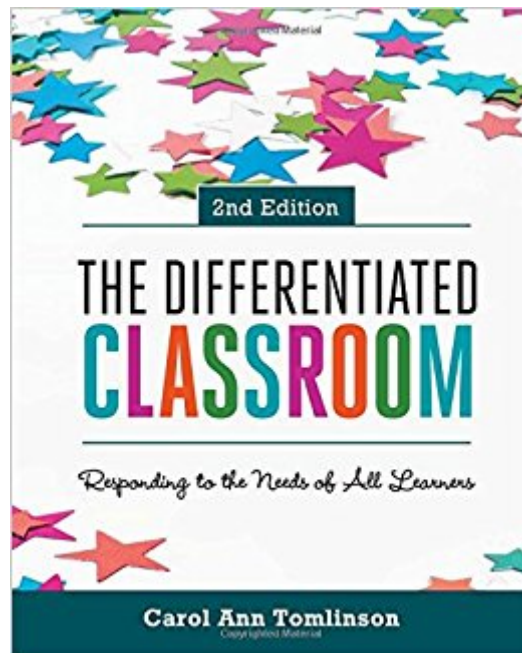


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The Differentiated Classroom: Responding To The Needs Of All Learners, 2nd Edition



Synopsis

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.

Book Information

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Customer Reviews

Carol Ann Tomlinson masterfully guides the reader down a logically sequential path that both establishes the philosophical components of differentiation as well as supplies teachers with practical strategies that can be put to use in the classroom tomorrow morning. There is a naive notion in the educational world that differentiation implies individualization -- far from the truth as Tomlinson weaves her experiences as a teacher in a manner that adds texture and validity to the notion of differentiation for groups of students while still meeting individual learning needs. This approach was not invented to "make a buck". It is an outgrowth of teaching experiences that led Tomlinson and others to the conclusion that students learn at different rates, using different styles, and expressing different needs. Dr. Tomlinson supplies the reader with several ready-made examples that can be applied immediately in your classroom. There is no need to give up one's personal life to successfully differentiate instruction. Tomlinson suggests beginning slowly and moving at your own rate - always respectful of the magnitude and breadth of the teacher's job. Carol Ann Tomlinson leads an annual summer workshop on differentiation at the Curry School of Education at the University of Virginia. Along with many other leaders in the field of differentiation for mixed ability classrooms, Tomlinson shares with teachers the reality of successfully reaching the varied needs of learners of today. This is a must buy book for teachers at any level.

While I have been studying on my science education master thesis on differentiated instruction, I have had a chance to examine many sources on differentiation, and this book is one of the best books I have seen on differentiation. You can create your own design of differentiated instruction for your unique learners by using this book. It has clear explanations on nearly every aspect of differentiation, no junk/useless statements or figures/tables. Examples focus directly on the topic. I highly recommend this book to teachers who try to reach and meet the needs of every learner in their classrooms.

As a teacher, I have read this book twice: once (1st ed) as "assigned summer reading" for our school's professional development, and most recently (2nd edition) as assigned reading for a class for a masters in curriculum and development for teacher leadership on Differentiated Instruction. No question, ANY teacher learning about differentiated instruction should read Tomlinson -- she is not only one of the primary experts in the area, but she is engaging and readable. While we know teachers are far from lazy about reading (!), they ARE very limited on time, so I say this in all practicality: it is a fast and accessible read with insights that can be put to immediate use. There are

a range of books on differentiation by Tomlinson or by others; this title is a good overall entry point to the subject, appropriate for anyone new or intermediate to the subject, or reviewing existing practices. There are other books in Tomlinson's series on differentiation that present more specific strategies for targeted aspects of differentiation; this book is more overview than specific "how to" approaches. In that sense, I recommend this title as a "Differentiation 101" introduction, but I do have other titles that I have found more useful, once I read further. For example, Tomlinson's book on writing rubrics, or subject/grade area titles offer more specific instructions for daily use. I also recommend anything by Rick Wormeli. As much as this book is the "go to" text on differentiation, I found that I was looking for less theory and more on how to identify individual student needs to match them with need-specific approaches. In this sense, I preferred the book Carol Ann Tomlinson co-wrote with David Sousa: *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. My other absolute favorite for identifying and solving individual student needs is M. Searle's *Causes and Cures in the Classroom*.

I chose this book to read for my education class for the simple reason that I did not know what a differentiated classroom was. I have had ideas for a long time of how I would like to teach, I just never realized there was a name for it. This book explained in detail many examples that could be used in any classroom. This book was very easy to read because it was written in simple terms taken from stories of teachers all around the country. The only thing that I did not like was that a lot of the examples were aimed more at teachers who have been practicing for a while. This is definitely a book that I will hold on to and refer to throughout my teaching career.

I always thought I understood what differentiation was until I read this book. It explained exactly what I was looking for and provided me with a new understanding. It is a must read for any new teacher and veteran teachers who want to learn more about differentiated instruction and provided many different ideas on differentiation. I loved this book and finished it quickly. I will refer to it often in the future.

Carol Ann Tomlinson's book shows teachers how to meet the needs of the wide range of abilities found in most classrooms through effective instructional grouping strategies. Differentiating curriculum is one of the most, if not the most, important skills for teachers to master in order to help all kids reach their full potential. Ms. Tomlinson's techniques show teachers how to reach all levels of students - from those needing remediation - to the more advanced learner who needs a faster pace,

more independence, and a more in- depth curriculum to thrive. Practical and clearly written... highly recommended.

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