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This practical resource helps teachers foster a classroom culture of attendance.

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Student brains are not simply waiting to be filled with information. Instead, students’ emotions must be activated, attention captured, and memory supported, so that learning becomes something that is intrinsically motivated and can be transferred to real-world experiences.

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students and build their confidence and (Institute on Restorative Practices, author,
worker, school administrator, mentor,
where he also serves as a culture builder
Dominique is the director of student services
—From All Learning Is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond
Nancy Frey, Douglas Fisher, and Dominique Smith. © 2018 by ASCD.

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DOMINIQUE SMITH

Dominique is the director of student services at Health Sciences High & Middle College, where he also serves as a culture builder and student advocate. He is also a social worker, school administrator, mentor, national trainer for the International Institute on Restorative Practices, author, and member of ASCD’s FIT Teaching® (Framework for Intentional and Targeted Teaching) cadre. He is passionate about creating school cultures that honor students and build their confidence and competence to win the National School Safety Award from the School Safety Advocacy Council.

All Learning Is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond
Nancy Frey, Douglas Fisher, and Dominique Smith

If you teach kids rather than standards, and if you want all kids to get what they need to thrive, Nancy Frey, Douglas Fisher, and Dominique Smith offer a solution: a comprehensive, five-part model of social-emotional learning that’s easy to integrate into everyday content instruction, no matter what subject or grade level you teach.

Summarization in Any Subject: 60 Innovative, Tech-Infused Strategies for Deeper Student Learning, 2nd Edition
Rick Wormeli and Devra Stafford

In this second edition of Summarization in Any Subject, Devra Stafford joins Rick Wormeli in adding fresh depth and creative variations to the basics, including changes to all 50 techniques from the first edition and brand-new summarizing techniques that can be differentiated for multiple disciplines and levels of student readiness.

Dreaming Student Mastery with Digital Badges and Portfolios
David Niguidula

Foreword by Heidi Hayes Jacobs

David Niguidula shows how students can meet standards and express their individuality through digital badges and portfolios, building off an essential question—What do schools want their students to know and be able to do?—he shows how schools can implement a proficiency-based approach to student learning that has been successfully field-tested in districts across the United States.

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The founder of ideas Consulting, David is best known for his work on digital portfo-
lios in K-12 schools in the 1990s, David led the first research project on the topic while at Brown University’s Coalition of Essential Schools. Through his develop-ment of the Richer Picture platform, David has assisted schools and districts across the country and around the world as they create proficiency-based requirements and implement new assessment practices. David focuses on using technology for transforming school practice. He has published articles and led workshops for numerous publications, including ASCD’s Educational Leadership®.

Dream Team: A Practical Playbook to Help Innovative Educators Change Schools
Aaron Tait and Dave Faulkner

This book is for Dream Teams in the making. The authors provide specific, sometimes audacious advice for navigating what they call the “Change Leader Journey” how to move from Dream Team assembly and problem analysis all the way through to solution generation, piloting, promotion, and evaluation. Here, you’ll find a collection of practical ideas and tools designed to fuel transformative leadership without sacrificing instructional excellence or anyone’s sanity.

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Krisrin Van Marter Souers with Pete Hall
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ASCD book, 2019, 6” x 9”, 206 pages

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Jennifer Bay-Williams and Gina Kling
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Leading High-Performance School Systems: Lessons from the World’s Best
Marc Tucker
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—From Math Fact Fluency: 60+ Games and Assessment Tools to Support Learning and Retention (p. 65) by Jennifer Bay-Williams and Gina Kling. © 2019 by ASCD.
ASCD Quick Reference Guides cover fundamental education topics in a handy format that’s perfect for time-pressed study groups or individuals.

### Components of Rigor

#### EXPECTING STUDENTS TO LEARN AT HIGH LEVELS

The first component of rigor is creating an environment in which each student is expected to learn at high levels. Having high expectations starts with the recognition that all students possess the potential to succeed at their individual levels.

One way to show you have high expectations is by asking complex, higher-level questions and paying attention to how you respond to student answers. In rigorous classrooms, teachers ask extending questions, which are questions that encourage students to explain their reasoning and think through ideas. When a student does not know the immediate answer but has sufficient background information to provide a response to the question, the teacher continues to guide and guide the student’s thinking rather than moving on to the next student.

#### SUPPORTING STUDENTS TO LEARN AT HIGH LEVELS

High expectations are important, but the most rigorous schools ensure that all students are supported so they can learn at high levels, which is the second part of our definition. It is essential that teachers design lessons that move students to more challenging work while simultaneously providing ongoing scaffolding to support students’ learning as they move to those higher levels.

Providing additional scaffolding throughout lessons is one of the most important ways to support students. Oftentimes students have the ability to understand concepts, but all students need support before they can demonstrate their understanding. In rigorous classrooms, teachers ask extending questions, which are questions that encourage students to explain their reasoning and think through ideas. When a student does not know the immediate answer but has sufficient background information to provide a response to the question, the teacher continues to guide and guide the student’s thinking rather than moving on to the next student.

#### ENSURING STUDENTS DEMONSTRATE LEARNING AT HIGH LEVELS

The third component of a rigorous classroom is providing each student with opportunities to demonstrate learning at high levels. There are two aspects to consider. First, each student demonstrates learning. When you lead a discussion, ask a question, and call on a student to respond, only one student demonstrates understanding. In a rigorous lesson, all students show what they have learned, whether through pair-shares, small-group discussions, response cards, clickers, text messages, exit slips, projects, or other formats.

Additionally, students need to demonstrate that learning at a rigorous level, one in which students show their understanding in deep and complex ways. Not some students, not only the ones who want to learn, not just honors students, but all students.

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**Tips for Self-Monitoring as You Drive Your Brain Car for Learning Success**

- **Inattentive driving**
  - Just as drivers who get distracted behind the wheel may get lost or drive past their destination, learners need to pay attention to lessons and learning activities. Consider questions like these:
    - Am I on the right track for learning?
    - Do I need to stop and ask for directions or more information?
    - Do I need to adjust how I am driving my brain?
    - What is my destination for learning?
    - How will I know when I am there?

- **Speeding**
  - Just as a speedometer helps drivers maintain a safe speed, monitoring can help students make sure they’re not driving their brains too fast for learning conditions.

- **Failure to yield**
  - Just as traffic signs help drivers navigate safely, following directions for classroom assignments and tests and working well with others can help students give better results and learn.
    - Do I understand the directions? Am I following them correctly?
    - Am I interacting courteously and respectfully with my teacher and fellow students?
    - Do I listen well to what others have to say?
    - When we work together, what can I learn from other students about this lesson?

- **Making a wrong turn**
  - Just as drivers occasionally miss a turn, especially when they’re taking a new route, learners need to make sure they’re heading in the right direction toward understanding.
    - How can I double-check my work?
    - How does this new information connect with what I already know about this subject?
    - Do I need additional information?
    - If I’m getting lost in this lesson, how can I get back on track?
    - Are there different ways of thinking about this information or solving this problem?

- **Poor maintenance**
  - Just as cars need proper fuel and regular maintenance to keep running, students have more learning success when they monitor to make sure they are fueling their brains and bodies properly.
    - Am I fueling my brain with healthy foods?
    - Am I staying hydrated?
    - Is it time for an exercise break?
    - Am I getting enough sleep?

- From Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas (ASCD book, 2016) 6” x 9” , 134 pages

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(ASCD book, 2010) 7” x 9”, 249 pages

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Why do some students struggle to understand and retain information, while other students don’t? This book answers that question and explains how to support learners—especially struggling learners—with instruction that responds effectively to their struggles with memory and its essential role in the learning process.

(ASCD book, 2016) 7” x 9”, 212 pages

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Executive Function: Foundations for Learning and Teaching
Patricia W. Newhall
When the cognitive and psychological processes coordinated by executive function are disrupted, the result is typically learning difficulties and poor academic performance. This book is packed with strategies teachers can use to support students who have trouble maintaining focus and following through on schoolwork.

(Landmark School Outreach Program’s book, 2014) 10.9” x 8.4”, 164 pages

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(ASCD book, 2005) 8” x 10”, 187 pages

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(ASSC Premium, Select, and Institutional Plus Member book, September 2015) 6” x 9”, 168 pages

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Brain Matters: Translating Research into Classroom Practice, 2nd Edition
Pat Wolfe
Although you don’t need to be a scientist to understand brain-compatible teaching,—and how to use this information to improve your classroom teaching practice. The more you understand about how people form and retain memories, the more you will be able to help your students learn and use the academic content you are teaching them.

(ASCD online course, 2011)

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Discover how to activate the elusive “X factor” for student motivation by tapping into the newest discoveries about the brain and its natural tendency to seek out and engage. These field-tested approaches, strategies, tools, and templates will make it easier for you to harness the power of your students’ natural motivation to make learning fun, engaging, and meaningful.

(ASSC Premium, Select, and Institutional Plus Member book, September 2015) 6” x 9”, 168 pages

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Using Understanding by Design in the Culturally and Linguistically Diverse Classroom

Amy J. Hennell and Jay McTighe
How can today’s teachers, whose classrooms are more culturally and linguistically diverse than ever before, ensure that their students achieve at high levels? How can they design units and lessons that support English language learners in language development and content learning—simultaneously? Authors Amy J. Hennell and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design® framework for curriculum design, which emphasizes teaching for understanding, not rote memorization. Understanding by Design® allows teachers to focus students on learning, teachers consistently work to foster community and collaboration within the classroom, and teachers celebrate students’ assets and make them a central part of the curriculum.

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THE STRATEGIC TEACHER

The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson
Harvey F. Silver, Richard W. Strong, and Matthew J. Perini
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Visit elementary and secondary schools where teachers use problem-based learning to develop real-world, authentic tasks that motivate students and encourage them to take more ownership of learning. See examples of how teachers use problem-based learning to collaborate across the curriculum and integrate technology into their instruction.

Project Based Teaching: How to Create Rigorous and Engaging Learning Experiences

Suzy Boss with John Larmer

Introduction by Bob Lenz

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Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and Stylia Alcorn

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Brian Pete and Robin Fogarty

Use with Everyday Problem-Based Learning: Quick Projects to Build Problem-Solving Fluency by Brian Pete and Robin Fogarty.

Getting Started with Project Based Learning Quick Reference Guide

John Larmer

By including types of projects, sample entry events for projects, examples of what project-based learning is, and what it is not, and tips for engaging students and classroom management, this guide gives teachers everything they need to get started with project-based learning.

What If? Building Students’ Problem-Solving Skills Through Complex Challenges

Ronald A. Beghetto

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DIFFERENTIATION IS A TEACHER'S PROACTIVE RESPONSE TO LEARNER NEEDS SHAPED BY MINDSET

1. An environment that encourages and supports learning
2. Quality curriculum that engages students and supports understanding
3. Assessment that informs teaching and learning
4. Instruction that responds to student variance
5. Leading students and managing flexible routines

AND GUIDED BY GENERAL PRINCIPLES OF DIFFERENTIATION

CONTENT
The information and ideas students grapple with to reach the learning goals

PROCESS
How students take in and make sense of the content

PRODUCT
How students show what they know, understand, and can do

AFFECT/ENVIRONMENT
The climate and structure of the classroom

TEACHERS CAN DIFFERENTIATE THROUGH

1. An environment that encourages and supports learning
2. Quality curriculum that engages students and supports understanding
3. Assessment that informs teaching and learning
4. Instruction that responds to student variance
5. Leading students and managing flexible routines

DIFFERENTIATION ACCORDING TO THE STUDENT'S

LEARNING PROFILE
Preferred approaches to learning

READINESS
Proximity to the specified learning goals

INTERESTS
Passions, affinities, kinships that motivate learning

THROUGH A VARIETY OF INSTRUCTIONAL STRATEGIES

• Learning/Interest Centers
• Ralls
• Graphic Organizers
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• Intelligence Preferences
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• Groupworthy Tasks
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DIFFERENTIATION IN MIDDLE AND HIGH SCHOOL: STRATEGIES TO ENGAGE ALL LEARNERS

Kristina J. Doubet and Jessica A. Hockett

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PD book. 2013 7 7/8” x 9 7/8”, 176 pages

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Use with Differentiation in Elementary School: Strategies to Engage All Learners by Kristina J. Doubet and Jessica A. Hockett.

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Carol Ann Tomlinson

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ISBN  978-1-4166-2099-7


DIFFERENTIATED INSTRUCTION IN ACADEMICALLY DIVERSE CLASSES, 3rd Edition

Carol Ann Tomlinson

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Differentiation in Middle and High School: Strategies to Engage All Learners

Differentiation in Elementary School: Strategies to Engage All Learners

Differentiation in Middle and High School: Strategies to Engage All Learners

Differentiation in Elementary School: Strategies to Engage All Learners
Reciprocal teaching is a scaffolded discussion technique that builds on the Fab Four strategies that good readers use to understand text: predicting, questioning, clarifying, and summarizing. Reciprocal teaching is a joint publication of ASCD and International Literacy Association, 2018. 8 1/2” x 11”, 354 pages.


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Nancy Boyles

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Math
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(ASCD Premium, Select, and Institutional Plus Member book, Editor’s Selection, July 2016) 7" x 10", 174 pages
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Bena Kallick and Allison Zmuda
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(ASCD Premium, Select, and Institutional Plus Member book, Featured Selection, January 2017) 6" x 9" , 160 pages
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