classrooms. Differentiation is simply a teacher attending to the learning needs of a particular student or small group of students, rather than teaching a class as though all individuals in it were basically alike. Expert educators teach individuals the most important things in the most effective ways. No single approach works with all students. Classrooms function best when teachers and students join to develop multiple avenues to learning. Until every student is growing and successful, our own growth is unfinished. The authors show how school leaders can encourage and support growth in our classrooms.

The chapters in this book include: Understanding Differentiated Instruction: Building a Foundation for Leadership; Reasons for Optimism About Differentiation: Its Basis in Theory and Research; Lessons from the Literature of Change: What Leaders for Differentiation Need to Know; Establishing Conditions to Initiate Systemic Change; Practical Strategies for Implementing a Differentiation Growth Plan; Staff Development That Supports Differentiation; Continuation of Systemic Growth Toward Differentiation; Communicating with Parents and the Public About Differentiation; Growth toward Differentiation in Context: A Case Study of Change in Process; and Planning for the "What" and the "How" of Differentiation.

Creating an Inclusive School (2005)	Richard A. Villa and Jacqueline S. Thousand
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In this comprehensive resource on inclusive schooling, administrators, general and special educators, and parents explore how inclusive education can support a diverse student body at all grade levels. They show how schools can meet standards and provide a "least restrictive environment" for students with disabilities by using cooperative learning, teaming, multi-age grouping, multicultural education, social skills training, and educational technology applications. And they explain how to facilitate change by using universal design principles and other curricular, instructional, assessment, and organizational practices. The authors examine the prevailing myths and the most frequently asked questions about inclusive education, and they provide an extensive list of resources. Woven through the book are the personal stories of people with disabilities and the educators and parents who work with them. As their voices make clear, inclusion is more than an educational buzzword; inclusion is a way of life, based on the belief that each individual is valued and belongs.

The chapters in this book include: What is an Inclusive School?; Inclusive Education: Historical Perspective; The Rationales for Creating and Maintaining Inclusive Schools; Organizational Supports for Change Toward Inclusive Schooling; Promising Practices that Foster Inclusive Education; Access to the General Education Curriculum for All: The Universal Design Process, Questions, Concerns, Beliefs, and Practical Advice About Inclusive Education; and Suggested Resources for Advancing Inclusive Education.

Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom (2006)	Rick Wormeli
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Fair Isn't Always Equal answers that question and much more. Rick Wormeli offers the latest research and common sense thinking that teachers and administrators seek when it comes to assessment and grading in differentiated classes. Filled with real examples and “gray” areas that middle and high school educators will easily recognize, Rick tackles important and sometimes controversial assessment and grading issues constructively. The book covers high-level concepts, ranging from “rationale for differentiating assessment and grading” to “understanding mastery” as well as the nitty-gritty details of grading and assessment, such as: whether to incorporate effort, attendance, and behavior into academic grades; whether to grade homework; setting up grade books and report cards to reflect differentiated practices; principles of successful assessment; how to create useful and fair test questions, including how to grade such prompts efficiently; whether to allow students to re-do assessments for full credit. This thorough and practical guide also includes a special section for teacher leaders that explores ways to support colleagues as they move toward successful assessment and grading practices for differentiated classrooms.

The chapters in this book include: The Differentiated Instruction Mind-set: Rationale and Definition; Mastery, Principles of Successful Assessment in the Differentiated Classroom; Three Important Types of Assessment; Tiering Assessments; Creating Good Test Questions; The Relative Nature of Grades and Their Definitions; Why Do We Grade, and What About Effort, Attendance, and Behavior?; Ten Approaches to Avoid When Differentiating; Conditions for Redoing Work for Full Credit; Six Burning Grading Issues; Grading Scales; Gradebook Formats for the Differentiated Classroom; Responsive Report Card Formats; Thirty-Six Tips to Support Colleagues as They Move Toward Successful Practices for Differentiated Classrooms; and Putting It All Together: How Do Differentiating Teachers Assess and Grade Differently?

Modifying Schoolwork: Teachers' Guide to Inclusive Practices (2004)	Rachel Janney and Martha E. Snell
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Educators of students from grades K–12 will learn about curricular, instructional, and alternative adaptations and decide when and how to implement them with the new strategies in this revised edition. Teachers will find step-by-step guidance on planning adaptations for individual students, adapt instruction and tests in key skills and content areas—including reading, writing, math, social studies, and history, get updated reproducible planning forms, learn from the experience of other teachers with *Voices from the Classroom* and get examples of how to fill in the forms, and discover, in everyday language, what current research says about modifying schoolwork. Expanded throughout and based on current research, this how-to guide is just what teachers need to design effective, flexible modifications for students with a broad range of ages, disabilities, and learning needs.

The chapters in this book include: Inclusive Programming: The Big Picture; Accommodating Curricular and Instructional Practices in the Classroom; A Model for Making Adaptations; Steps for Making Individualized Adaptations; Adapting Instructional Activities in Basic Skills and Content Areas.

A Guide To Co-Teaching: Practical Tips for Facilitating Student Learning (2008)	Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin
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A Guide to Co-Teaching highlights the benefits and challenges of co-teaching, addressing the No Child Left Behind requirement that all students have access to highly qualified teachers and the IDEA requirement that students with disabilities have access to the general education curriculum. Practitioners embarking on a collaborative teaching approach will find information on four types of co-teaching models (supportive, parallel, complementary, and team teaching), updated references throughout the text, expanded coverage of Response to Intervention, and an added discussion on the role of paraprofessionals and administrators as partners in co-teaching. This unique road map leads you through the planning, implementation, and reflection phases with the help of these practical features: Quotes and advice about successes and failures from teachers and students, Self-assessments to ensure that goals are met, Answers to frequently asked questions, Tips for organization and mutual cooperation, and a glossary of terms.

The chapters in this book include: What is Co-Teaching?; Why Co-Teach? What History, Law and Research Say; The Day-to-Day Workings of Co-Teaching Teams; The Supportive Co-Teaching Approach; The parallel Co-Teaching Approach; The Complementary Co-Teaching Approach; The Team-Teaching Co-Teaching Approach; The Role of Paraprofessionals in Co-Teaching; The Role of Students as Co-Teachers; Training and Logistical Administrative Support for Co-Teaching; Meshing Planning with Co-Teaching; From Surviving to Thriving: Tips for Getting Along with Your Co-Teachers.

Breaking the Code: The New Science of Beginning Reading and Writing (2006)	J. Richard Gentry, Ph.D
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If only we could understand that seemingly inexplicable moment when children suddenly "get" reading, then our instruction could be directed toward creating those specific circumstances which help every student recognize the pattern of meaning behind the marks on a page. Now, thanks to Richard Gentry's "Breaking the Code," we can. In his most important book to date, Gentry combines cutting-edge, brain-based research with sound classroom knowledge to explore early literacy development. Starting with the crucial interrelationship of reading and writing, he looks inside and out at the minds of emerging readers to find out how they construct the idea and process of reading. Then he presents a blueprint for instruction and early intervention that combines his new findings with best-practice teaching. His comprehensive instructional model focuses on building the specific skills, capacities, and experiences kids need by teaching them to write as they learn to read. Gentry gives you everything you need to implement successful beginning reading strategies as well as a variety of effective tips for supporting readers and writers throughout the primary grades. Writing with the same clarity and teacher-friendly approach as in his best-selling "The Science of Spelling," Richard Gentry will show you how scientific thinking and student-centered teaching can work together to create powerful literacy instructional practices. Let "Breaking the Code" open a window for you into the minds of young readers, so that you can open a window for them into a world of literate possibilities.

The chapters in this book include: A Model of Skilled Reading Before We Look Inside the Brain of a Reader; Looking Inside the Brain- Glimmerings of Insight from Brain Scan Research and the Neurobiology of Reading; Outside-the-Brain Changes in Beginning Readers; Outside-the-Brain Changes in Spellers and Writers; How and Why to Intervene During the ‘Tadpole’ Phases of Beginning Literacy; The Intervention Blueprint; Five Phases of Intervention, Support, and Instruction—Up as Close as You Can Get; Reforming Kindergartens by Teaching Writing—Visions and Voices from the Pioneers—Plus Learning about Love; “The Remedy Should Be Applied Where the Evil Commences,” Otherwise We’re in Trouble!; Come See a Miracle.

When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12 (2003)	Kylene Beers
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For Kylene Beers, the question of what to do when kids can't read surfaced abruptly in 1979 when she began teaching. That year, she discovered that some of the students in her seventh-grade language arts classes could pronounce all the words, but couldn't make any sense of the text. Others couldn't even pronounce the words. And that was the year she met a boy named George. George couldn't read. When George's parents asked her to explain what their son's reading difficulties were and what she was going to do to help, Kylene, a secondary certified English teacher with no background in reading, realized she had little to offer the parents, even less to offer their son. That defining moment sent her on a twenty-three-year search for answers to that original question: how do we help middle and high schoolers who can't read?

Now in her critical and practical text *When Kids Can't Read—What Teachers Can Do: A Guide for Teachers 6–12*, Kylene shares what she has learned and shows teachers how to help struggling readers with comprehension, vocabulary, fluency, word recognition, and motivation. Here, Beers offers teachers the comprehensive handbook they've needed to help readers improve their skills, their attitudes, and their confidence. Filled with student transcripts, detailed strategies, reproducible material, and extensive booklists, this much-anticipated guide to teaching reading both instructs and inspires.

The chapters in this book include: A Defining Moment; Creating Independent Readers; Assessing Dependent Readers' Needs; Explicit Instruction in Comprehension; Helping Students Make Inferences; Frontloading Meaning: Pre-reading Activities; Constructing Meaning: During-Reading Activities; Extending Meaning: After-Reading Activities; Vocabulary, Fluency and Automaticity; Word Recognition; Spelling; Creating the Confidence to Respond; Finding the Right Book; A Final Letter to George.

Strategies That Work: Teaching Comprehension for Understanding and Engagement (2007)	Stephanie Harvey and Anne Goudvis
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Since its publication in 2000, *Strategies That Work* has become an indispensable resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers. In this revised and expanded edition, Stephanie and Anne have added twenty completely new comprehension lessons, extending the scope of the book and exploring the central role that activating background knowledge plays in understanding. Another major addition is the inclusion of a section on content literacy which describes how to apply comprehension strategies flexibly across the curriculum. The new edition is organized around four sections:

Part I highlights what comprehension is and how to teach it, including the principles that guide practice, a review of recent research, and a new section on assessment. A new chapter, Tools for Active Literacy: The Nuts and Bolts of Comprehension Instruction, describes ways to engage students in purposeful talk through interactive read alouds, guided discussion and written response. Part II contains lessons and practices for teaching comprehension. A new first chapter emphasizes the importance of teaching students to monitor their understanding before focusing on specific strategies. Five lessons on monitoring provide a sound basis for launching comprehension instruction. At the end of each strategy chapter, the authors outline learning goals and ways to assess students' thinking, sharing examples of student work, and offering suggestions for differentiating instruction. Part III, Comprehension Across the Curriculum is new. Comprehension strategies are essential for content-area reading, where information can be challenging, and presented in unfamiliar formats. This section includes chapters on social studies and science reading, topic study research, textbook reading and the genre of test reading. Part IV shows that kids need books they can sink their teeth into and the updated appendix section recommends a rich diet of fiction and nonfiction, short text, kid's magazines, websites and journals that will assist teachers as they plan and design comprehension instruction

Through its focus on instruction that is responsive to kids' interests and learning needs, the first edition of *Strategies That Work* helped transform comprehension instruction for teachers across the country. For them, this new edition will be a welcome extension of that work. Those coming to it for the first time will find a current and essential resource. When readers use these strategies, they enjoy a more complete, thoughtful reading experience. Engagement is the goal.

The chapters in this book include: Reading Is Thinking, Reading is Strategic; Effective Comprehension Instruction: Teaching; Tone, and Assessment; Tools for Active Literacy: The Nuts and Bolts of Comprehension Instruction; Text Matters: Choice Makes a Difference; Monitoring Comprehension: The Inner Conversation; Activating and Connecting to Background Knowledge: A Bridge from the New to the Known; Questioning: The Strategy That Propels Readers Forward; Visualizing and Inferring: Making What's Implicit Explicit; Determining Importance in Text: The Nonfiction Connection; Summarizing and Synthesizing Information: The Evolution of Thought; Content Literacy: Reading for Understanding in Social Studies and Science; Topic Studies: A Framework for Research and Exploration; Reading to Understand Textbooks; The Genre of Test Reading.

Universal Design for Learning: A Guide for Teachers and Education Professionals (2005)	Council for Exceptional Teachers
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This brief, supplementary text, a collaborative publication between CEC and Merrill Education, offers education professionals a conceptual framework to create flexible, equitable, and accessible instructional techniques that accommodate individual learning differences in a classroom setting. Aimed toward instructors in education classes as a means of informing current and future teachers about the basics of universal design for learning (UDL) and the ways it can be implemented in schools and classrooms, the goal of this publication is to inform teachers of the basis for effective teaching practice and to remind them of the various instructional resources available for them to create a UDL environment in their own classroom.

The chapters in this book include: Universal Design for Learning in Today's Diverse Schools; Federal Legislation Supporting Universal Design and Assistive Technology; Theories Supporting Universal Design for Learning: Teaching to Individual Learners; Assistive Technology and Universal Design for learning in Content Areas; and Collaborative Strategies for Universal Design for Learning Success.

How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd ed. (2001)	Carol Ann Tomlinson
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"Curiosity and inspiration are powerful catalysts for learning." In this 2nd edition of a book that has provided inspiration to countless teachers, Carol Ann Tomlinson offers three new chapters, extended examples and information in every chapter, and field-tested strategies that teachers can use in today's increasingly diverse classrooms. Tomlinson shows how to use students' readiness levels, interests, and learning profiles to address student diversity. In addition, the author shows teachers how to differentiate, or structure, lessons at every grade level and content area to provide "scaffolds"-as well as high-speed elevators-for the content of lessons, the processes used in learning, and the products of learning. Teachers can draw on the book's practical examples as they begin to differentiate instruction in their own classrooms. Strategies include curriculum compacting, "sidebar" investigations, entry points, graphic organizers, contracts, and portfolios. As Tomlinson says, "Differentiation challenges us to draw on our best knowledge of teaching and learning. It suggests that there is room for both equity and excellence in our classrooms."

The chapters in this book include: What Differentiated Instruction Is—and Isn't; The Rationale for Differentiated Instruction in Mixed-Ability Classrooms; The Role of the Teacher in a Differentiated Classroom; A Learning Environment in a Differentiated Classroom; A Look Inside Some Differentiated Classrooms; Strategies for Managing a Differentiated Classroom; Preparing Student and Parents for a Differentiated Classroom; The How To's of Planning Lessons Differentiated by Readiness; The How To's of Planning Lessons Differentiated by Interest; The How To's of Planning Lessons Differentiated by Learning Profile; Differentiating Content; Differentiating Process; Differentiating Products; and Grading in a Differentiated Classroom.

Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning (2007)	Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin
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In this follow-up to their highly successful book *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*, noted experts Jacqueline S. Thousand, Richard A. Villa, and Ann I. Nevin, demonstrate how to combine co-planning, co-teaching, and collaboration to differentiate instruction more effectively in today's classroom. Intended for both novice and seasoned professionals, *Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning* presents two approaches: universal design for learning (UDL) and a unique retrofit approach for accessing the general education curriculum to meet the learning styles of all diverse learners, including those who are gifted, students with disabilities, and English Language Learners. Filled with easy-to-use, teacher-tested, and research-based ideas, this comprehensive reference provides teachers and administrators with: Step-by-step guidelines for using UDL and the retrofit approach in differentiating instruction; Multiple strategies for integrating differentiated lessons with collaborative planning and teaching; Content lessons for elementary, middle, and high school students; Effective techniques for effectively respecting cultural, economic, and linguistic diversity in the classroom; Advice for meeting the sometimes competing demands of NCLB and IDEIA. Offering guidelines for determining individual learner needs and preferences, processes allowing teachers to collaborate efficiently, and sample lesson planning forms, this invaluable resource enables educators to develop and present a high-quality differentiated curriculum for all students.

The chapters in this book include: Why Differentiation of Instruction Now?; Accessing the General Education Curriculum Through a Retrofit Framework Access to Curriculum Through Universal Design for Learning; Gathering Facts about the Learners; Differentiating Access to the Content of Learning; Differentiating and Assessing the Products of Learning; Differentiating the Instructional Processes; Collaborative Planning for Differentiated Instruction; Co-teaching to Deliver Differentiated Instruction; Lesson Planning Cycle to Differentiate Instruction in Action Epilogue: Pause and Reflect.