New!
The New Art and Science of Teaching
Robert J. Marzano

Based on Robert J. Marzano’s 50 years of education research, this new, expanded volume of the original Art and Science of Teaching offers a framework for substantive change. While the previous model focused on teacher outcomes, the new version places focus on student outcomes. Throughout the book, Marzano details the elements of three overarching categories of teaching, which define what must happen to optimize student learning.

- Explore instructional strategies that correspond to each of the 43 elements of The New Art and Science of Teaching, which have been carefully designed to maximize student engagement and achievement.
- Utilize 10 design questions and a general framework that will help determine which classroom strategies you should use to foster student learning.
- Analyze the behavioral evidence that proves the strategies of an element are helping learners achieve academic success.
- Study the state of the modern standards movement and what changes must be made in K–12 education to ensure high levels of learning for all.

Download free reproducibles specific to the elements in The New Art and Science of Teaching.

The New Art and Science of Teaching 10 design areas within 3 categories of teaching—(1) feedback, (2) content, and (3) context—that form a road map for K–12 teachers’ lesson and unit planning.

FEEDBACK
1. Providing and communicating clear learning goals
2. Conducting assessments

CONTENT
3. Conducting direct instruction lessons
4. Implementing practicing and deepening lessons
5. Implementing knowledge application lessons
6. Using strategies that appear in all types of lessons

CONTEXT
7. Using engagement strategies
8. Implementing rules and procedures
9. Building relationships
10. Communicating high expectations


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Carol Ann Tomlinson

First published in 1995 as How to Differentiate Instruction in Mixed-Ability Classrooms, this new edition reflects evolving best practices in education, the experiences of practitioners throughout the United States and around the world, and the author’s continuing thinking about how to help each and every student access challenging, high-quality curriculum; engage in meaningful learning experiences; and feel at home in a school environment that “fits.”

New! Building on the Strengths of Students with Special Needs: How to Move Beyond Disability Labels in the Classroom
Toby Karten

In this book, special education expert Toby Karten focuses on specific disabilities and inclusive curriculum scenarios for learners in K–12 environments. This resource walks teachers through the process of reinforcing, scaffolding, and planning for instruction that targets learners of all ability levels. Included are details relevant to possible causes, inclusion strategies, characteristics and strengths, and classroom implications of each disability.

New! Unpacking Fractions: Classroom-Tested Strategies to Build Students’ Mathematical Understanding
Monica Neagoy

Author Monica Neagoy, drawing on decades of research studies, evidence from teacher practice, and 25 years of experience working around the world with teachers, students, and parents, addresses seven big ideas in the teaching and learning of fractions. Each idea is supported by a vignette from a real classroom, common misconceptions, a thorough unpacking of productive mathematical thinking, and several multistep and thought-provoking problems for teachers to explore.

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