

How To Promote Cognitive Rigor Through Classroom Questioning

Discusses how to use cognitive instruction to help students see commonalities and patterns in a particular concept and includes examples of visual patterns.

In Diving In to Strategic Thinking, writer Gwendolyn Leininger and veteran educator Sandra Adams team up to bring a practical understanding to Norman Webb's Depth of Knowledge. With a readable style and a knack for connecting ideas and practice, Leininger and Adams bring readers into the underwater caves of the Bahamas to explore a new metaphor for strategic thinking. What they discover is a way to design rigorous lessons that push students into deep thinking and a structure for giving students the tools to take ownership of their learning. Intended for collaboration, this field guide is peppered with challenges to engage growth-minded teachers in strategic thinking about their own work. With an understanding of the challenges today's teacher's face, Diving In to Strategic Thinking functions as an accessible guide to professional learning for teachers, instructional coaches, and curriculum directors.

The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.

*In this book, Erik M. Francis explores how one of the most fundamental instructional strategies—questioning—can provide the proper scaffolding to deepen student thinking, understanding, and application of knowledge. You'll learn: *Techniques for using questioning to extend and evaluate student learning experiences. *Eight different kinds of questions that challenge students to demonstrate higher-order thinking and communicate depth of knowledge. *How to rephrase the performance objectives of college and career readiness standards into questions that engage and challenge students. Francis offers myriad examples of good questions across content areas and grade levels, as well as structures to help teachers create and use the different kinds of questions. By using this book to fine-tune your approach to questioning, you can awaken the spirit of inquiry in your classroom and help students deepen their knowledge, understanding, and ability to communicate what they think and know.*

The 5th edition of the prestigious AECT Handbook continues previous efforts to reach outside the traditional instructional design and technology community to the learning sciences and computer information systems communities toward developing a conceptualization of the field. However, given the pervasive and increasingly complex role technology now plays in education since the 1st edition of the Handbook in 1996, the editors have reorganized the research chapters in this edition to focus on the learning problems we are trying to solve with educational technologies, rather than to focus on the things we are using to solve those problems. Additionally, for the first time this edition of the Handbook reflects our field's growing understanding of the importance of design scholarship to inform practice by including design case chapters. These changes for this edition of the Handbook are intended to bring educational technology research into the broader framework of educational research by elaborating on the role instructional design and technology plays as a scholarly discipline in addressing education's increasingly complex issues. Provides comprehensive reviews of new developments in educational technology research and design practice. Includes concrete examples to guide future research and practice in the ways emerging technologies can be used to solve educational problems. Contains extensive references furnished to guide readers to the most recent research and design practice in the field of instructional design and technology.

Success for Every Student: A Guide to Teaching and Learning contains research and evidence based classroom practices that maximize learning for all students. Throughout the book the authors deliver a common sense approach to proven teaching strategies that help learners reach their potential. Ultimately, it is the teacher behaviors that have the greatest impact on student behaviors. Success for Every Student is packed full of tools and tips in everything from classroom management to formative assessment that give busy teachers what they need to become more efficient and effective professionals in their classrooms and schools. At the end of each chapter are real life scenarios for readers to reflect and think about what they would do given the situation. As a bonus, the book has a companion website that provides more tools and covers current topics in the education news. This practical book provides sound suggestions and guidance to help create a culture of learning in classrooms and schools where high expectations are the norm and there is an opportunity of success for every student.

A scientific response to the best-selling The Bell Curve which set off a hailstorm of controversy upon its publication in 1994. Much of the public reaction to the book was polemic and failed to analyse the details of the science and validity of the statistical arguments underlying the books conclusion. Here, at last, social scientists and statisticians reply to The Bell Curve and its conclusions about IQ, genetics and social outcomes.

[Developing Effective Teacher Questioning Practices](#)

[Patterns to Promote Learning](#)

[A Teacher's Field Guide to Depth of Knowledge](#)

[Learning to Question, Questioning to Learn](#)

[Teaching with Poverty in Mind](#)

[Now That's a Good Question!](#)

[A Guide to Teaching and Learning](#)

[Culturally Responsive Teaching and The Brain](#)

[Powerful Task Design](#)

[Inside the Effort to Remake the American High School](#)

[Research-Based Practice to Engage Every Learner](#)

[The Art and Science of Teaching](#)

[Diving in to Strategic Thinking](#)

[The Art and Science of Lesson Design](#)

[The Horse That Won't Go Away](#)

"This book applies the principles of research in the study of human cognition to games, with chapters representing 15 different disciplines in the learning sciences (psychology, serious game design, educational technology, applied linguistics, instructional design, eLearning, computer engineering, educational psychology, cognitive science, digital media, human-computer interaction, artificial intelligence, computer science, anthropology, education)"--Provided by publisher.

Applicable for educators across all disciplines and grade levels, this book will teach you to use the Powerful Task Rubric for Designing Student Work to analyze, design, and refine cognitively engaging tasks of learning. This guide will help you Use the Powerful Task Rubric, and delve into the tool's design components. Complete interactive tasks, and understand first-hand how technology is a critical design component in student task design. Identify opportunities for creating powerful tasks in the areas of engagement, academic strategies, questions, and cognition. Supplement your task design arsenal with tools like the Diagnostic Instrument to Analyze Learning (DIAL).

"Most educators are skilled at planning instruction and determining what they will do during the course of a lesson. However, to truly engage students in worthwhile, rigorous cognition, a profound shift is necessary: a shift in emphasis from teaching to learning. Put another way, we know that whoever is doing the work is also doing the learning—and in most classrooms, teachers are working much too hard. Authors John V. Antonetti and James R. Garver are the designers of the Look 2 Learning model of classroom walkthroughs. They've visited more than 17,000 classrooms—examining a variety of teaching and learning conditions, talking to students, examining their work, and determining their levels of thinking and engagement. From this vast set of data, they've drawn salient lessons that provide valuable insight into how to smooth the transition from simply planning instruction to designing high-quality student work. The lessons John and Jim have learned from their 17,000 (and counting) classroom visits can't be wrong. They share those lessons in this book, along with stories of successful practice and practical tools ready for immediate classroom application. The authors also provide opportunities for reflection and closure designed to help you consider (or reconsider) your current beliefs and practices. Throughout, you will hear the voices of John and Jim—and the thousands of students they met—as they provide a map for shifting the classroom dynamic from teaching to learning."

Many teachers in regular classrooms feel unprepared to teach students with learning disabilities. Fortunately, brain research has confirmed that strategies benefiting learners with special challenges are suited for engaging and stimulating all learners. In this book, neurologist and classroom teacher Judy Willis explains that we can best help students by putting in place strategies, accommodations, and interventions that provide developmentally and academically appropriate challenges to suit the needs, gifts, and goals of each student. Brain-Friendly Strategies for the Inclusion Classroom will help teachers

- * Understand how the brain learns and the technologies that reveal this process.
- * Implement strategies that are compatible with students' individual learning styles and honor their multiple intelligences.
- * Improve the focus of students with attention disorders and help them gain the confidence and skills they need to develop goal-oriented behaviors.
- * Create an enriching learning environment by incorporating student-centered activities, discovery and hands-on learning experiences, cross-curricular learning, and multisensory lessons.
- * Implement strategic review, study, and test preparation strategies that will allow students to retain information and connect it with future learning.
- * Build safe, supportive classroom communities and raise class awareness and empathy for students with learning disabilities. It's time for teachers to lower the barriers, not the bar. Using strategies that align with research on how people's brains function, teachers can engage all students as individuals and help them reach their maximum potential with joy and confidence.

In this book, top scientists from a variety of fields investigate the development of executive function (EF), a term that encompasses a range of mental processes that together regulate our social behavior and our cognitive and emotional well-being.

"Balancing theory and "how-to" strategies, the authors examine productive questions from two directions, how teachers learn to use productive questioning practices, and how productive questioning practices contribute to the dialogue between teachers and students to effect meaningful and purposeful instruction."--Jacket.

Winner of the Grawemeyer Award in Education "The best book on high school dynamics I have ever read." —Jay Mathews, Washington Post "A hopeful, easy-to-read narrative on what the best teachers do and what deep, engaging learning looks like for students. Grab this text if you're looking for a celebration of what's possible in American schools." —Edutopia "A must-read for anyone interested in the fate of the American high school." —Linda Darling-Hammond, President and CEO, Learning Policy Institute What would it take to transform our high schools into places capable of supporting deep learning for students across a wide range of

aptitudes and interests? To find out, Jal Mehta and Sarah Fine spent hundreds of hours observing and talking to teachers and students in and out of the classroom at thirty of the country's most innovative schools. To their dismay, they discovered that deeper learning is more often the exception than the rule. And yet they found pockets of powerful learning at almost every school, often in extracurriculars but also in a few mold-breaking academic courses. So what must schools do to achieve the integrations that support deep learning: rigor with joy, precision with play, mastery with identity and creativity? In *Search of Deeper Learning* takes a deep dive into the state of our schools and lays out an inspiring new vision for American education.

In *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It*, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character. Drawing from research, experience, and real school success stories, *Teaching with Poverty in Mind* reveals * What poverty is and how it affects students in school; * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain); * Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and * How to engage the resources necessary to make change happen. Too often, we talk about change while maintaining a culture of excuses. We can do better. Although no magic bullet can offset the grave challenges faced daily by disadvantaged children, this timely resource shines a spotlight on what matters most, providing an inspiring and practical guide for enriching the minds and lives of all your students.

[The Behavior Code](#)

[How Seven Principles of Teaching Can Transform Education](#)

[Strategies That Engage Students, Promote Active Learning, and Boost Achievement](#)

[Purposeful Speaking, Engaged Listening, Deep Thinking](#)

[Ambitious Instruction](#)

[Why Reading Fiction Matters in an Age of Scientific Objectivity and Standardization](#)

[Questioning Sequences in the Classroom](#)

[The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming](#)

[Limited Learning on College Campuses](#)

[Theory, Research, and Practice](#)

[Gaming and Cognition: Theories and Practice from the Learning Sciences](#)

[Success for Every Student](#)

[Promoting Rigor Through Higher Level Questioning](#)

[Brain, Mind, Experience, and School: Expanded Edition](#)

[Quality Questioning](#)

"Ambitious Instruction: Planning for Rigor in the Secondary Classroom, authored by Brad Cawn, makes the case for utilizing rigor in the classroom to reinvigorate and modernize daily learning. The author recognizes the need for a clear definition of what rigor is and how it can be used. As such, the book begins by declaring a working definition of rigor that is both academic and instructional. This definition provides a concrete, results-driven foundation to the development of rigor in schools. With this foundation in place, the book guides the reader through the process of creating a more rigorous classroom. Readers will find a wealth of information and advice that they can use to both realize rigor in the classroom and ready their students for it. Using this book, readers will develop the rigorous teaching and learning practices that will revolutionize their instruction and jump-start their students' success in schools"--

Ask targeted questions to enhance students' reasoning skills and increase rigor in classrooms. Use a four-phase questioning sequence to help students make claims, build sound arguments, and provide evidence to support their points. You'll discover how to coordinate sequences to elicit students' prior knowledge, prompt the discovery of new information, and deepen and extend students' learning in all content areas.

Describes everyday classroom practices and exercises to help students in grades four through twelve read for accuracy, extract meaning from text, and interpret subject matter.

A bold, brain-based teaching approach to culturally responsive instruction To close the achievement gap, diverse classrooms need a proven framework for optimizing student engagement. Culturally responsive instruction has shown promise, but many teachers have struggled with its implementation—until now. In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. The book includes: Information on how one's culture programs the brain to process data and affects learning relationships Ten "key moves" to build students' learner operating systems and prepare them to become independent learners Prompts for action and valuable self-reflection

Can a horse really do arithmetic? For a time a great many people thought so, enthralled by the exploits of Clever Hans, a horse that could seemingly answer any question about mathematics, language, and music with stomps of his hoof. Even as celebrated scientists endeavored to discover Hans's secret, people were perfectly comfortable believing something no rational mind should have accepted. How is that possible? In *The Horse That Won't Go Away*, Tom Heinzen, Scott Lilienfeld, and Susan Nolan explore the confounding story of Clever Hans and how we continue to be deceived by beliefs for which there is no supporting logic or evidence. From Clever Hans, to the unsupported claims that facilitated communication could allow persons with autism to communicate, to the exaggerated fear of many parents that their child may be kidnapped (the odds of such an event are astronomical), the authors show just how important it is to rely on the scientific method as we navigate our way through everyday life.

The Brain that Does the Work is the Brain that Learns. This simple truth is the essence of Student-led academic teaming, a new pedagogical model which elevates core instruction to a level of rigor far beyond that of traditional classrooms and familiar grouping strategies. In academic teams, students learn to collaborate and communicate with their peers while engaging in rigorous, standards-based tasks—a combination that clears the most effective path to true social, emotional, and cognitive learning (SECL). Authors Michael Toth and David Sousa have spent years researching academic frameworks and observing schools all over the country. They've found students disengaged, classrooms rooted in 19th century techniques, and teachers working themselves to the breaking point trying to force each student to meet state standards—but education doesn't have to be miserable, inequitable, and unpredictable. In Student-led academic teams, it's the kids who take ownership of their learning. Every st

Building on the authors' celebrated work in cognitive coaching, this important book provides teachers, schools, and policy leaders with the rationale and new direction for enhancing the development of the intellectual capacity of educators, their performance, and their ultimate effects on student learning. The authors focus on assisting teachers in developing awareness in their own ability to make effective judgments based on all their capabilities and experiences. When teachers weave internal expertise and external criteria together into the exquisite tapestry of teaching and learning, they gain confidence in their ability to make a difference for all students. Rather than spending time becoming better inspectors and enforcers, Cognitive Capital calls for skillful leaders to engage educators' thought processes which promote practices that have high impacts on their students. "The authors have positioned 'cognitive capital' at the center of understanding and developing teacher quality and have succeeded brilliantly." —Michael Fullan, professor emeritus, Ontario Institute for Studies in Education, University of Toronto, author of *Professional Capital: Transforming Teaching in Every School* "In contrast to the persistent trend of simplifying teaching via reductive evaluation tools, Costa, Garmston, and Zimmerman dive fearlessly into its complexities. Cultivating 'cognitive capital' is a refreshing new direction for educators to embrace. The ideas and recommended actions in this fascinating book support a culture of thoughtful innovation which develops mindful and resourceful professionals. The contemporary learners in our classrooms need nothing less." —Heidi Hayes Jacobs, president, Curriculum Designers, Inc., curriculum21.com Arthur L. Costa is emeritus professor of education at California State University, Sacramento. Robert J. Garmston is emeritus professor of educational administration at California State University, Sacramento. Diane P. Zimmerman is a former superintendent for the Old Adobe Schools in Petaluma, California.

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

[Questioning for Classroom Discussion](#)

[How to Assess Higher-order Thinking Skills in Your Classroom](#)

[Literacy Strategies for Grades 4-12](#)

[Increasing the Rigor in Your Classroom](#)

[How People Learn](#)

[Scientists Respond to The Bell Curve](#)

[Executive Function in Preschool-age Children](#)

[Rigor in Your Classroom](#)

[Early Start Denver Model for Young Children with Autism](#)

[Reinforcing the Threads of Reading](#)

[A Toolkit for Teachers](#)

[Culturally Responsive Teaching](#)

[Brain-Friendly Strategies for the Inclusion Classroom](#)

[What Being Poor Does to Kids' Brains and What Schools Can Do About It](#)

[Promoting Language, Learning, and Engagement](#)

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by Academically Adrift: are undergraduates really learning anything once they get there? For a large proportion of students, Richard Arum and Josipa Roksa's answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list. Academically Adrift holds sobering lessons for students, faculty, administrators, policy makers, and parents—all of whom are implicated in promoting or at least ignoring contemporary campus culture. Higher education faces crises on a number of fronts, but Arum and Roksa's report that colleges are failing at their most basic mission will demand the attention of us all.

The Cognitive Rigor Matrix superposes two of the most common tools used in K-12 education: Bloom's Revised Taxonomy and Depth of Knowledge. This matrix has been adopted by numerous state departments of education and national organizations to evaluate the rigor of educational materials. The matrix also offers a powerful ability to help teachers plan and carry out standards-based lessons that best support student learning. This book, aimed at secondary school teachers of all subjects, provides a systematic means of leveraging the Rigor Cube to develop rigorous, standards-based lesson plans. The approach employed in this book includes the development of culminating activities for students to demonstrate their learning, identification of standards-based lesson content, selection of potentially effective instructional methods, and student questioning strategies. Special methods for supporting students who are deficient in their background knowledge without undermining the rigor of lessons are also included. Sample lessons are included that illustrate every step of the lesson planning process from start to finish. These sample lesson plans address state content standards related to the Common Core State Standards (both math and English language arts), Next Generation Science Standards, career-technical education standards, and art.

Seven key principles from Finland for building a culture of trust in schools around the world. In the spring of 2018, thousands of teachers across the United States—in states like Oklahoma, Kentucky, and Arizona—walked off their jobs while calling for higher wages and better working conditions. Ultimately, these American educators trumpeted a simple request: treat us like professionals. Teachers in many other countries feel the same way as their US counterparts. In Teachers We Trust presents a compelling vision, offering practical ideas for educators and school leaders wishing to develop teacher-powered education systems. It reveals why teachers in Finland hold high status, and shows what the country's trust-based school system looks like in action. Pasi Sahlberg and Timothy D. Walker suggest seven key principles for building a culture of trust in schools, from offering clinical training for future teachers to encouraging student agency to fostering a collaborative professionalism among educators. In Teachers We Trust is essential reading for all teachers, administrators, and parents who entrust their children to American schools.

Learn how to assess students in a way that truly impacts learning. In Rigor and Assessment in the Classroom, bestselling author Barbara R. Blackburn provides a broad range of practical strategies for increasing the rigor and usefulness of your formative and summative assessments. You'll discover how to... Create an environment where students are expected to learn at high levels; Evaluate and check student learning in a way that ensures growth; Strengthen the validity and reliability of your assessments; Plan assessments in conjunction with planning the instruction; Differentiate assessments to increase the rigor for all students; Enhance the effectiveness of your grading system and feedback; Use performance-based assessment to enhance rigor; and Design clear, reader-friendly rubrics and scoring guides. Each chapter includes ready-to-use tools, examples across the subject areas, and "Think About It" questions to help you reflect on what you've read. Many of the tools are also offered as free eResources at www.routledge.com/9781138936140, so you can easily print and distribute them for classroom use.

Helping students ask bigger, more beautiful questions Why does engagement plummet as learners advance in school? Why does the stream of questions from curious toddlers slow to a trickle as they become teenagers? Most importantly, what can teachers and schools do to reverse this trend? Beautiful Questions in the Classroom has the answers. Written to be both inspirational and practical, this resource will help educators transform their classrooms into cultures of curiosity. Readers will find: · Strategies to inspire bigger, more beautiful student questions · Techniques to help educators ask more beautiful questions · Real-world examples, case studies, practical ideas, and question stems · Videos showing strategies at work

What type of questioning invigorates and sustains productive discussions? That's what Jackie Acree Walsh and Beth Dankert Sattes ask as they begin a passionate exploration of questioning as the beating heart of thoughtful discussions. Questioning and discussion are important components of classroom instruction that work in tandem to push learning forward and move students from passive participants to active meaning-makers. Walsh and Sattes argue that the skills students develop through questioning and discussion are critical to academic achievement, career success, and active citizenship in a democratic society. They also have great potential to engage students at the highest levels of thinking and learning. The extent to which this potential is realized, of course, depends on individual teachers who embrace these practices, make them their own, and realize that this process requires a true partnership with students. With that in mind, Questioning for Classroom Discussion presents and analyzes the DNA of productive discussions—teacher-guided, small-group, and student-driven.

Taking a close look at the forces that affect English education in schools—at the ways literature, cognitive science, the privileging of the STEM disciplines, and current educational policies are connected—this timely book counters with a strong argument for the importance of continuing to teach literature in middle and secondary classrooms. The case is made

through critical examination of the ongoing "culture wars" between the humanities and the sciences, recent research in cognitive literary studies demonstrating the power of narrative reading, and an analysis of educational trends that have marginalized literature teaching in the U.S., including standards-based and scripted curricula. The book is distinctive in presenting both a synthesis of arguments for literary study in the middle and high school and sample lesson plans from practicing teachers exemplifying how literature can positively influence adolescents' intellectual, emotional, and social selves.

Develop your students' critical thinking skills and prepare them to perform competitively in the classroom, on state tests, and beyond. In this book, Moore and Stanley show you how to effectively instruct your students to think on higher levels, and how to assess their progress. As states implement the Common Core State Standards, teachers have been called upon to provide higher levels of rigor in their classrooms. Moore and Stanley demonstrate critical thinking as a key approach to accomplishing this goal. They explore the benefits of critical thinking and provide the tools you need to develop and monitor critical thinking skills in the classroom. Topics include: The Difference Between Higher-Level and Lower-Level Thinking Writing Higher-Level Thinking Questions Assessing Critical Thinking Strategies to Develop Higher-Level Thinking Skills

[Transforming Classrooms Into Cultures of Curiosity and Inquiry](#)

[Teaching With Rigor in the Secondary Classroom: a Resource Guide for Increasing Rigor in the Classroom and Complex Problem-solving](#)

[Intelligence, Genes, and Success](#)

[Critical Thinking and Formative Assessments](#)

[Academically Adrift](#)

[17,000 Classroom Visits Can't Be Wrong](#)

[Making Learning Whole](#)

[Transforming Research Into Practice](#)

[Beautiful Questions in the Classroom](#)

[Theories and Practice from the Learning Sciences](#)

[Rigor and Assessment in the Classroom](#)

[Rigorous and Engaging Tasks to Level Up Instruction](#)

[Integrating Measurement, Neurodevelopment, and Translational Research](#)

[Learning Design](#)

[A Comprehensive Framework for Effective Instruction](#)

Teachers are required to increase the rigor for students, but how? This book by bestselling author and rigor expert Barbara Blackburn has the answer! It is a treasure chest of more than 200 practical and highly-effective tools that can be used across grade levels and subject areas to increase student rigor, leading your students to higher engagement and deeper learning. Topics covered include... Asking higher-level questions Scaffolding to help all students achieve success Differentiating instruction and using modifications Fostering independence through gradual release of responsibility Increasing text difficulty and teaching close reading Setting high expectations Changing students' views of success Encouraging effort and goal-setting Creating an environment that is conducive to learning Using effective grading policies and assessment tools Working with parents, colleagues, and administrators And much, much more! Rigor in Your Classroom will be your go-to resource throughout the school year, as you continually return to it to try new tools with your students. Bonus: The tools are accompanied by graphic organizers, charts, templates, and reproducibles for easy implementation.

Use effective questions to advance student thinking, learning, and achievement! Authors Walsh and Sattes provide an in-depth look at how quality questions can transform classrooms. Drawing on two decades of research on teacher effectiveness, the authors offer strategies that engage all students in the teacher's questions and prompt students to generate their own questions. Quality Questioning includes: A complete framework for preparing and presenting questions, prompting and processing student responses, teaching students to generate questions, and reflecting on questioning practice Checklists for classroom applications Reproducibles, rubrics, resources, evaluation tools, and more

Educators know it's important to get students to engage in "higher-order thinking." But what does higher-order thinking actually look like? And how can K-12 classroom teachers assess it across the disciplines? Author, consultant, and former classroom teacher Susan M. Brookhart answers these questions and more in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying the kind of complex thinking that current content standards emphasize. Brookhart begins by laying out principles for assessment in general and for assessment of higher-order thinking in particular. She then defines and describes aspects of higher-order thinking according to the categories established in leading taxonomies, giving

specific guidance on how to assess students in the following areas: * Analysis, evaluation, and creation * Logic and reasoning * Judgment * Problem solving * Creativity and creative thinking Examples drawn from the National Assessment of Educational Progress and from actual classroom teachers include multiple-choice items, constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use summative assessment for grading or scoring. Aimed at elementary, middle, and high school teachers in all subject areas, How to Assess Higher-Order Thinking Skills in Your Classroom provides essential background, sound advice, and thoughtful insight into an area of increasing importance for the success of students in the classroom--and in life.

Promoting Rigor Through Higher Level Questioning equips teachers with effective questioning strategies and: Challenges students to think critically, as well as explore their curiosity and imagination. Explores the power of questioning to transform the classroom. Utilizes Bloom's taxonomy as the key to formulating higher level questions. Includes questioning strategies for students' assignments, assessments, day-to-day activities, and classroom discussions. Helps make lively, in-depth dialogue the norm. Teachers must create a culture in which students expect and can engage in rigorous, higher level questioning and discussions, and are comfortable enough that they can ask those questions of one another and themselves.

From leading authorities, this state-of-the-art manual presents the Early Start Denver Model (ESDM), the first comprehensive, empirically tested intervention specifically designed for toddlers and preschoolers with autism spectrum disorder. Supported by the principles of developmental psychology and applied behavior analysis, ESDM's intensive teaching interventions are delivered within play-based, relationship-focused routines. The manual provides structured, hands-on strategies for working with very young children in individual and group settings to promote development in such key domains as imitation; communication; social, cognitive, and motor skills; adaptive behavior; and play. Implementing individualized treatment plans for each child requires the use of an assessment tool, the Early Start Denver Model Curriculum Checklist for Young Children with Autism. A nonreproducible checklist is included in the manual for reference, along with instructions for use; 8½" x 11" checklists are sold separately in sets of 15 ready-to-use booklets. See also the authors' related parent guide, An Early Start for Your Child with Autism.

New in Paperback! Make learning more meaningful by teaching the "whole game" David Perkins, a noted authority on teaching and learning and co-director of Harvard's Project Zero, introduces a practical and research-based framework for teaching. He describes how teaching any subject at any level can be made more effective if students are introduced to the "whole game," rather than isolated pieces of a discipline. Perkins explains how learning academic subjects should be approached like learning baseball or any game, and he demonstrates this with seven principles for making learning whole: from making the game worth playing (emphasizing the importance of motivation to sustained learning), to working on the hard parts (the importance of thoughtful practice), to learning how to learn (developing self-managed learners). Vividly explains how to organize learning in ways that allow people to do important things with what they know Offers guidelines for transforming education to prepare our youth for success in a rapidly changing world Filled with real-world, illustrative examples of the seven principles At the end of each chapter, Perkins includes "Wonders of Learning," a summary of the key ideas.

Build assessments you can really use | Unlock the how, when, what, and why Watch your system become greater than its parts by building local capacity through common language and deeper knowledge of assessment components. For years, educators have turned to the Hess Cognitive Rigor Matrices (CRM). Now for the first time, the modules are packaged into one resource to help you evaluate the quality and premise of your current assessment system. Designed as a professional development guide for long-term use by school leaders, five content-rich, topic-based modules: Offer field-tested, teacher-friendly strategies for local school test development Can be used for individual or professional development opportunities Allow for sequential or non-sequential use

[A Local Assessment Toolkit to Promote Deeper Learning](#)

[Investing in Teacher Quality](#)

[Practical Strategies for Developing Students' Critical Thinking](#)

[Brain-based Teaching for All Subjects](#)

[Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#)

[How to Promote Cognitive Rigor Through Classroom Questioning
In Teachers We Trust: The Finnish Way to World-Class Schools
Cognitive Capital](#)

[Practical Approaches to Boosting Cognitive Rigor in the Classroom](#)

[A Practical Guide to Understanding and Teaching the Most Challenging Students
In Search of Deeper Learning](#)

[A Case for Teaching Literature in the Secondary School](#)

[Handbook of Research in Educational Communications and Technology](#)