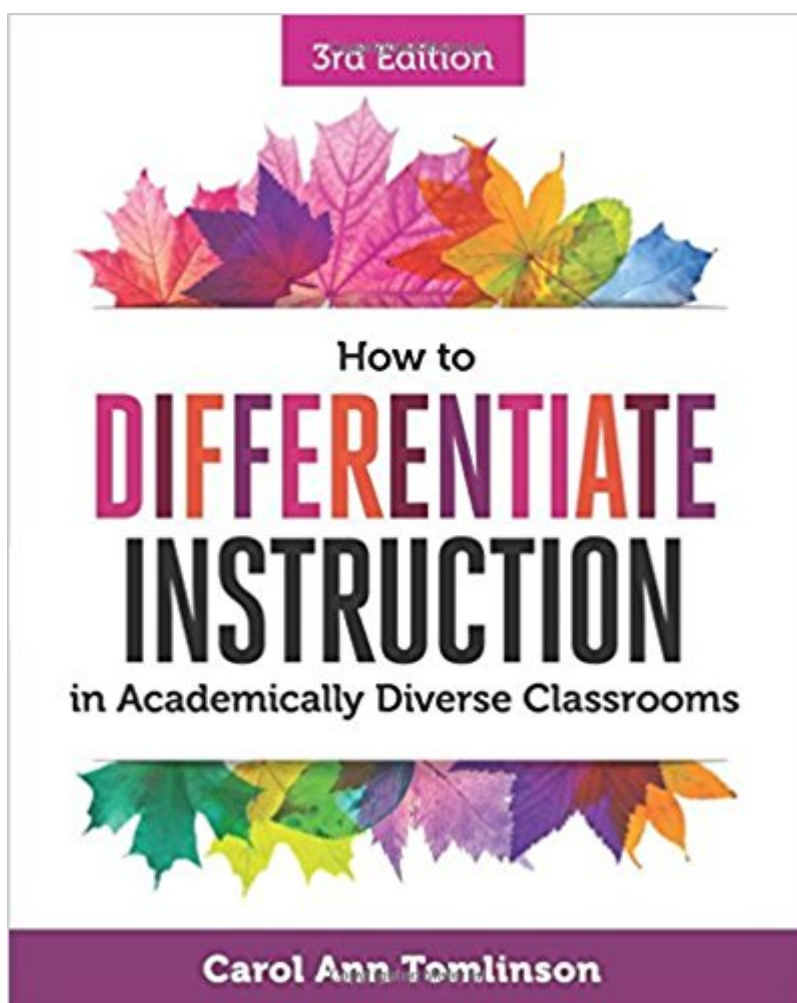


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How To Differentiate Instruction In Academically Diverse Classrooms, 3rd Edition



Synopsis

We differentiate instruction to honor the reality of the students we teach. They are energetic and outgoing. They are quiet and curious. They are confident and self-doubting. They are interested in a thousand things and deeply immersed in a particular topic. They are academically advanced and "kids in the middle" and struggling due to cognitive, emotional, economic, or sociological challenges. More of them than ever speak a different language at home. They learn at different rates and in different ways. And they all come together in our academically diverse classrooms. Written as a practical guide for teachers, this expanded third edition of Carol Ann Tomlinson's groundbreaking work covers the fundamentals of differentiation and provides additional guidelines and new strategies for how to go about it. You'll learn

What differentiation is and why it's essential
How to set up the flexible and supportive learning environment that promotes success
How to manage a differentiated classroom
How to plan lessons differentiated by readiness, interest, and learning profile
How to differentiate content, process, and products
How to prepare students, parents, and yourself for the challenge of differentiation

First published in 1995 as *How to Differentiate Instruction in Mixed-Ability Classrooms*, this new edition reflects evolving best practices in education, the experiences of practitioners throughout the United States and around the world, and Tomlinson's continuing thinking about how to help each and every student access challenging, high-quality curriculum; engage in meaning-rich learning experiences; and feel at home in a school environment that "fits."

Book Information

Paperback: 186 pages

Publisher: ASCD; 3rd ed. edition (March 20, 2017)

Language: English

ISBN-10: 1416623302

ISBN-13: 978-1416623304

Product Dimensions: 7.9 x 0.4 x 9.8 inches

Shipping Weight: 11.2 ounces (View shipping rates and policies)

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Carol Ann Tomlinson is William Clay Parrish, Jr. Professor, 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. Her university career follows a 20-year career as a public school teacher and a leader of district programs for both struggling and advanced learners. She and her colleagues developed a model for what we now call differentiated instruction in their work with heterogeneous 7th grade classrooms. Tomlinson was Virginia's Teacher of the Year in 1974 and won an All-University Teaching Award in 1994. The author of more than 300 publications, 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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