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ISBN	1-4522-3807-3 1-4522-2418-8
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Collana	Gale eBooks
Classificazione	EDU032000
Disciplina	371.207
Soggetti	School improvement programs Professional learning communities Individualized instruction Response to intervention (Learning disabled children)
Lingua di pubblicazione	Inglese
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Note generali	Machine generated contents note: AcknowledgmentsAbout the AuthorsIntroduction1. Elements and Principles of the Integrated Model2. Professional Learning Communities Threads What it is The Research Behind It Who Said It and Why Essence What's In It For Me? 21st Century Skills Making It Rigorous Fabric Defining Components of PLCs Walking the Walk Design Talking the Talk How/When to Implement PLCs Why We Should Integrate It How to Integrate It Frame Non-negotiables What's In, What's Out3. Differentiation of Instruction Threads What It Is The Research Behind It Who Said It and Why Essence What's in It For Me? 21st Century Skills Making It Rigorous Fabric Defining Components of Differentiated Instruction Walking the Walk Talking The Talk How/When to Implement DI Why We Should Integrate It How to Integrate It Frame Non-negotiables What's In, What's Out4. Response to Intervention Threads What It Is The Research Behind It Who Said It and Why Essence What's in It for Me? 21st Century Skills Making It Rigorous Fabric Defining Components of RTI Walking the Walk Design Talking the Talk How/When to Implement RTI Why Should We Integrate It How to Integrate It Frame Non-negotiables What's In, What's Out5. Weaving the Tapestry Time Simple Ways to Get Started Money CommitmentAppendixesIndex.
Nota di bibliografia	Includes bibliographical references and index.

Nota di contenuto

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Sommario/riassunto

A framework for weaving common threads into an artful solution Rather than buying individual books about professional learning communities (PLCs), differentiated instruction (DI), and Response to Intervention (RTI), invest wisely in one resource that synthesizes all three. The text uses a tapestry analogy to weave together these critical topics to form a comprehensive framework for achieving continuous school improvement. The result is a stronger foundation for school leaders' and teachers' instructional decisions based on: Utilizing PLCs as the framework for sharing new strategies and u