



The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition

By Carol Ann Tomlinson

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Although much has changed in schools in recent years, the power of differentiated instruction remains the same and the need for it has only increased.

Today's classroom is more diverse, more inclusive, and more plugged into technology than ever before. And it's led by teachers under enormous pressure to help decidedly unstandardized students meet an expanding set of rigorous, standardized learning targets. In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers these teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests.

With a perspective informed by advances in research and deepened by more than 15 years of implementation feedback in all types of schools, Tomlinson explains the theoretical basis of differentiated instruction, explores the variables of curriculum and learning environment, shares dozens of instructional strategies, and then goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners.

This book's insightful guidance on what to differentiate, how to differentiate, and why lays the groundwork for bringing differentiated instruction into your own classroom or refining the work you already do to help each of your wonderfully unique learners move toward greater knowledge, more advanced skills, and expanded understanding. Today more than ever, The Differentiated Classroom is a must-have staple for every teacher's shelf and every school's professional development collection.

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- Sales Rank: #10619 in Books
- Published on: 2014-05-20
- Original language: English
- Number of items: 1
- Dimensions: 9.80" h x .50" w x 7.80" l, .90 pounds
- Binding: Paperback
- 197 pages



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Editorial Review

From the Inside Flap

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About the Author

Carol Ann Tomlinson is William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations and Policy and co-director of the Institutes on Academic Diversity at the Curry School of Education, University of Virginia. She works throughout the United States and internationally with educators who want to create classrooms that are more responsive to a broad range of learners.

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