

# PLC/Book Study Guide for *Making Differentiation a Habit*

**Diane Heacox, Ed.D.**

This guide is designed to be a professional development resource and can be used to facilitate a book study or as a learning experience for a professional learning community (PLC). Facilitator notes are provided for additional support and explanation in planning and facilitating your school or group's sessions. I recommend that the principal and/or facilitator read the entire guide and the book before beginning the study.

For each session, participants will be asked to read chapters of the book. They may also be asked to bring particular materials or create or implement something prior to attending a session. Each chapter description includes guiding questions and suggested tasks that can be used as group activities during the group session.

Please note that the preparation work is noted at the beginning for each session. Before you dismiss participants from each session, look ahead to the next chapter and review and clarify what must be done before the next meeting. Reach agreements if suggested tasks are going to be adjusted or modified.

I suggest that participants select a curriculum unit they would like to differentiate step by step as the study proceeds. One of the benefits of this book study is that it takes participants through the process of differentiating an entire curriculum unit. A possible option may be for grade-level teams or departments to choose different curriculum topics so that teams will have several complete units when the sessions end.

Also consider the time frame for this book study. Teachers will be working on one curriculum unit throughout the sessions. If the book study takes several months to complete, teachers may need to teach a curriculum unit they have only begun differentiating. Do teachers want to be able to share experiences implementing the curriculum unit or do teachers want to share experiences planning the curriculum unit? You may wish to consider the timeline for the completion of the book study and then choose a curriculum unit that will be used later in the school year so you can plan ahead.



# Introduction

To be completed before the introduction book study session:

- Read the book's introduction.

1. What do you see as the difference between authentic differentiation and random teaching tips and tricks?

**Facilitator Note:** *Authentic differentiation is purposeful, planned, and based on the instructional needs of the students, while random teaching “tips and tricks” are not targeted to meet the individual needs of students. Although “tips and tricks” strategies may momentarily engage students, purposeful, targeted planning of differentiation results in increased learning and student achievement of goals.*

2. What do you currently do in your classroom to address learners' differences?

**Facilitator Note:** *Some responses might be aptitude or achievement grouping, choice in products, different levels of questioning based on Bloom's Taxonomy, extended time, flexible grouping, independent projects, use of multiple intelligences, and enrichment tasks.*

3. Share a brief overview of each chapter. Is there a chapter that is of particular interest to you? Share the chapter topic and why it interests you.

**Facilitator Note:** *Answers will vary. Encourage each participant to share.*

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 1: Identifying Your Learning Goals

To be completed before the Chapter 1 book study session:

- Read Chapter 1.
- Develop KUDOs for a curriculum unit of your choice and bring them to our group session.

1. Examine Figure 1.1 on page 10. Discuss steps for planning a unit from state or provincial academic standards or Common Core State Standards to summative assessment.

**Facilitator Note:** *The plan starts with the end in mind. KUDOs are directly related to academic standards. Summative assessment and instructional tasks aligned with standards are determined before the lessons are taught. Then teachers make ongoing adjustments based on evidence or data provided by ongoing formative assessment. In addition, formative assessment is used to guide decisions on when and how to differentiate.*

2. I recommend that you write learning goals as KUDOs. “What do I want my students to Know, Understand, and be able to Do?”

Share the KUDOs that were developed for this session and reflect on:

- a. Is your KUDOs language student-friendly? How could the language be made more understandable for students?
- b. Do “be able to do” statements reflect learning goals, not student activities? (Refer to page 9.)

**Facilitator Note:** *KUDOs support learning because the teacher starts with the intended learning goal and works backward, creating appropriate and aligned instructional tasks. Keeping the goals constantly in mind can help a teacher see points in a lesson or unit that might need to be differentiated either by process, product, or content. Clarity in learning goals streamlines all activities so that each instructional task is focused on the learning goals and specifically working on required standards. Differentiation is all about working on the standards.*

3. What are the benefits of sharing KUDOs with parents/significant adults and students? Of posting them in your classroom during the course of a unit?

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**Facilitator Note:** *Research indicates that student learning increases if learning goals are shared with students at the beginning of a lesson, the lesson is focused on the goals as it is facilitated, and goals are returned to at the end of the lesson.*

*Unit-level KUDOs also suggest to students what will be measured through assessments at the end of a curriculum unit. No secrets here! Posting KUDOs provides students a “heads up” related to learning expectations as well as what will be assessed at the end of the learning sequence.<sup>1</sup>*

*Likewise, sharing unit-level KUDOs with parents or significant adults through class or course websites, conferences, or newsletters provides information not only about what their students are learning but also end-of-unit expectations and anticipated assessment for learning.*

*No mysteries about how a grade was earned! End-of-term grades reflect whether the student did or didn’t achieve the learning goals established for the grading period.*

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

<sup>1</sup>Marzano, Pickering, and Pollock. *Classroom Instruction That Works*. ASCD, 2001.  
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# Chapter 2:

## Examining Your Professional Practices

To be completed before the Chapter 2 book study session:

- Read Chapter 2.
- Complete the “Teacher Inventory on Differentiation Practices and Strategies” on pages 14–15.
- Complete the “Continuum of Levels of Teacher Development in Differentiation” on pages 16–19.
- Create a Class Diversity Profile for your elementary class or for one of the sections you teach in secondary school. See pages 13 and 20–24.

1. After reflecting on the Teacher Inventory and the Continuum, what are the areas in which you feel confident? What are the practices and strategies you would like to develop?

**Facilitator Note:** *In reference to the Teacher Inventory, please take note of the areas in which your teachers need the most support. Consider opportunities for further professional development in these areas.*

*Remind teachers that this is a preassessment. This book study will address all areas of the Inventory and the Continuum. Encourage teachers to think about “what is next” in their professional development in differentiation.*

2. What are the benefits of creating a Class Diversity Profile? In what ways did your students differ? After filling out the Class Diversity Profile, share your greatest “aha” about a student or about your class or section of your course.

**Facilitator Note:** *This profile will reveal the need for differentiation. Compiling information about your students as you get to know them can help you decide when and how differentiation may need to be applied within a curriculum unit. Most teachers make efforts to know their students’ interests and learning preferences.*

*Ask participants to think about how they organized this information and used it in the past. The Class Diversity Profile helps organize information. It can also enable teachers to consider the diversity of their classrooms. By organizing and*

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*using this information, teachers have begun the process of using “data” or “evidence” to inform instructional practices.*

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 3: Applying Practical and Doable Assessment Strategies

To be completed before the Chapter 3 book study session:

- Read Chapter 3.
- Design a summative assessment based on the KUDOs you will use for your curriculum unit.
- Design a preassessment reflecting at least one of the KUDOs for your curriculum unit.
- Try at least one new formative assessment strategy presented in Chapter 3.
- Design a summative assessment based on the KUDOs you will use for your curriculum unit. Come prepared to share your summative assessment with our group. The role of the group is to consider whether the assessment aligns with the KUDOs and to provide additional suggestions.
- Design a preassessment for at least one of the KUDOs for your curriculum unit. Come prepared to share it with the group. The role of the group is to consider if the preassessment identifies students' prior knowledge, skills, and understandings related to the KUDOs and to give suggestions for consideration.
- Several formal and informal formative assessment strategies were presented in this chapter. Share at least one new strategy that you've tried since the last session. Discuss how the strategy worked for you and your students.

Questions to guide discussion of assessments in Chapter 3:

**Facilitator Note:** *If you have a large group, consider dividing into smaller groups. Cross-grade-level or cross-departmental grouping may be used to facilitate these discussions.*

1. How do assessments inform instructional practices and support student growth?



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2. Preassessments play a critical role in differentiation. What are the benefits of preassessments? For struggling students? For advanced students?

On page 35, preassessment reminders are suggested. Discuss the following points:

- a. Why should a teacher not wait until the first day of a unit to preassess? When should the teacher preassess?
- b. Do the preassessments you use reveal insightful responses from students? Why or why not?

**Facilitator Note:** *Preassessments reveal not only what students know about what you are about to teach but also what prerequisite knowledge, skills, or understandings they possess. Without these foundations, students may struggle with new learning that builds on previous learning. (See page 25.)*

*Aligned with summative assessment, preassessments help teachers focus on what is needed (more scaffolding, more rigor?) or on what is already mastered. (See page 26.)*

*Assessment “sweeps” can give teachers a general understanding of their students’ knowledge and experience related to the content of your curriculum units. Diagnostic, individual preassessments help you determine specific skills and processes that each student possesses as well as what needs to be introduced, reviewed, or retaught.*

*Preassessment also reveals whether particular students need alternative learning experiences in order to move into more complex or in-depth applications.*

3. Participants should share the preassessment that was designed for their unit. Participants should consider if the preassessment identifies students’ prior knowledge, skills, and understandings related to the KUDOs and give suggestions for consideration.
4. Participants should share the summative assessment they developed for their curriculum unit. Participants should consider if it aligns with the KUDOs and provide additional suggestions.
5. Each participant should share at least one new assessment strategy that was used with their students. Discuss how the strategy worked for both the teacher and their students.

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6. How and when do you currently use descriptive feedback (page 36) in your classroom?

Why is feedback so important in differentiation (or in any form of teaching or learning)?

What ideas do you have for better providing descriptive feedback to your students during the unit?

**Facilitator Note:** *Descriptive feedback informs students about what they have done well, how they have fallen short, and how to improve their work next time. It provides specific information on how to get better and supports achievement of learning goals.*

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 4:

## Using a Differentiated Learning Plan

To be completed before the Chapter 4 book study session:

- Read Chapter 4.
- Create a Differentiated Learning Plan (pages 66–67) for a lesson in your curriculum unit focusing on selected unit KUDOs. Be prepared to share your reflections about the process.

1. How are traditional lesson plans from decades past different from the lesson plans needed in today’s classrooms?

**Facilitator Note:** *Today’s classrooms are much more diverse (page 53). Public Law 94-142 (IDEA) had not been implemented. Special needs students were not part of the research. Traditional lesson plans assumed that all students learn in the same way at the same pace.*

2. Share Differentiated Learning Plans with the group. If a document camera is available, consider using it to more easily share your work.

Discuss:

- a. What were your greatest challenges while completing the DLP?
- b. What are the benefits of this kind of planning?

**Facilitator Note:** *If you have a large group, consider dividing into smaller groups. Cross-grade-level or cross-departmental grouping may be used to facilitate these discussions.*

3. Consider the “Nine Phases of Using the Differentiated Learning Plan” (page 54). Which elements will you want to be sure to document to align with Response to Intervention (RTI)? What kind of information will be good for an intervention team to consider when determining next steps for a student needing an intervention?

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 5: Motivating Learning Through Choice Opportunities

To be completed before the Chapter 5 book study session:

- Read Chapter 5.
- Create a choice board for your curriculum unit. Use the checklist on page 80 to determine whether your choice board reflects best practices in differentiation using choice.

1. Motivation can play a large role in whether or not a student wishes to accept challenges. Choice gives students power. Discuss what “choice is not . . .” (page 68). What does that mean for students? What does that mean for you as the teacher designing learning tasks?
2. Why might you offer fewer choices at the beginning of the school year or semester and more at the end?

**Facilitator Note:** For the following questions, participants might prefer to group themselves either by grade level or content area.

3. Discuss how you can use a “generic” choice board in your content area.
4. Give specific examples from your content area or how you have provided or could provide:
  - a. Choice in Content
  - b. Choice in Process
  - c. Choice in Product

Consider what preassessments you might want to conduct in order to decide how to structure your choice in these three areas.

5. Share the choice board you have created and your reflections about the process. As a group, give feedback on how the choice board content relates to the KUDOs for the unit.

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**Facilitator Note:** *Remind participants that all activities and lessons within a unit should relate directly back to the KUDOs written at the beginning of planning. Have participants examine their choice boards and make sure their activities directly relate to the KUDOs.*

6. How might choice boards be shared between teachers at the same grade level or department so teachers do not do redundant work?

# Chapter 6: Prescribing Tiered Assignments and Using Flexible Grouping: Part One

To be completed before the Chapter 6: Part One book study session:

- Read Chapter 6

1. Consider the design of tiered assignments. Why are the following considerations important to keep in mind?
  - “You do not need to use tiered assignments as a daily practice; you use them as necessary and appropriate.”
  - “The work should be *different*—not more or less.”
  - “The total learning experience for all students comes when all tiers are brought together.”
  - “Remember that tiered assignments are for practice only; they are not for summative assessment.”
  - “The practice of tiering involves far more than merely assigning a high task to some students and a low task to others.”
2. Read the examples of tiered tasks in Chapter 6. Discuss the differences in the tasks for each example.
3. What are the differences between tiering by readiness, level of challenge, degree of complexity, level of scaffolding, degree of openness, level of abstraction, and learning preference?

**Facilitator Note:** Consider using a visual (chart paper or whiteboard) to graphically display similarities and differences.

4. Page 94 will help you begin the design of your tiered assignment. With a grade-level or content-area group, review the “Steps in Designing Tiered Assignments.” Consider points in your unit where tiered assignments might be most necessary. How would you decide whether a tiered assignment is necessary and appropriate?

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**Facilitator Note:** Remember that differentiation does not mean starting over. Encourage participants to consider tasks they have used with all students in the past that simply did not work for all students. Consider using those tasks as “half of a tiered assignment.” Design a second version of the task for those students who found the task either too easy or too challenging.

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 6: Prescribing Tiered Assignments and Using Flexible Grouping: Part Two

To be completed before the Chapter 6: Part Two book study session:

- Review Chapter 6.
- Each participant should select one of the following ways to tier an assignment:
  - Readiness
  - Level of Challenge
  - Degree of Complexity
  - Level of Scaffolding
  - Degree of Openness
  - Level of Abstraction
  - Learning Preference
- Be prepared to share a tiered assignment using the “Three-Tier Task Planning Framework” on page 104. Encourage participants to choose different ways so that each type of tiering might be represented.
- Refer to the criteria for well-designed tiered assignments on page 103 to determine whether your assignment reflects best practices.

1. In grade-level or content-area groups, share experiences from working on the tiered assignment. Focus on the process you used when determining tasks for the different groups of students. Compare each tiered assignment to the criteria on page 103 to provide feedback on the work.

2. Management is a key factor in implementing tiered assignments. “Eight Ways to Make Flexible Instructional Groups Doable” (pages 97–102) suggests ways to manage tiered assignments. Discuss the following management topics and share practices you have used in your classroom. Together, teachers should create a list of management ideas for implementing tiered assignments.

How to:

- Send students to group efficiently.
- Provide clear, specific directions for each task.



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- Use teacher assistants.
  - Use differentiated work stations.
  - Organize and distribute materials and resources efficiently.
  - Manage movement and interruptions.
  - Develop and post cleanup routines.
  - Provide direction for what comes next.

3. How will you communicate with students and/or parents about tiered assignments?

**Facilitator Note:** *Some teachers may resist grouping students homogeneously. With tiered assignments, students must be grouped by likeness, not by differences as in cooperative learning groups. Encourage teachers to discuss ways to effectively communicate to students or parents that tiered assignments are for practice and working on the learning goal, not for summative assessment. The purpose of engaging students in tiered assignments is to provide them learning experiences that are just right for them. If the tasks are too difficult or too easy, students might give up or lose motivation.*

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 7:

## Maintaining Flexibility in Planning and Teaching

To be completed before the Chapter 7 book study session:

- Read Chapter 7.
- Review pages 114–115 (“25 Formats for Differentiation”). Note the strategies you already use or have used. If possible, bring examples of the formats you have already used with your students.
- Sketch out a lesson routine that you use in your classroom. Then consider how it might be differentiated to better meet the needs of your students.
- Create a second version of the routine, noting where and why you would differentiate the lesson at that point.

1. What strategies from pages 114–115 have you tried that have been successful? Share your ideas and, if possible, your examples.
2. How do you decide where and how often you differentiate?

**Facilitator Note:** *Critical examination of your typical lesson routines enables you to determine where and how you may need to differentiate. Reflecting on your lesson routines in light of your students’ readiness needs, learning preferences, and interests results in better instructional matches for all learners. There is more than one right way to differentiate a lesson routine (see pages 109–113).*

3. Share your initial and revised lesson routine. Discuss why you decided to differentiate at that point in the lesson. What might be your next steps in examining your lesson routines?
4. What is the key to effective lesson routines?

**Facilitator Note:** *Lesson routines that best support differentiation:*

- *Are clearly focused on your learning goals*
- *Anticipate and specifically respond to the learning differences of your students*

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- *Reflect your students' learning preferences, interests, and readiness needs*
  - *Are open to change and modifications as necessary to the changing needs of your students*
  - *Adjust timelines based on your students' needs*

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 8:

# Developing Student Responsibility and Independence

To be completed before the Chapter 8 book study session:

- Read Chapter 8.
- Complete the “Classroom Management Continuum” on page 124. Be prepared to share reflections.
- Identify at least three anchor activities you will use in your unit.
- Be prepared to share your responses to questions 2a and 2b.

**Facilitator Note:** *Small groups should be formed for the discussion of the following questions. Grade-level teams or content teams may be considered.*

1. Share results from the Classroom Management Continuum. What can you do to move closer to the right side of the continuum? List at least three actions you can take to begin preparing your classroom for differentiation.
2. Consider the curriculum unit you have been working on since the beginning of this book study. For each of the following areas, list what you will need to do in order to successfully implement your differentiated unit. Share your ideas and give feedback to your group members.
  - a. What management structures will you need in place to successfully implement your differentiated unit? Be specific about the concepts/topics of your unit (see pages 117–119).
  - b. Which “Resources at the Ready” will need to be prepared to increase the independence of your students as you implement this differentiated unit? Be specific about how these resources will relate to the concepts/topics of your unit (see pages 119–120).
3. Share at least three anchor activities you will use while implementing your unit. Be specific about how these activities will relate to the concepts/topics of your unit.

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 9: Using Ethical Grading Practices

To be completed before the Chapter 9 book study session:

- Read Chapter 9.
- After reading Chapter 9, select at least three statements/passages on pages 128–131 that resonated with you. Come prepared to discuss your ideas and perspectives with the group.

1. Have small-group discussions based on the selected statements/passages. Participants should explain why each was significant to them.
2. Should the primary basis for end-of-term grades be summative assessment? Why or why not?

**Facilitator Note:** From page 130, summative assessment should be the primary basis of your end-of-term grades and should be carefully designed to allow students to demonstrate their proficiencies related to goals for the term.

3. Based on Chapter 9 and your discussions of the grading issues, what will you consider not continuing to do, what will you continue to do, and what will you commit to start doing related to your grading practices?
4. Considering your differentiated unit, which assignments will you grade? How will you grade them?

**Facilitator Note:** Consider that this chapter addresses the philosophy of grading that teachers use in the classroom. Teachers are not likely to have uniform perspectives on this topic.

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 10: Differentiating for Gifted and Talented Learners

To be completed before the Chapter 10 book study session:

- Read Chapter 10.
- Consider gifted or advanced learners in your classroom.
  - What grade-level standards might need to be extended based on your past experience teaching this unit?
  - What do you envision as the next step in learning for those most talented in this curricular area?
  - What tasks related to this grade-level standard are more cognitively complex?
- Using the “Complexity-Rigor Matrix” on page 140, examine the unit which you have been working on during the course of this book study. The “Template for Designing Tiered Assignments” (page 149) will help you refine your previous work on tiering lessons.

1. Review “Differentiation for All Students vs. Differentiation for Gifted Learners” on page 146. Describe the difference between the two lists.  
Consider three areas where you could begin differentiating for gifted learners within your classroom. Describe the students you are considering and how they would benefit from deeper or more comprehensive differentiation.

2. What is the difference between content differentiation, product differentiation, and process differentiation for gifted learners?

**Facilitator Note:** Refer to pages 134–135 as you facilitate discussion of this question.

3. Why shouldn’t acceleration be considered the only option for gifted students?  
Consider acceleration vs. enrichment in different content areas such as math or language arts.

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***Facilitator Note:*** *Enrichment is also an appropriate intervention for gifted students. Going deeper, applying learned content in real-life situations, and engaging in more-complex applications are also appropriate for gifted students!*

4. All students are capable of performing at all levels of the rigor continuum, but maybe not at the same time. Consider how the use of the matrix (page 140) and grouping practices can ensure you are challenging all students.

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.

# Chapter 11: Using Differentiation Strategies with Learners Who Struggle

To be completed before the Chapter 11 book study session:

- Read Chapter 11.

**Facilitator Note:** *Materials needed for this session:*

- *chart paper*
- *markers*
- *books*

1. Complete the following activity:

- Create cross-curricular/cross-grade-level groups of 3–4 participants.
- Label each group either “A” or “B.”

Activity for groups labeled A:

Create a *new* visual/graphic that represents how differentiation supports RTI. Avoid making lists or using words that go beyond a label for a visual or graphic.

Activity for groups labeled B:

Create a *new* visual/graphic that represents how RTI supports differentiation. Avoid making lists or using words that go beyond a label for a visual or graphic.

**Facilitator Note:** *Encourage participants to be creative and think visually. Participants must have a clear understanding of RTI and differentiation in order to successfully do this activity.*

Each group should explain the visual they have created to the entire book study group.

As a team, please read the questions and tasks for the next chapter before ending this session so you can clarify any work that must be completed before the next session.



# Chapter 12: Providing Leadership for Differentiated Classrooms

To be completed before the Chapter 12 book study session:

- Read Chapter 12.
- Fill out the “School-Based Action Plan for Differentiation” (page 162) based on your knowledge and impressions of your school.

1. Chapter 12 focuses on moving the differentiation practices in your school to a higher level of sophistication. As a group, go through the eight parts of the “School-Based Action Plan for Differentiation” and chart individual participant’s thoughts:

- Reflect on the five school practices and the level of implementation at your site/school (refer to page 157).
- Participants should provide evidence that the beliefs listed on page 163 (“The 20 Foundational Beliefs of Differentiated Classrooms”) are practiced at their site/school. Examine each belief and determine the degree to which the belief is reflected or rejected by the site/school community.
- Reflect on the attitude of teachers in your school, listed on page 158. Survey the participants to determine if their attitudes are:

Positive

Somewhat positive

Skeptical

Downright oppositional

- List the initiatives underway at your school and then put (+) if they support or (–) if they conflict with your differentiation initiatives.
- Survey the participants to determine the degree of change required to move your school to greater levels of differentiation. On a scale of 1 to 4, have each participant share his or her level of estimated change needed and the reasons for that rating.
- List the obstacles to moving to greater levels of differentiation.

- On a scale of 1 to 3, share your level of energy as a stakeholder at your site/school in committing to implementation or extension of the current differentiation practices.
- As a site/school, decide your next steps or courses of action to extend or refine the differentiation practices at your site/school. Use the “Tips for Keeping Differentiation Alive in Your School” (page 165) as a possible stepping stone in developing this area.

### Conclusion of the Study

Please reflect on and share the following:

**Facilitator Note:** *Participants may respond to these in writing prior to a group discussion.*

1. In what ways are you making differentiation a habit in your classroom or in your school?
2. How might we share our work in differentiation with each other?
3. How might we support each other’s work in differentiation?
4. In what ways might we best inform our broader school community, including parents/significant adults, about the purpose of differentiation, our work with it, and its importance for students?
5. Each participant should share at least four key ideas or strategies they are taking from this study and one strategy they are committed to embedding in their classroom practices during the next grading period.



## About the Author

**Diane Heacox, Ed.D.**, is a professional development trainer and consultant to public and private schools on a variety of topics related to teaching and learning success for all students. Dr. Heacox has worked with teachers in international schools in Europe and South Africa and with educators in a wide variety of school settings. She is professor emerita at St. Catherine University in St. Paul, Minnesota, and has taught at both elementary and secondary school levels, served as a gifted education teacher and administrator, and been an instructional specialist in public education. Dr. Heacox is the instructional specialist for the Jacob Javits Grant for Gifted Education awarded to the Minnesota Department of Education.

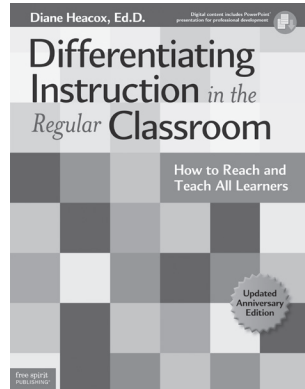
Dr. Heacox is the author of four books: *Up from Underachievement: How Teachers, Students and Parents Can Work Together*; *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners*; *Making Differentiation a Habit* (the first edition earned the Association of Education Publishers Distinguished Achievement Award); and *Differentiation for Gifted Learners: Going Beyond the Basics* (with Richard M. Cash, which received the 2014 Legacy Book Award for Educators by the Texas Association for Gifted and Talented).

Dr. Heacox's books have been translated into Dutch, Hungarian, Korean, Arabic, and Portuguese. Her *Differentiation Classroom Practices Inventory* was used by the Ministry of Education in Portugal to conduct a national survey of classroom practices. Her books are frequently selected for faculty book studies and used in undergraduate and graduate education courses.

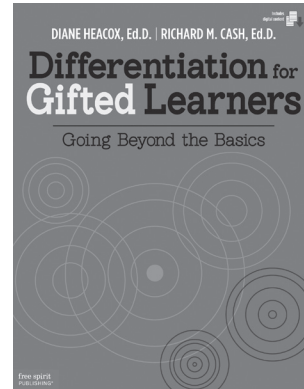
Dr. Heacox serves on the Board of Directors of Minnesota ASCD and on the Minnesota Department of Education's Gifted Education Advisory Board. She is the past chair of the Middle Level Division and the Education Committee of the National Association for Gifted Children. Dr. Heacox was recognized by the Minnesota Educators of Gifted and Talented as a "Friend of the Gifted" for her service to gifted education. She is also in the University of St. Thomas Educators Hall of Fame for her contributions to the field of education.

Dr. Heacox lives in Minneapolis, Minnesota, with her husband. You can contact Diane through her website [dianeheacox.com](http://dianeheacox.com).

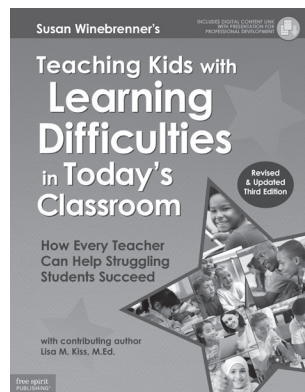
# Books from Free Spirit Publishing



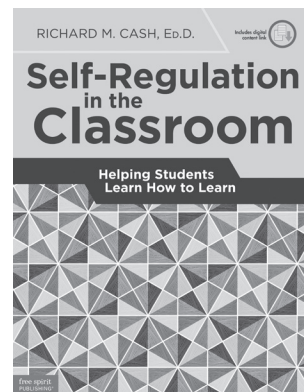
**Differentiating Instruction in the Regular Classroom**  
**How to Reach and Teach All Learners**  
**(Updated Anniversary Edition)**  
by Diane Heacox, Ed.D.  
PB, 8½" x 11", 176 pp.  
For teachers and administrators, K-12



**Differentiation for Gifted Learners**  
**Going Beyond the Basics**  
by Diane Heacox, Ed.D., and Richard M. Cash, Ed.D.  
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