

Best Practices Institute

March 9 - 11, 2017



Carol Ann Tomlinson is William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia's Curry School of Education where she is also Co-Director of the University's Institutes on Academic Diversity. Carol is author of over 300 books, book chapters, articles, and other educational materials including: *How to Differentiate Instruction in Mixed Ability Classrooms*, *The Differentiated Classroom: Responding to the Needs of All Learners (2nd Edition)*, *Fulfilling the Promise of the Differentiated Classroom*, (with Jay McTighe) *Differentiating Instruction and Understanding by Design*, (with Kay Brimijoin and Lane Narvaez) *The Differentiated School*, (with Marcia Imbeau) *Leading and Managing a Differentiated Classroom*, (with David Sousa) *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*, (with Tonya Moon) *Assessment in a Differentiated Classroom: A Guide for Student Success*, and (with Mike Murphy) *Leading for Differentiation: Growing Teachers Who Grow Kids*. Her books on differentiation are available in 13 languages.

Quality Differentiation in Diverse Classrooms



GENERAL CONFERENCE SCHEDULE

General Daily Schedule

7:30-8:00am	Continental Breakfast
8:00-9:45am	General Session with Carol Tomlinson <i>in the auditorium.</i>
9:45-10:00am	Morning Snack Break
10:00-11:45am	General Session with Carol Tomlinson <i>in the auditorium</i> or Optional Breakout Session on Friday <i>in 2/A/B/C</i>
11:45am-12:30pm	Lunch in the Pinn Hall Conference Center
12:30-2:00pm	Breakout Sessions
2:00-2:15pm	Afternoon Snack Break <i>(Thursday and Friday only)</i>
2:15-3:45pm	Breakout Sessions <i>(Thursday and Friday only)</i>

Social media information:

Follow us on Twitter @diff_central and use our hashtag: #BPIUVA
Like our Facebook page: Institutes on Academic Diversity
Check out our website: www.differentiationcentral.com

SATURDAY: Conference Ends at 2:30

Certificates of participation will be emailed on Saturday to the address you provided with your registration. Contact hours are listed on the certificate.

Carol Tomlinson

(Auditorium)

8:00-9:45

This session will examine key principles and practices related to the nature of curriculum in a differentiated classroom, as well as the role of standards in quality curriculum and the role of teaching up for successful differentiation.

9:45-10:00

Morning Break

10:00-11:45

Participants will use a variety of resources including articles, videos, lesson plans, and quality indicators to examine both the meaning and implications of the key principles and practices of quality curriculum in a differentiated classroom.

Dr. Kelly Hedrick is available for consulting meetings during the morning sessions. Please sign up at the hospitality table if you are interested.

Thursday Afternoon (3/9/17): High-Quality Curriculum Workshop 12:30-2:00

Elementary and Secondary Teachers

Participants will examine how to develop a differentiated unit of study by examining specific elements and decisions teachers should consider in developing curriculum that includes the required standards but emphasizes students' understanding and encourages engagement and transfer. Facilitators will orient participants to an exemplar differentiated unit that will anchor afternoon experiences for the remainder of the conference.

PreK - 5 (Auditorium): Marcia Imbeau

Secondary English/Lang. Arts/ World Languages (2005): Jennifer Pease

Secondary Math (MR1): Chrissy Trinter

Secondary Social Studies (G1): Hilary Dack

Secondary Science (G2): Jennifer Maeng

Admin/Teacher-Leader Session with Kelly Hedrick, Christine Carr, and Vicki Hobson

Administrators and Curriculum: Tools for Success

(2/A/B/C)

Administrator support of teachers in curriculum development and instructional planning and delivery can be powerful if one has the necessary tools for leading teachers through design, implementation and assessment. Within a coaching framework, we will build upon the morning session by identifying key questions important in supporting teacher reflection and discuss methods for developing high-quality curriculum that is the basis for differentiated instruction.

snack break 2:00-2:15

Thursday Afternoon (3/9/17): High-Quality Curriculum Workshop 2:15-3:45

Elementary and Secondary Teachers

Unit Analysis: Characteristics of High-Quality Curriculum within Content Areas

Participants will work in small groups within their content area to analyze units for the following characteristics of high-quality curriculum:

- student engagement
- teaching for understanding
- clear and aligned learning goals (KUD's) built on understanding
- teaching up

PreK - 5 (Auditorium): Marcia Imbeau

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Admin/Teacher-Leader Session with Kelly Hedrick and Christine Carr

Assessment Literacy in Support of Teachers

(2/A/B/C)

If we expect teachers to develop and utilize quality assessments of learning and for learning, as administrators and teacher leaders we have to understand the components of assessment literacy. In this session, participants will examine areas that define the beliefs, knowledge and skills necessary for teacher success in assessment and examine the relationship between these components and high quality assessment.

Friday Morning (3/10/17): Ongoing Assessment to Inform Instruction 8:00-11:45

Carol Tomlinson
(Auditorium)

8:00-9:45

This session will focus participant thinking on the attributes and roles of effective formative assessment in a differentiated classroom, including connections with both learning environment and curriculum.

9:45-10:00

Morning Break

10:00-11:45

Participants will view a series of classroom videos that escalate in the degree of depth or sophistication with which teachers appear to understand and use formative assessment . A goal will be clarifying ways in which teacher thinking about the classroom shapes use of formative assessment and how formative assessment can be a catalyst for re-shaping both teacher thinking and student agency. We'll also look at how to interpret formative assessment in ways that lead to more focused teaching and learning.

10:00-11:45: Optional Session with Tonya R. Moon and Melanie Falls (2/A/B/C)
Creating High-Quality Rubrics that Support Differentiation

Rubrics are about quality of work that communicate expectations. We will look at attributes of high-quality rubrics and then spend time on translating those attributes into a logical sequence for developing rubrics or modifying existing ones so that they align with identified standards.

Dr. Kelly Hedrick is available for consulting meetings during the morning sessions. Please sign up at the hospitality table if you are interested.

Elementary & Secondary Teachers
Assessment and Alignment with KUD's

Participants will meet in their content-area groups to see the different types of assessment that can occur before, during, and after a unit and how they align with KUD's. Participants will then analyze pre-assessments, formative assessments, and common formative assessments from the exemplar units used on Thursday for alignment with unit KUD's.

PreK - 5 (Auditorium): Marcia Imbeau

Secondary English/Lang. Arts/ World Languages (2005): Jennifer Pease

Secondary Math (MR1): Chrissy Trinter

Secondary Social Studies (G1 & G2): Hilary Dack

Secondary Science (3005): Jennifer Maeng

Admin/Teacher-Leader Session with Kelly Hedrick
Leadership for Assessment Literacy (2/A/B/C)

As administrators, how do we support teachers in developing knowledge, understanding, skills and dispositions associated with assessment literacy? How do we plan, assess, support, monitor, and challenge teachers and specialists as they develop the expertise in assessment necessary for high quality differentiation? Participants will engage in dynamic planning for teachers with assessment literacy as the goal.

snack break 2:00-2:15

Elementary & Secondary Teachers

Data interpretation

Content-area experts will present a brief overview about the how's and why's of data interpretation. Following the brief overview, participants will work in their groups to analyze actual student data from pre-assessments, formative assessments, and a common formative assessment. Participants will work together to learn how to organize the data and interpret their findings.

PreK - 5 (Auditorium): Marcia Imbeau

Secondary English/Lang. Arts/ World Languages (2005): Jennifer Pease

Secondary Math (MR1): Chrissy Trinter

Secondary Social Studies (G1 & G2): Hilary Dack

Secondary Science (3005): Jennifer Maeng

Admin/Teacher-Leader Session with Kelly Hedrick

So Much Data and So Little Time: Effective PLCs (2/A/B/C)

Our problem in schools is not lack of data. In fact, as administrators one of the greatest challenges is helping teachers collect, analyze and use data in ways that lead to differentiating for a full range of students. In this session, participants will examine the varied data points from standardized testing and classroom assessments in order to identify effective practices that are efficient for teacher teams (e.g., PLCs) and effective in meeting the needs of all students.

Carol Tomlinson

(Auditorium)

8:00-9:45

This session will guide participants in thinking about what it means—and what it does not mean—to shape instruction based on students' varied readiness levels, interests, and approaches to learning. We'll look at the low prep and higher prep examples of teachers addressing student variance, as well as examples and non-examples of flexible grouping and respectful tasks.

9:45-10:00

Morning Break

10:00-11:45

Participants will examine multiple examples of teachers using a particular instructional strategy as catalyst for thinking about more and less effective applications of differentiation in the classroom. We'll also look at what it means to scaffold or extend task difficulty to address student readiness needs.

Dr. Kelly Hedrick is available for consulting meetings during the morning sessions. Please sign up at the hospitality table if you are interested.

Elementary & Secondary Teachers

Responsive Instruction and Managing a Differentiated Classroom

Participants will learn how to utilize data interpretations to design responsive instruction. Participants will learn about different instructional strategies to use when they have distinct groups that differ based on *readiness*. Participants will also discuss how to guide flexible classrooms where students are not all working on the same task.

Elementary (Auditorium): Marcia Imbeau

Secondary Social Studies, English, World Languages, Science (G1&G2): Hilary Dack

Secondary Math (MR1): Chrissy Trinter

Admin/Teacher-Leader Session with Kelly Hedrick

Supporting Teachers in Managing Differentiated Classrooms (2/A/B/C)

The heavy lifting of differentiating instruction is done by classroom teachers and the specialists who support them. Every aspect of the instructional program from assessment to planning to delivery and managing the learning environment is the heart of a teacher's work when differentiation is the philosophy of instruction. Administrators and teacher-leaders can and should be an integral part of the support structure that enables teachers to design and manage classrooms that are responsive to the needs of all learners. In this session, participants will identify ways to support, guide, and provide meaningful feedback to teachers at various stages of expertise in differentiation. The focus will be on understanding and providing guidance, support and feedback on classroom management since this is a gatekeeper for many teachers seeking success with differentiation.



Thank you for your work!
We invite you and your colleagues to join us for
our next learning opportunity:
Summer Institute on Academic Diversity
July 10th-14th, 2017



Carol Tomlinson, Ed.D.
UNIVERSITY OF VIRGINIA

Carol Ann Tomlinson is William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia's Curry School of Education where she is also Co-Director of the University's Institutes on Academic Diversity. Prior to joining the faculty at UVa, she was a public school teacher for 21 years. During that time, she taught students in high school, preschool, and middle school and also administered programs for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974. Carol is author of over 300 books, book chapters, articles, and other educational materials. She was named Outstanding Professor at Curry in 2004 and received an All-University Teaching Award in 2008. In 2016, she was ranked #13 in the Education Week Edu-Scholar Public Presence Rankings for "University-based academics who are contributing most substantially to public debates about schools and schooling," and as the #3 voice in Educational Psychology. She works throughout the United States and internationally with educators who seek to create classrooms that are more effective with academically diverse student populations. (cat3y@virginia.edu)



Catherine Brighton, Ph.D.

UNIVERSITY OF VIRGINIA

Catherine Brighton, Co-Director of the Institutes on Academic Diversity, is Associate Dean for Academic Programs and Student Affairs, Associate Professor in the Curry School of Education, University of Virginia, and Co-Principal Investigator on two sponsored research projects focused on teachers' use of literacy to inform instruction. She earned her doctorate in Educational Psychology (Gifted Education emphasis) at the University of Virginia. Prior to that, she served as a curriculum coordinator/assistant principal, teacher of the gifted, and classroom teacher in the Charlotte-Mecklenburg Schools, (Charlotte, NC). She is the Past-President of the Virginia Association for the Gifted, Treasurer of the American Educational Research Association, Special Interest Group in Research for Giftedness and Talent, and the former Program Chair for the Research and Evaluation Division of the National Association for Gifted Children, from whom she received the 2005 Early Leader Award. (cmb3s@virginia.edu)



Hilary Dack, Ph.D.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Hilary Dack is an Assistant Professor of Middle Grades Education at the University of North Carolina at Charlotte. Her areas of specialization include differentiating instruction and high quality curriculum design in K-12 general education classrooms. Hilary's current research focuses on how teacher education programs prepare preservice and early career teachers to respond effectively to academic diversity. Her recent publication on experiential instructional techniques in social studies received the American Educational Research Association's 2015 Social Studies SIG Outstanding Paper Award. Hilary teaches courses on instructional design to undergraduate middle grades and secondary teacher candidates. Before earning her Ph.D. at the University of Virginia, she taught 7th and 8th grade American history, language arts, science, math, and English as a second language. Her publications on engaging curriculum and the importance of cultural awareness, co-authored with Carol Tomlinson, have appeared in *Educational Leadership* and *Phi Delta Kappan*. (hdack@uncc.edu)



Kelly Hedrick, Ed.D.

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Kelly Hedrick is the Principal of Old Donation School in Virginia Beach, VA. She is the former Director of Gifted Education and Curriculum Development having overseen gifted programs and curriculum development K-12. Prior to that she directed K-12 gifted education and academy programs which included 7 specialized programs at the high school level. Dr. Hedrick has worked as a classroom teacher at the elementary and middle school levels, and served as a middle school resource teacher. The National Association for Gifted Children awarded her a 2005 Doctoral Student Award. She was named Outstanding Leader for Program Development & Support for Gifted Learners by the College of William and Mary (2011). She is the 2015 Virginia Association for the Gifted Leader of the Year. She presents on gifted education, curriculum, differentiation, and related topics at the state and national levels in addition to serving as a consultant to school divisions outside Virginia Beach focusing on

curriculum, instruction, and leadership for differentiation. (Kelly.Hedrick@VBSchools.com)



Marcia Imbeau, Ph.D.

UNIVERSITY OF ARKANSAS

Marcia B. Imbeau is a professor in the Department of Curriculum and Instruction at the University of Arkansas at Fayetteville, where she teaches graduate courses in childhood education and gifted education. She has been actively involved in university and public school partnerships, working regularly with her interns and their mentor teachers as a university liaison and teaching courses in curriculum development, differentiation, classroom management, and action research. The new Common Core Standards are an embedded feature of her work regarding differentiation, curriculum development and classroom management. She has been recognized for her teaching and was awarded the College of Education and Health Professions Outstanding Teaching Award in 2000 and

2003. Marcia has taught in general education classrooms, programs for students identified as gifted and talented and university-based enrichment programs for advanced learners. Among her publications are *Managing a Differentiated Classroom: K-8* and *Leading and Managing a Differentiated Classroom* co-authored with Carol Tomlinson. (mimbeau@uark.edu)



Jennifer Maeng, Ph.D.

UNIVERSITY OF VIRGINIA

Jennifer Maeng is a Research Assistant Professor in the Department of Curriculum, Instruction, and Special Education in the Curry School of Education at the University of Virginia. She is a former high school science teacher and has led a number of grant-funded professional development projects for elementary, middle, and high school science teachers. In addition, she has written and presented about differentiated instruction, educational technology integration, inquiry, and nature of science instruction for both research and practitioner audiences. (jlc7d@virginia.edu)



Tonya Moon, Ph.D.

UNIVERSITY OF VIRGINIA

Tonya R. Moon is a Professor in the Curry School of Education at the University of Virginia and a co-director of the Institutes on Academic Diversity. Tonya spends her professional career actively engaged in teaching assessment, research, and statistics courses at the University and conducting research in K-12 classrooms investigating teachers' use of data for designing instructional actions. Tonya has published and presented widely on the topics of assessment, differentiation, identification of gifted students, and program evaluation. She is a co-author with Carol Tomlinson on the ASCD text, *Assessment and Student Success in the Differentiated Classroom*, and the author of a chapter on differentiation and assessment within a diverse classroom setting in the recently released *Handbook of Human and Social Factors in Assessment*. She works both nationally and internationally with educators on issues associated with assessment. (trm2k@virginia.edu)



Jennifer Pease, Ph.D.

Jennifer Pease is an assistant professor in the Department of Curriculum & Instruction in the Curry School of Education at the University of Virginia. A teacher education generalist, she works with preservice and inservice teachers to promote the development and implementation of high quality curriculum, instruction, and assessment in middle and high school settings. Her teaching and research interests include classroom-based assessments, fostering students' responsibility for their own learning, and exploring the role of non-cognitive skills in students' academic growth. Prior to completing her doctoral work at Curry, Jennifer taught English and social studies at the middle and high school levels for 10 years. (jcs3m@virginia.edu)



Christine Trinter, Ph.D.

VIRGINIA COMMONWEALTH UNIVERSITY

Christine Trinter is an Assistant Professor of Mathematics Education at Virginia Commonwealth University. She teaches courses in mathematics methods and leadership for mathematics specialists. She also enjoys working with in-service teachers on areas associated with mathematics curriculum development. Her research interests lie in curriculum studies and factors associated with teacher development in the area of mathematics. (ctrinter@vcu.edu)

Doctoral Student Volunteers and Co-Presenters



Christine Carr

Christine Carr is an Ed.D. student at the University of Virginia's Curry School of Education in the department of Curriculum and Instruction.

After she graduates from UVA, Christine hopes to return to public schools in an administrative capacity. Prior to pursuing her Ed.D., she was a middle school English/Language Arts teacher in Atlanta, Georgia.



Melanie Falls

Melanie Falls is the Supervisor of Student Support Services for Rockbridge County Public Schools. She is also an Ed.D. student at the University of Virginia's Curry School of Education in the department of Curriculum and Instruction.

Melanie has been a secondary history/social science teacher, a middle and high school assistant principal, and an elementary principal. She enjoys working with in-service teachers on areas associated with assessment and data analysis.



Vicki Hobson

Vicki Hobson is an Ed.D. student at the University of Virginia's Curry School of Education in the department of Curriculum and Instruction. She was an

elementary school teacher and instructional coach prior to pursuing her doctoral degree. Vicki hopes to work with public schools to address opportunity gap issues once she finishes her degree.



H. Michelle Kreamer

Michelle Kreamer is an Ed.D. student at the University of Virginia's Curry School of Education in the department of Curriculum and Instruction. Prior to pursuing her Ed.D., she was a high school

English teacher in Lafayette, Louisiana. Michelle's research interests include pre-service teacher education and writing instruction.

Access conference Hand-outs



Tools for Teaching, Learning, and Collaborating

UVa Login

Other Login

Powerpoints and hand-outs from breakout sessions can be accessed as presenters make them available on the SIAD Collab site (<https://collab.itsc.virginia.edu/portal>). Participants should login in using the “Other Login” button. The userid is the email address participants used to register for the conference. The password was sent to that email address from Collab. There is a “lost password” option if participants have deleted that email.

Wireless Directions on Grounds

UNIVERSITY of VIRGINIA

ITS Network Setup

Welcome to UVa Wireless

The *Welcome_to_UVa_Wireless* wireless network provides access to information and resources on setting up a connection to the appropriate wireless network at UVa.

Getting Connected...

...Faculty, Staff, and Students

Download a setup tool that configures your computer to access UVa's encrypted *cavalier* wireless network

Continue

...Guests of the University

Get unencrypted wireless network access while at UVa

Continue

Important Info

If you need help, please call (434) 924-HELP.

Use of the UVa Network is governed by the policies and guidelines set forth in the UVa Responsible Computing Handbook: [Faculty and Staff](#) / [Students](#).

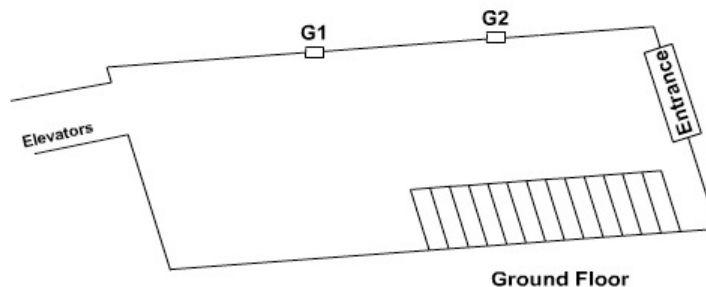
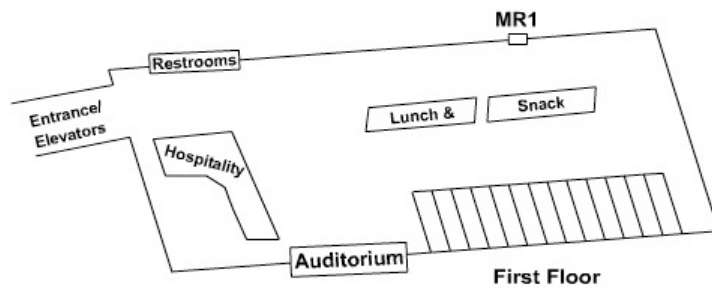
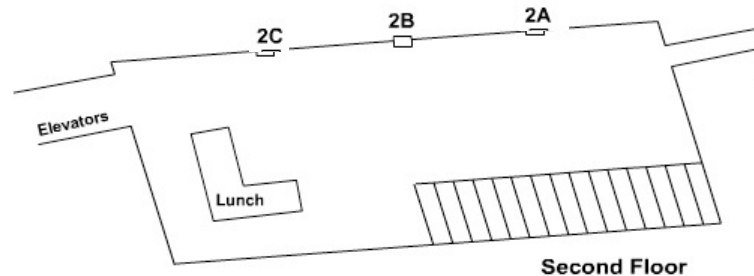
Troubleshooting Tips

1. Connect your computer or device to the *Welcome_to_UVa_Wireless* network.
2. Open a Web browser, and you'll be automatically directed to the [guest portal](#).
3. Click the Continue button under the Guest section and enter your passcode located on the back of your name badge. You will then have (limited) access to the Internet while on UVa grounds.

MAPS for Breakout Sessions

Pinn Hall Conference Center

(formerly known as the Jordan Hall Conference Center)



MR5 Building

ROOMS 1005, 2005 & 3005
are all across the walkway
in the MR5 Building.

2005 is straight across the
walkway.

3005 is one flight up.

1005 is one flight down.