

## ***A Differentiated Approach to the Common Core: Resources for Learning More***

### **Step 1: Planning to “Teach up” as a Catalyst for Challenge and Success**

Dweck, C. (2006). *Mindset: The new psychology of teaching*. New York: Random House.

Tomlinson, C., & Javrus, E. (2012, February). Teach up for excellence. *Educational Leadership*, 69(5), 28–33.

### **Step 2: Developing Learning Targets for Challenge and Success**

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd Ed.). Alexandria, VA: ASCD.

### **Step 3: Designing Lessons for Challenge and Success**

Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd Ed.). Alexandria, VA: ASCD.

Tomlinson, C. (1999, September). Mapping a route to differentiated instruction. *Educational Leadership*, 57(1), 1–16.

Tomlinson, C., & Germundson, A. (2007, May). Teaching as jazz. *Educational Leadership*, 64(8), 27–31.

Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and Understanding by Design: Connecting content and kids*. Alexandria, VA: ASCD.

### **Step 4: Assessing Formatively to Guide Instruction for Challenge and Success *and***

### **Step 5: Using Formative Data to Refine Instruction for Challenge and Success**

Black, P. & William, D. (1998). Inside the black box: Raising standards through formative assessment. *Phi Delta Kappan*, 80, 139–144, 146–148.

Earl, L. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin.

Hockett, J., & Doubet, K. (2013, December/January). Turning on the lights: What pre-assessments can do. *Educational Leadership*, 71(4), 50–54.

Tomlinson, C. (2014, March). The bridge between today’s lesson and tomorrow’s. *Educational Leadership*, 71(6), 10–14.

Tomlinson, C., & Moon, T. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

Wiggins, G. (2012, September). Seven keys to effective feedback. *Educational Leadership*, 70(1), 11–16.

Wiliam, D. (2011). *Embedded formative assessment*. Indianapolis, IN: Solution Tree.

### **Step 6: Scaffolding and Extending Challenge for Success**

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd Ed.). Alexandria, VA: ASCD.

Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd Ed.). Alexandria, VA: ASCD.

### **Step 7: Assessing Summatively to Determine Student Success with Challenge**

Tomlinson, C., & Moon, T. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.

Wiggins, G. (1993). *Assessing student performance*. San Francisco: Jossey-Bass.

### **Step 8: Leading and Managing for Student Success with Challenge**

Tomlinson, C., & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.