



INSTRUCTIONAL MEDIA CENTER

Abby Koehler, IMC Clerk imc@scboces.k12.co.us
Pueblo West IMC (719) 647-0023

Differentiated Instruction Resources

From each according to his abilities, to each according to his needs. Karl Marx. *Compiled 15 March 2007 by ask.*

Books

C.A.S.L. cache : a collection of tools and templates to differentiate instruction. Center for Advanced Student Learning (CASL). GSE 510 CEN

Differentiated instruction guide for inclusive teaching. Moll, Anne M. GSE 510 MOL

Differentiation: simplified, realistic, and effective : how to challenge advanced potentials in mixed-ability classrooms. Kingore, Bertie. GSE 510 KIN

The educational consultant : helping professionals, parents, and students in inclusive classrooms. Heron, T. GSE 510 HER

Principal's guide to creating a building climate for inclusion. VanDover, Teresa. GSE 510 VAN

Using differentiated instruction to reach and teach diverse learners. Kronberg, Robi. GSE 510 KRO

CD-ROM

Colorado Department of Education framework for differentiated curriculum, instruction, and assessment. GSE 510 COL

Teacher-to-Teacher programs from the US Dept. of Education

Differentiated Instruction. Walker, Mark. <http://www.paec.org/teacher2teacher/differentiatedinstruction.html>

Course Description: Kids come in all shapes and sizes and interests, and they come to the learning environment with different needs, learning profiles, and educational readiness. Differentiated instruction recognizes this, and applies an approach to teaching and learning that allows for multiple learning styles and learning options for taking in information and making sense of different ideas. This session focuses on making the appropriate accommodations/ modifications to a curriculum in order to enable students with disabilities to access the materials in the way they best learn.

Differentiating Instruction in a High School Inclusion Setting. Schedler, Jean-Fryer.

http://www.paec.org/teacher2teacher/differentiating_inst_high_school.html

Course Description: Four areas of classroom instruction are addressed in this session – reading, vocabulary, differentiated instruction and classroom management. In order to address the varied instructional challenges found in a high school inclusion class, the teacher must first begin by having a depth and breadth of knowledge in his or her specific content area. The next step is to change from being content-driven to student-driven. This presentation is built upon current research and the work being done with inner city high school English teachers as they address the reading needs of their struggling students. The anecdotal information from principals involved in the pilot project is that student attendance has increased, homework is being completed in other courses and students are requesting to be included in the pilot program.