

Best Practices Institute

March 10 - 12, 2016



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.

**Make Differentiation Work: Linking
Curriculum, Instruction & Assessment**



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 Break-Out Session for Administrators with Kelly Hedrick <i>in room G1 & G2</i>
11:45am-12:30pm	Lunch in the Jordan Hall Conference Center
12:30-2:00pm	Breakout Sessions
2:00-2:15pm	Afternoon Snack Break
2:15-3:45pm	Breakout Sessions

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 3:45

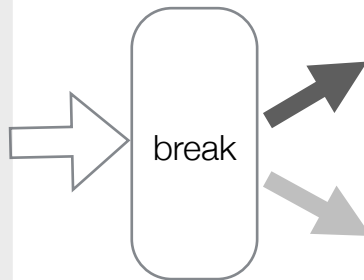
Certificates of participation will be emailed on Saturday to the address you provided with your registration. Contact hours are listed on the certificate.

Thursday Morning (3/10/16): High-Quality Curriculum

8:00 - 9:45

with Carol Tomlinson
(Auditorium)

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 in successful differentiation.



10:00 - 11:45

with Carol Tomlinson (Auditorium)

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.

Administrator Session with Kelly Hedrick

Administrators and Curriculum: Tools for Success

(G1 & G2)

Administrator support of teachers in the 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.

Thursday Afternoon (3/10/16): High-Quality Curriculum Workshop

Guiding Question: How do I design meaningful curriculum built to engender understanding?

12:30 - 2:00

Unit Design Based on Understanding within
Content Areas

Elementary, Secondary & Admin

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. Content-area experts will facilitate this session and participants will be oriented to an exemplar differentiated unit that will anchor afternoon experiences for the remainder of the conference.

Elementary (2/A/B/C): Marcia Imbeau

English/Lang. Arts (Auditorium): Jessica Hockett

Math (G1&G2): Chrissy Trinter

Social Studies (Meeting Room 1): Hilary Dack

Science (2005): Kristina Doubet

****Admin join your teachers***

snack
break

2:15 - 3:45

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

Elementary, Secondary & Admin

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

Elementary (2/A/B/C): Marcia Imbeau

English/Lang. Arts (Auditorium): Jessica Hockett

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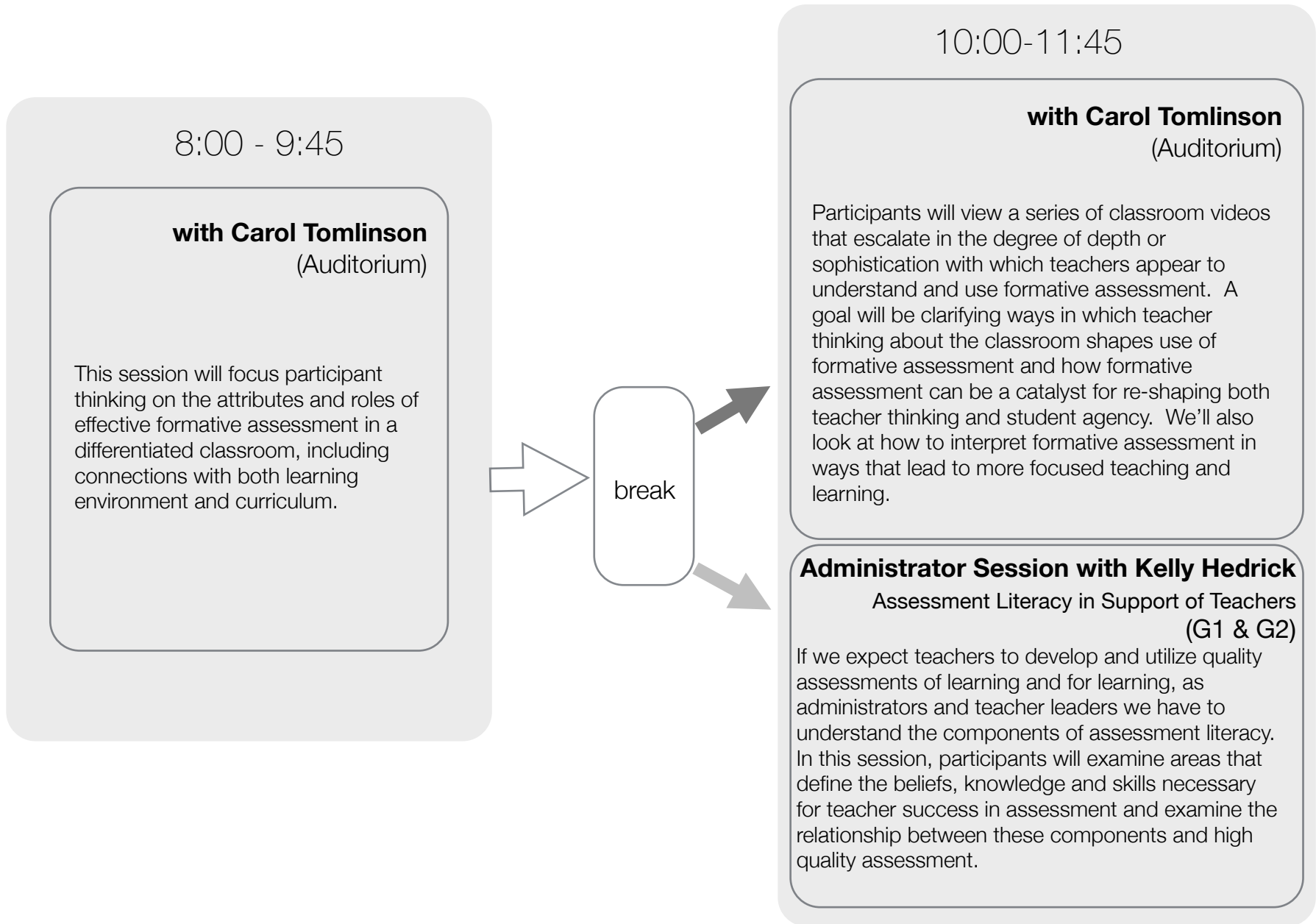
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Friday Morning (3/11/16): Ongoing Assessment to Inform Instruction



Friday Afternoon (3/11/16): Assessment Workshop 12:30-2:00

Guiding Questions: How do I determine what students know, understand, are able to do? How do I make sense of all of the data?

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.

Elementary (2B/C): Marcia Imbeau

English/Lang. Arts (Auditorium): Jessica Hockett

Math (G1&G2): Chrissy Trinter

Social Studies (2A): Hilary Dack

Science (2005): Kristina Doubet

Admin/Teacher-Leader Session **with Kelly Hedrick** Leadership for Assessment Literacy (Meeting Room 1)

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? In this session, participants will engage in dynamic planning for teachers with assessment literacy as they goal.

snack break 2:00-2:15

Friday Afternoon (3/11/16): Assessment Workshop 2:15-3:45

Guiding Questions: How and when do I determine what students know, understand, are able to do? How do we make sense of data from our assessments?

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.

Elementary (2B/C): Marcia Imbeau

English/Lang. Arts (Auditorium): Jessica Hockett

Math (G1&G2): Chrissy Trinter

Social Studies (2A): Hilary Dack

Science (2005): Kristina Doubet

Admin/Teacher-Leader Session **with Kelly Hedrick** **So Much Data and So Little Time:** **Effective PLCs** (Meeting Room 1)

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 benchmark data to 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.

Saturday Morning (3/12/16): Responsive Instruction

8:00 - 9:45

with Carol Tomlinson
(Auditorium)

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.

break

10:00-11:45

with Carol Tomlinson
(Auditorium)

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.

Administrator Session with Kelly Hedrick
Instructional Leadership: Evaluation and Beyond
(G1 & G2)

What is a good instructional response to student differences and how can administrators use teacher evaluation instruments to support this work? Participants will examine their teacher evaluation instruments to identify tools we have and need to support teachers in developing expertise in differentiation. We will examine methods for encouraging the development of professional knowledge, quality instructional planning and delivery, sophisticated assessment practices and promoting a learning environment that supports the best of responsive teaching.

Saturday Afternoon (3/12/16): Responsive Instruction Workshop

Guiding Questions: In what ways can data inform my instruction? What options do I have instructionally that are responsive to student need?

12:30 - 2:00

Responsive Instruction:
Readiness

Content-area experts will facilitate a session that links interpretations of student data from Friday afternoon to responsive instruction. Participants will learn about different instructional strategies to use when they have distinct groups that differ based on *readiness*.

Possible readiness instructional strategies

- Tiering
- Jigsaw
- Centers/Learning Stations
- Structured Academic Controversy
- Socratic Seminar

* Options may differ based on content area

Elementary General (2/A/B/C): Marcia Imbeau

Elementary Math (3005): Matthew Reames

English/Lang. Arts (Auditorium): Kristina Doubet

Math (G1 & 2): Chrissy Trinter

Social Studies (MR 1): Hilary Dack

Science (2005): Jenay Sharp Leach

***Admin join your teachers**

snack
break

2:15 - 3:45

Responsive Instruction:
Interest and Learning Profile

Participants will continue to use their interpretations of student data from Friday afternoon to inform their instructional strategy choice. For this session, participants will learn about different instructional strategies to use when they have groups that differ based on *interest and learning profile*.

Possible interest and learning profile instructional strategies

- *Centers/Learning Stations*
- *RAFTs*
- *Think-Tac-Toe*
- *Learning Contracts/Menus*

* Options may differ based on content area

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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 11-14, 2016



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 #16 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.



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.



Hilary Dack, Ph.D.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Dr. 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*.



Kristina Doubet, Ph.D.

JAMES MADISON UNIVERSITY

Kristina Doubet is an Associate Professor in the Department of Middle, Secondary, and Mathematics Education at James Madison University, where she has received the College of Education's "Distinguished Teacher Award" and its "Madison Scholar Award." As a consultant and ASCD Faculty Member, Kristi has partnered with over 80 schools, districts, and organizations around initiatives related to differentiated instruction, Understanding by Design, and classroom assessment. In addition to publishing numerous journal articles and book chapters on curriculum, instruction, and assessment, she has co-authored the ASCD book

Differentiation in Middle and High School: Strategies to Engage All Learners (with Jessica Hockett), the Corwin book *The Differentiated Flipped Classroom: A Practical Guide to Digital Learning* (with Eric Carbaugh) and the AMLE book *Smart in the Middle: Classrooms that work for Bright Middle Schoolers* (with Carol Tomlinson). Kristi taught middle and high school English and language arts for ten years, and has also served as an instructional coach in elementary and middle school classrooms.



Kelly Hedrick, Ed.D.

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Kelly Hedrick, Ed.D., is the Principal of Kemps Landing/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.



Jessica Hockett, Ph.D.

Jessica Hockett is an education consultant and ASCD Faculty Member specializing in differentiated instruction, standards-aligned curriculum and performance task design, and gifted education. For the past ten years, she has worked with teachers and leaders in nearly 70 school districts to improve teacher and student learning. Jessica has published a variety of articles, book chapters, and staff development materials, including *Exam Schools: Inside America's Most Selective Public High Schools*, co-authored with Chester E. Finn, Jr. (Princeton University Press), and *Differentiated Instruction in Middle and High School: Strategies That Engage All Learners*, with Kristina Doubet (ASCD, June 2015). Prior to

doctoral studies at the University of Virginia, she was a secondary teacher in both general and gifted program settings. Jessica lives in the Chicago area and can be reached at jessicahockett@me.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* (with Carol Tomlinson), *Leading and Managing a Differentiated Classroom* (with Carol Tomlinson).



Tonya Moon, Ph.D.

UNIVERSITY OF VIRGINIA

Tonya R. Moon, Co-Director of the Institutes on Academic Diversity, is a Professor in the Research, Statistics, and Evaluation (RSE) program in Curry where she teaches statistics and research design courses. She also teaches an assessment course in the Curriculum, Teaching, and Learning (CTL) program. Her current research efforts are focused on teachers' use of assessment data for literacy development. As an extension of her professional work at the University, Tonya collaborates with school districts nationally and internationally on using assessment data for both program and classroom improvement. Outside of her work life, she is an avid fan of Appalachian old time and bluegrass music and plays the clawhammer banjo.



Jenay Sharp Leach, Ph.D.

Jenay Sharp Leach is a National Board Certified science teacher who loves to spark her students' curiosity about the natural world. Jenay earned a B.S. in Physics and General Science/Secondary Education from Grove City College, a Master's degree in Educational Leadership and Administration from the George Washington University, and a Ph.D. in Education at the University of Virginia, where she also worked as a research assistant and supervisor of student teachers. Her research interests include inquiry, teacher professional development, and science for English Language Learners. Jenay has spent most of her career in Fairfax County Public Schools, Virginia, one of the nation's largest and most diverse districts, as a physics teacher, science resource teacher, and curriculum writer. She is currently teaching conceptual physics. Jenay also served as an Einstein Fellow at NASA in the Aeronautics Research Mission Directorate, where she developed science curriculum and education policy.



Matthew Reames, Ph.D.

Matthew Reames has been a mathematics educator for nearly twenty years. He has experience teaching children aged 7 to 16 in public and private schools in the United States and the United Kingdom. Reames is a mathematics teacher at Burgundy Farm Country Day School in Alexandria, Virginia. Additionally, he teaches mathematics methods and field-based research courses in the special education program at the University of Virginia Northern Virginia Center as well as a graduate mathematics course at George Mason University for in-service teachers seeking a mathematics specialist endorsement. Reames' research interests include how Danish teachers use mathematical communication in their classrooms, models of instructional coaching and co-teaching using video-conferencing, and what children do when asked to write about how they solve math problems. He is also the editor of SCOPE, the newsletter of the Curriculum Studies Network of the National Association of Gifted children (NAGC) and the SATIPS Mathematics Broadsheet sent three times a year to schools throughout the United Kingdom.



Christine Trinter, Ph.D.

VIRGINIA COMMONWEALTH UNIVERSITY

Christine Trinter, ctrinter@vcu.edu, is an Assistant Professor of Mathematics Education at Virginia Commonwealth University. She has an M.A. in Secondary Mathematics Education from Teachers College, Columbia University and a Ph.D. in Secondary Mathematics Education from the University of Virginia. Her interests lie in the use of technology and problem solving for mathematics teaching and learning as well as K-12 curriculum development.

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.itc.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.

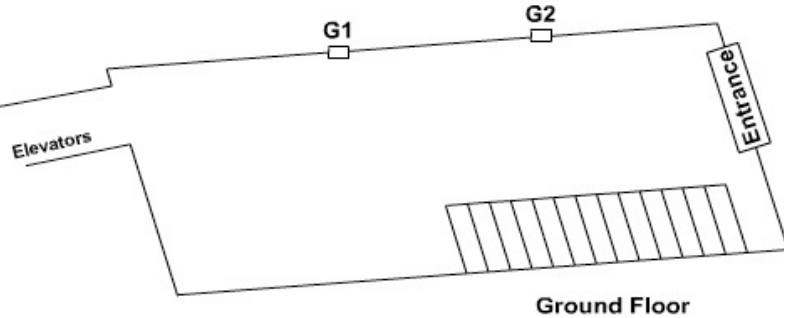
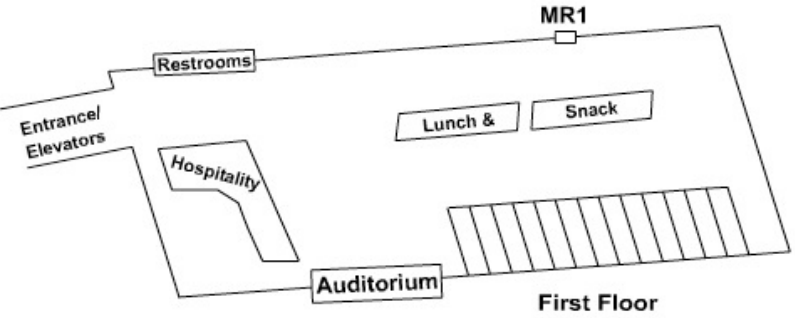
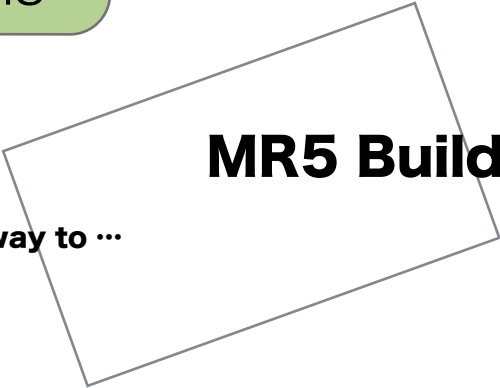
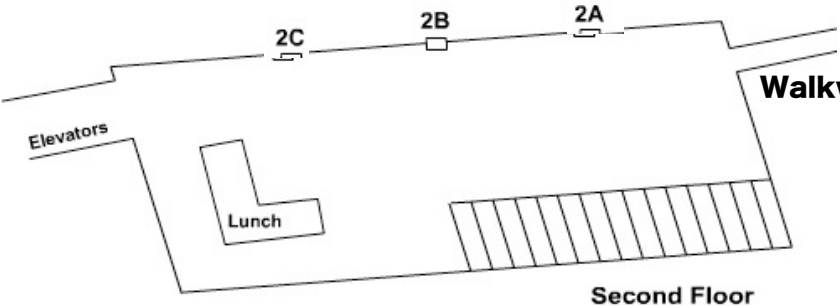
Use of the UVa Network is governed by the policies and guidelines set forth in the UVa Responsible Computing Handbook: [Faculty and Staff](#) / [Students](#).

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

Jordan Hall Conference Center



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.