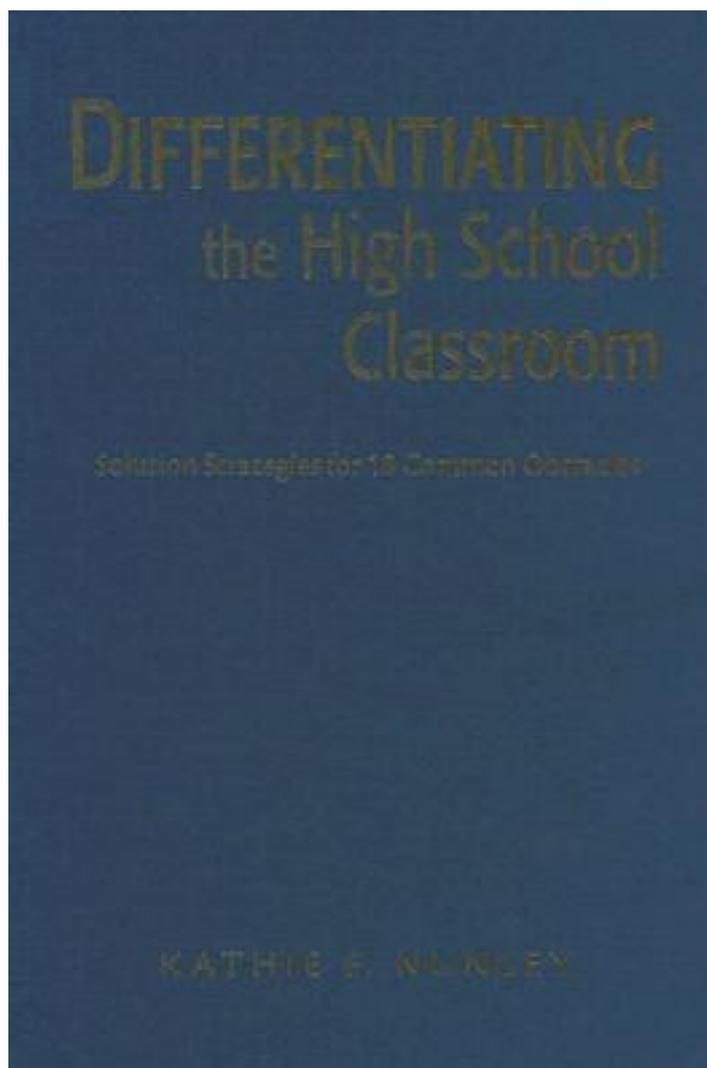


Differentiating the High School Classroom



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出版者:Sage Pubns

出版时间:2006-2

装帧:Pap

isbn:9781412917162

Differentiated instruction (DI) has been shown to maximize both learning and neural development for students of diverse backgrounds and abilities, but to date, DI has been easier to implement in elementary grades than in upper grades. "I have too much content to cover"; "My district requires me to follow a prescribed text"; "I'm good at lecturing"; "I can't see how I would grade all those different assignments"; "I don't know how"; "I thought I was differentiating"--all these are important reasons that high school teachers offer as obstacles to DI implementation.

Solution strategies for those obstacles and others is the focus of this important new teaching guide by Kathie Nunley, originator of the Layered Curriculum™ method for teaching in mixed ability classrooms. Using common sense, wisdom, humor, and the latest brain research, Nunley offers supportive solutions for each problem; examples and scenarios illustrating the solutions in action; and a collection of new ideas for teachers to try as they begin differentiating content, process, assignments, and assessments in their classrooms.

This easy-to-navigate guide is sure to be a welcome and timely new resource for high school teachers, curriculum designers, instructional leaders, and pre-service students of secondary methods.

作者介绍:

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