

Best Practices Institute

March 1 - 3, 2018 at the University of Virginia



Carol Ann Tomlinson, Ed.D., 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.

Carol was named Outstanding Professor at Curry in 2004 and received an All-University Teaching Award in 2008. In 2017, 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 #4 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

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>
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 2:00

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

Thursday Morning (3/1/17)

8:00-11:45

Introduction to the Principles and Practices of Differentiation

Carol Tomlinson

(Auditorium)

8:00-9:45

Dr. Tomlinson spends the morning with an introduction to principles and practices of differentiation and also discusses the impact of learning environment on a differentiated classroom.

9:45-10:00

Morning Break

10:00-11:45

This session will examine practices related to the nature of curriculum in a differentiated classroom, as well as the role of standards in quality lessons and units and the role of teaching up for successful differentiation. 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. Participants will also consider what evidence would look like for mastery.

Lunch break 11:45-12:30

Elementary and Secondary Teachers
Facilitated Workshop: Crafting KUDs

In this session participants will use their own content as a springboard to create learning goals at the course level, unit level and lesson level. Participants will begin to consider what evidence of student understanding might look like. Content-area experts will facilitate this work and incorporate the concepts from the morning sessions. Participants should select the session that matches their content area and/or the lesson, standards, or units they brought with them.

PreK - 5 (2/A/B/C): Catherine Brighton

Secondary English/Lang. Arts/ World Languages/Social Studies (MR1): Mindy Moran & Kerri Mahoney

Secondary Math (G1): Chrissy Trinter

Secondary Science (G2): Jenny Sue Flannigan

Admin/Teacher-Leader Session with Kelly Hedrick
Leadership Matters: Essentials for Quality Instructional Leadership (Auditorium)

What's a teacher leader to do? The complexities of high quality instruction for all students in all classrooms are daunting. While the commitment to success is real, most teacher leaders need a framework for thinking and planning. In this session, participants will identify 12 essential components of work that lead to high quality instruction. Let's identify the essentials and discuss how to tackle each one. Let's work together to reflect on current practice with the goal of moving forward in purposeful, incremental steps that lead all educators to high quality differentiation.

snack break 2:00-2:15

Thursday Afternoon (3/1/18)

2:15-3:45

Elementary and Secondary Teachers

Facilitated Workshop: Crafting KUDs

Participants will continue to map KUDs (e.g., course level, unit level, lesson level) within their their specific content areas. Additionally, participants will define what mastery looks like in authentic situations. The presenters will facilitate planning and provide time for questions and answers related to mapping learning goals.

PreK - 5 (2/A/B/C): Catherine Brighton

Secondary English/Lang. Arts/ World Languages/Social Studies (MR1): Mindy Moran & Kerri Mahoney

Secondary Math (G1): Chrissy Trinter

Secondary Science (G2): Jenny Sue Flannigan

Admin/Teacher-Leader Session with Kelly Hedrick

Meaningful Change in Schools is the Result of Coaching (Auditorium)

Everyone begins the journey to successful differentiation at a different point and everyone progresses along the continuum to expertise via incremental progress. One thing all educators have in common is that they need the balance of expectations and support from a coach along the way. You see, a great coach sees the potential in each player and guides each one to that vision. In this session, participants will examine the path from novice to expert, identify practical methods for coaching all teachers in the journey, and discuss how to navigate among the pitfalls in coaching for high quality differentiation. Let's leave the theory at the door and talk through the practical features of this work as coaches who care for our teachers.

Friday Morning (3/2/17)

8:00-11:45

Instruction in a Differentiated Classroom

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. Additionally we will examine the importance of student engagement and the link among curriculum, assessment and instruction.

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. 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.

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

Lunch break 11:45-12:30

Friday Afternoon (3/2/18)

12:30-2:00

Elementary & Secondary Teachers

Facilitated Workshop: Instruction and Alignment with KUDs

Participants will meet in their content-area groups to learn about various instructional strategies to use when they have distinct groups that differ based on *readiness, interest, and learning profile*. Additionally, participants will begin to map out instructional strategies at the lesson level ensuring that they align with their KUDs from Thursday. Presenters will facilitate lesson planning and provide time for questions and answers related to instructional strategies and alignment.

PreK - 5 (2/A/B/C): Catherine Brighton & Marcia Imbeau

Secondary English/Lang. Arts/ World Languages/Social Studies (MR1): Mindy Moran & Kerri Mahoney

Secondary Math (G1): Chrissy Trinter

Secondary Science (G2): Jenny Sue Flannigan

Admin/Teacher-Leader Session with Kelly Hedrick

Artful Teaching: Selecting Efficient, Effective Strategies that Get Results (Auditorium)

A well-designed lesson that aligns instructional strategies with the content and the needs of the learners is quite artful. How might we help teachers match strategies with the thinking skills and content inherent in a standard? How might we help teachers select strategies that attend to the needs of students or to differentiate a strategy across varied student needs? How might administrators help teachers increase instructional efficiency and effectiveness through artful teaching? Let's work together in this session to determine ways to help teachers align instructional methods with content, skill development and the needs of all learners.

snack break 2:00-2:15

Friday Afternoon (3/2/18)

2:15-3:45

Elementary & Secondary Teachers

Facilitated Workshop: Instruction and Alignment with KUDs

Participants will continue to work on mapping out instructional strategies that align with lesson level KUDs. Presenters will continue to facilitate planning and will be available to answer questions related to the task.

PreK - 5 (2/A/B/C): Catherine Brighton & Marcia Imbeau

Secondary English/Lang. Arts/ World Languages/Social Studies (MR1): Mindy Moran & Kerri Mahoney

Secondary Math (G1): Chrissy Trinter

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Admin/Teacher-Leader Session with Kelly Hedrick

The Most Valuable Resource All Teachers have Is Each Other: Why PLCs Need to Work (Auditorium)

Our schedules are packed tightly. Our parents and community members are demanding more of us. Technology is ever-changing. Students' needs are ever-evolving. While it seems like a good time to retreat into educational silos and work in isolation, now more than ever we need to work collaboratively as educators. The challenges are real, and we all need our professional learning communities to be sources of strength, playgrounds for experimentation, and resources for problem-solving. In this session, participants will examine defensible practices in professional collaboration with a focus on planning, leading, and assessing the quality of PLCs.

Saturday Morning (3/3/18)

8:00-11:45

Assessment in a Differentiated Classroom

Carol Tomlinson

(Auditorium)

8:00-9:45

This session will focus participant thinking on the attributes and roles of effective pre-assessment, formative assessment, and summative 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.

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

Lunch break 11:45-12:30

Saturday Afternoon (3/3/18)

12:30-2:00

Participant Choice: Grading, Management, or Consultation

Option 1: Reliable Grading Practices Supportive of DI with Tonya Moon (G1 & G2)

As educators align curriculum, instruction, and assessment and engage in creating a differentiated classroom, most find they also must change their grading practices so that the grades are accurate, meaningful, consistent, and supportive of student learning. Check your emotions at the door and join the session for looking into the measurement side of grading to begin to understand where the ERROR in grades comes from and what can be done to begin to minimize that error. We'll look at the principles of differentiation and best-practice grading to see some common (faulty) grading practices and their effects on students' grades and motivation and what we can do better to ensure that grades are reflective of student's true level of performance.

Option 2: Leading & Managing a Differentiated Classroom with Marcia Imbeau (2/A/B/C)

The numerous components of differentiating instruction sometimes make it difficult to envision how everything comes together in one smoothly running classroom. This session explores some of the major moving parts of this model: building an atmosphere of mutual respect and collaboration; setting up the classroom; the logistics of assigning, monitoring and collecting multiple tasks; monitoring noise levels; arranging furniture; setting the affective tone, etc. Participants will discuss the "hot spots" of management, glean valuable, practical management suggestions, and brainstorm methods of implementing these tactics in their own classrooms.

Option 3: Consultation with Kelly Hedrick (MR1)

Dr. Kelly Hedrick is available for consulting meetings with individuals, pairs, or groups during the this breakout session. Please sign up at the hospitality table if you are interested.