The *Theory Into Practice* editors are pleased to announce a special issue on the topic

**DIFFERENTIATED INSTRUCTION**

*Guest edited by Carol Tomlinson and dated Summer 2005 (Vol. 44, No. 3), this issue features the following articles:*

A Rationale for Differentiating Instruction in the Regular Classroom  
*Paul S. George*

Differentiating Instruction for Disabled Students in Inclusive Classrooms  
*Alicia Broderick, Heeral Mehta-Parekh, and D. Kim Reid*

Unlocking the Potential of African American Students: Keys to Reversing Underachievement  
*Yvette Jackson*

Challenges and Possibilities for Serving Gifted Learners in the Regular Classroom  
*Joyce Van Tassel-Baska and Tamra Stambaugh*

Cultural Diversity, Motivation, and Differentiation  
*Margery B. Ginsberg*

The Role of Assessment in Differentiation  
*Tonya R. Moon*

Differentiated Instruction and Educational Standards: Is Détente Possible?  
*Jay McTighe and John L. Brown*

Styles of Thinking as a Basis of Differentiated Instruction  
*Robert J. Sternberg and Li-fang Zhang*

Differentiation and High Stakes Testing: An Oxymoron?  
*Kay Brimijoin*

Grading and Differentiation: Paradox or Good Practice?  
*Carol Ann Tomlinson*

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Also of interest, recent theme issues of

**Theory Into Practice**

**Gifted Education** (Spring 2005) guest edited by Donna Y. Ford and James L. Moore III

- Applying Gifted Education Pedagogy to Total Talent Development for All Students (J.S. Renzulli)
- Gifted Programs and Services: What Are the Nongrantables? (J. VanTassel-Baska)
- Identifying Gifted Students From Underrepresented Populations (C.M. Callahan)
- Identification Concerns and Promises for Gifted Students of Diverse Populations (A.Y. Baldwin)
- Identification and Assessment of Gifted Students With Learning Disabilities (L. Ruban and S.M. Reis)
- Parent Advocacy for Culturally Diverse Gifted Students (T.C. Grantham, M.M. Frasier, A.C. Roberts, and E.M. Bridges)
- Services and Programs for Academically Talented Students With Learning Disabilities (S.M. Reis and L. Ruban)
- Quality Curriculum and Instruction for Highly Able Students (C.A. Tomlinson)
- Underachievement Among Gifted Students of Color: Implications for Educators (J.L. Moore III, D.Y. Ford, and H.R. Milner)

**Closing Achievement Gaps: What Will It Take?** (Winter 2005), guest edited by Cynthia L. Uline and Joseph F. Johnson, Jr.

- Where Standards Come From (P. McClure)
- Using Student-Involved Classroom Assessment to Close Achievement Gaps (R. Stiggins and J. Chappuis)
- Are “Other People’s Children” Constructivist Learners Too? (F. Bailey and K. Pransky)
- Merging Social Justice and Accountability: Educating Qualified and Effective Teachers (M. Poplin and J. Rivera)
- Professional Development and Closing the Achievement Gap (S. Hirsh)
- Preparing Educational Leaders to Close Achievement Gaps (J.F. Johnson, Jr., and C.L. Uline)
- Leaders as Policy Mediators: The Reconceptualization of Accountability (A.K. Rorrer and L. Skrla)
- Providing Technical Assistance to Improve Student Performance: Insights From the Collaborative Inquiry Project (J. Garcia and R. Donmoyer)

**Developmental Psychology: Implications for Teaching** (Autumn 2004), guest edited by Christopher Andersen

- One Cognitive-Developmentalist Speaks as an Educator (H.A. Davis)
- Can Scientific Research From the Laboratory be of Any Use to Teachers? (D. Newman and M. Cole)
- Metacognition: A Bridge Between Cognitive Psychology and Educational Practice (D. Kuhn and D. Dean Jr.)
- Successful Intelligence in the Classroom (R.J. Sternberg and E.L. Grigorenko)
- Learning in “As-If” Worlds: Cognition in Drama in Education (C. Andersen)
- Emergent Notational Understanding: Educational Challenges From a Developmental Perspective (M. Garcia-Mila, E. Marti, and A. Teberosky)
- Stepping Stones to Reading (M. Bowman and R. Treiman)
- When Teachers Know What Students Know: Integrating Mathematics Assessment (M. Gearhart and G.B. Saxe)
- Gesture’s Role in the Learning Process (S. Goldin-Meadow)

**Homework** (Summer 2004), guest edited by Harris Cooper

- Villain or Savior? The American Discourse on Homework, 1850-2003 (B. Gill and S. Schlossman)
- Meanings of Homework and Implications for Practice (P. Coutts)
- The Motivational Benefits of Homework: A Social-Cognitive Perspective (J. Bempechat)
- Reflecting on the Homework Ritual: Assignments and Designs (F. Van Voorhis)
- Improving Homework Completion and Academic Performance Lessons From Special Education (T. Bryan and K. Burstein)
- The Effects of Homework Programs and After-School Activities on School Success (M. Cosden, G. Morrison, L. Gutierrez, and M. Brown)
- Homework as the Job of Childhood (L. Corno and J. Xu)
- Homework Hotlines: Recommendations for Successful Practice (K. Reach and H. Cooper)

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FOR IMMEDIATE RELEASE

Differentiated Instruction
Theory Into Practice, Summer 2005, Vol. 44, No. 3

“Differentiated Instruction” is the theme of Theory Into Practice, Summer 2005, Volume 44, Number 3, guest edited by Carol Tomlinson.

While the idea of modifying teaching in response to learner needs is anything but new, there is considerable conversation in contemporary schools about its importance. In fact, there are calls for differentiation from many facets of educational practice. The National Association for the Education of Young Children reminds us that it is the responsibility of schools to adjust to the developmental needs and levels of the children they serve and schools should not expect children to adapt to a system that does not address their individual needs. Middle school critics and advocates advise that classes should include students of diverse needs, achievement levels, interests, and learning styles, and instruction should be differentiated to take advantage of the diversity, not ignore it. One of the key reform goals of the National Association for Secondary School Principals (2004) is ensuring that teachers teach in ways that accommodate individual learning differences. There is research suggesting the efficacy of attending to learner variance in readiness, interest, and learning profile. Research also suggests that regardless of the way in which a particular learner varies from a classroom norm, differentiation is more likely the exception than the rule.

Authors in this issue include: Paul George; Alicia Broderick, Heeral Mehta-Parekh, and D. Kim Reid; Yvette Jackson; Joyce VanTassel-Baska and Tamra Stambaugh; Margery Ginsberg; Tonya Moon; Jay McTighe and John Brown; Robert Sternberg and Li-fang Zhang; Kay Brimijoin; and Carol Tomlinson.

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