



Letter from the Editor

By: Kathryn E. Picanco

I am excited to bring to you this edition of *Curriculum in Context* focusing on Challenging All Students. The diverse articles will challenge all readers to consider the many ways in which our educational system can support and enrich student learning. The issue starts with broader conceptual and planning approaches and moves towards more specific strategies for learners, ending with ideas for integrative methods for planning and instruction. The research, models, and stories paint a picture of ways to bring classrooms to life with intentional planning and personalization. The following is a glance at each article:

- *Realizing Equity: Standards-Based Unit Planning as a Critical Foundation* describes the essential elements of unit planning with priority standards to increase student achievement.
- *Core Instruction: The Foundation to Learning* examines the critical role of data informed practice and core instruction with all students for equitable practice.
- *The Contextual Model of Learning and Montessori* takes a look at how the personal, socio-cultural, and physical contexts of learning that influence student autonomy and achievement can be fostered in a classroom.
- *Universal Design for Learning: Rigorous and Personalized Instruction for All Learners* tells the story of one school's journey implementing UDL strategies to appropriately challenge all students.
- *Challenging All Students: Rigorous Tasks and Assessments* provides an overview of how to create differentiated assessment strategies focused on high expectations for increased rigor in unit planning.

- *Personalize Instruction? Differentiate Curriculum? But How?* illustrates recommended strategies to differentiate curriculum and instruction for highly capable students.
- *Multiple Exceptionalities in a Culture of Single Exceptionalities* challenges readers to understand the struggles of twice-exceptional students and appropriate services to ensure needs are met.
- *Developing High Expectations and Educational Opportunities: Inclusive Higher Education Options for Students with Intellectual Disability* shares the importance of education planning beyond high school for students with intellectual disability and opportunities in Washington State.
- *The Call-and-Response Tradition from Ghana as Engaging Pedagogy for Oral Production with English Learners* describes the rich cultural tradition of call-and-response and its application in classrooms to support English learners
- *Brave Learning: Project Based Learning for Highly Capable Students* illustrates how project-based learning transformed the author's classroom and is an effective practice not only for highly capable students, but all students, for increased engagement and challenge.
- *Community Connections to Challenge and Inspire* examines the power of Place-Based Education and the rich possibilities community connections can foster in a classroom and school.



Dr. Kathryn Picanco is an associate professor of education at Whitworth University. She teaches in the undergraduate teacher preparation program and is the director of the Master of Education in Montessori program. Her research interests include differentiation, inquiry-based instruction, and Montessori education.

