

Summer Institute on Academic Diversity:

Quality Differentiation in Diverse Classrooms

Monday - Friday

July 11 - 15, 2016





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 Break
10:00-11:45am	General Session with Carol Tomlinson <i>in the auditorium</i> or Break-Out Sessions on Tuesday and Wednesday are <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: #UVASIAD
 Like our Facebook page: Institutes on Academic Diversity
 Check out our website: www.differentiationcentral.com

FRIDAY: Conference Ends at 11:45

Certificates of participation will be available for download from the UVaCollab site on Friday.
 Contact hours are listed on the certificate.

An Overview of the Week

We designed the Institute to allow participants to learn about each of the components of high-quality differentiation. Special Topics sessions in the morning allow for a different lens on a particular topic, while other session options focus on topics with different levels of complexity or from a specific content emphasis or school level (e.g. elementary vs. secondary.)

MONDAY:

Carol presents in both the morning and afternoon, spending the morning with an introduction to principles and practices of differentiation as well as exploring the impact of learning environment on a differentiated classroom. In the afternoon she facilitates a session for participants more experienced with differentiation and delves into the complexities of readiness differentiation. Alternate session strands running in both the morning and afternoon allow participants to focus in smaller groups. There will be an opportunity for participants to dive deeper into how to lead and manage a differentiated classroom.

TUESDAY:

Carol presents in the morning on *High Quality Curriculum*. A Special Topic session is offered in the second half of the morning for participants who want to explore Essential Questions as a powerful tool to use when designing high-quality curriculum. The afternoon sessions will focus on unit design and analysis within content areas focusing on the characteristics of high quality curriculum. There will also be afternoon sessions with a focus on supporting teachers with various components of differentiation.

WEDNESDAY:

Carol presents in the morning on *Assessment to Inform Instruction*. A Special Topic session is offered in the second half of the morning for participants who want to explore the attributes of high-quality rubrics. The afternoon sessions divide into content area and administrator sessions with a focus on assessment.

THURSDAY:

Carol will present in the morning on *Modifying Instruction*. In the afternoon participants will break into content areas and learn about about different instructional strategies to use when they have groups that differ based on readiness, interest, and learning profile. Administrators will focus on instructional leadership as well as information on how to plan for and lead a district initiative with differentiation as the goal. ***Special Note: Representatives from the University of Virginia Bookstore will be coming to the conference center during the afternoon and will have a variety of titles by Dr. Tomlinson and several of the presenters for sale.*

FRIDAY:

Carol closes the week with *Leading a Differentiated Classroom* and an opportunity to synthesize the information from the week.

Monday Morning (7/11/16): The Framework of Differentiation

CHOOSE YOUR LEARNING PATH

8:00 - 8:10

Welcome
with Tonya
Moon

8:10 - 9:45

with Carol Tomlinson
(Auditorium)

In this session, key principles and practices of differentiation as well as clear definitions to serve as a framework for the week's work at SIAD and in participants' schools/classrooms will be established.

break

10:00 - 11:45

with Carol Tomlinson
(Auditorium)

Participants will explore the importance of learning environment in a differentiated classroom through analysis of classroom videos and scenarios. We'll work in both whole group and small group settings to analyze ways in which learning environment impacts students with varied learning needs and to draw conclusions about ways in which learning environment impacts curriculum, assessment, instruction, and classroom leadership/management.

Experienced with Differentiation:
Elementary
with Marcia Imbeau (G1 & 2)
Secondary
with Kristina Doubet (2/A/B/C)

Participants will work with facilitators on solving advanced issues in establishing successful routines for themselves and their students.

Monday Afternoon (7/11/16): The Framework of Differentiation

STAY YOUR LEARNING PATH

12:30 - 2:00

(Marcia & Kristi's Morning Groups)
with Carol Tomlinson (Auditorium)

Designed for participants who were with Marcia and Kristi's morning groups, this session and the one that follows will focus on a key challenge for many individuals who seek to implement differentiation in their classrooms—addressing students varied readiness needs. That challenge raises issues related to communications with students, fairness, grading, and lesson design. It also relates strongly to teacher and student mindset. We'll examine evidence for addressing student readiness, work through questions that stem from addressing readiness, and analyze strategies for planning readiness-based curriculum and instruction.

(Carol's Morning Group)
Elementary
with Marcia Imbeau (G1 & 2)
Secondary
with Kristina Doubet (2/A/B/C)

Designed for participants in Carol's morning session, This session will focus on identifying the challenges, questions, and concerns they have surrounding the principles of differentiation as outlined in the morning session.

snack
break

2:15 - 3:45

**Building a Classroom
Community for Managing
Differentiated Instruction**

Elementary
with Marcia Imbeau (G1 & 2)
Secondary
with Kristina Doubet (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.

Tuesday Morning (7/12/16): High-Quality Curriculum
SPECIAL TOPIC OPTION

8:00 - 9:45

with Carol Tomlinson
(Auditorium)

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 will be examined.

break

10:00 - 11:45

with Carol Tomlinson (Auditorium)

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

Special Topic: Using Essential Questions to Design High-Quality Curriculum

with Jessica Hockett (G1 & G2)

This session will explore Essential Questions as powerful tool for designing high-quality curriculum that "tempts" students to learn. We'll engage in hands-on/minds-on activities to learn about and craft rich inquiries that compel students (and teachers!) to make sense of content and standards. Appropriate for participants who are new to Essential Questions, in need of a refresher, or looking to challenge or extend their thinking.

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

Tuesday Afternoon (7/12/16): 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 (2/B/C): Marcia Imbeau

Secondary English/Lang. Arts/ World Languages (3005): Jessica Hockett

Secondary Math (2005): Chrissy Trinter

Secondary Social Studies (2A): Hilary Dack

Secondary Science (Meeting Room 1):
Kristina Doubet

Admin/Teacher-Leader Session with Kelly Hedrick

Administrators and Curriculum: Tools for Success
(G1 & G2)

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

Tuesday Afternoon (7/12/16): High-Quality Curriculum Workshop 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

PreK - 5 (2/B/C): Marcia Imbeau

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Secondary Math (2005): Chrissy Trinter

Secondary Social Studies (2A): Hilary Dack

Secondary Science (Meeting Room 1): Kristina Doubet

Admin/Teacher-Leader Session with Kelly Hedrick

Assessment Literacy in Support of Teachers (G1 & G2)

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.

Wednesday Morning (7/13/16): Ongoing Assessment to Inform Instruction
SPECIAL TOPIC OPTION

8:00 - 9:45

with Carol Tomlinson
(Auditorium)

Participants will focus on thinking on the attributes and roles of effective formative assessment in a differentiated classroom, including connections with both learning environment and curriculum. We'll use an article jigsaw and a paint chip strategy to establish a baseline for thinking about assessment in the classroom.

break

10:00-11:45

with Carol Tomlinson
(Auditorium)

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.

Special Topic: Creating High-Quality Rubrics that Support Differentiation

with Tonya R. Moon (G1 & G2)

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.

Wednesday Afternoon (7/13/15): Assessment Workshop 12:30-2:00

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 (2/B/C): Marcia Imbeau

Secondary English/Lang. Arts/ World Languages (3005): Jessica Hockett

Secondary Math (2005): Chrissy Trinter

Secondary Social Studies (2A): Hilary Dack

Secondary Science (Meeting Room 1): Kristina Doubet

Admin/Teacher-Leader Session **with Kelly Hedrick** Leadership for Assessment Literacy (G1 & G2)

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 they goal.

snack break 2:00-2:15

Wednesday Afternoon (7/13/15): Assessment Workshop 2:15-3:45

Elementary & Secondary Teachers Data interpretation

Facilitators will present a brief overview on 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 (2/B/C): Marcia Imbeau

Secondary English/Lang. Arts/ World Languages (3005): Jessica Hockett

Secondary Math (2005): Chrissy Trinter

Secondary Social Studies (2A): Hilary Dack

Secondary Science (Meeting Room 1): Kristina Doubet

Admin/Teacher-Leader Session **with Kelly Hedrick** **So Much Data and So Little Time:** **Effective PLCs** (G1 & G2)

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 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.

Thursday Morning (7/14/16): Modifying Instruction
SPECIAL TOPIC OPTION

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 both some low prep and higher prep examples for 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)

In this session, 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.

Thursday Afternoon (7/14/16): Responsive Instruction 12:30-2:00

Elementary & Secondary Teachers

Responsive Instruction: Readiness

Participants will use their interpretations of student data from Wednesday afternoon to inform their instructional strategy choice. Participants will learn about different instructional strategies to use when they have distinct groups that differ based on *readiness*.

PreK - 5 (2/B/C): Marcia Imbeau

Secondary English/Lang. Arts/ World Languages (3005): Kristi Doubet

Secondary Math (2005): Chrissy Trinter

Secondary Social Studies (2A): Hilary Dack

Secondary Science (Meeting Room 1): Jennifer Maeng

Admin/Teacher-Leader 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.

snack break 2:00-2:15

Thursday Afternoon (7/14/16): Responsive Instruction 2:15-3:45

Elementary & Secondary Teachers

Responsive Instruction: Interest and Learning Profile

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

* *Options may differ based on content area*

PreK - 5 (2/B/C): Marcia Imbeau

Secondary English/Lang. Arts/ World Languages (3005): Kristin Doubet

Secondary Math (2005): Chrissy Trinter

Secondary Social Studies (2A): Hilary Dack

Secondary Science (Meeting Room 1): Jennifer Maeng

Admin/Teacher-Leader Session with Kelly Hedrick

When Differentiation is the Goal:
Planning and Leading a District Initiative

(G1 & G2)

High-quality differentiation is far from easy to achieve across a school or district. How can teacher leaders at all levels plan strategically for differentiated classrooms and schools? In this session, participants will examine the guidance found in the literature on leadership for change and work to apply those principles to strategic planning for high quality curriculum and instruction. As a result of this session, participants will be equipped to plan for a differentiation initiative at the school or district level.

Friday Morning (7/15/15): Leading Students & Managing Routines

8:00 - 9:45

with Carol Tomlinson (Auditorium)

The focus for this session is exploring how a philosophy of differentiation leads to principles guiding teacher leadership in a differentiated classroom, and how both of those lead to developing routines that support both attention to whole-class needs and attention to individual differences. We'll use articles, scenarios, and videos to examine how teachers create classrooms that balance flexibility and stability.

break

10:00 - 11:45

with Carol Tomlinson (Auditorium)

This session will provide an opportunity for participants to synthesize their understanding of the key principles and practices of differentiation as they view videos of teachers differentiating instruction in a range of grade levels and content areas and as they "provide feedback" to the teachers using comprehensive rubrics.

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



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 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 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 data 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. www.kristinadoubet.com



Kelly Hedrick, Ed.D.

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Kelly Hedrick, Ed.D., is the Principal the Edward E. Brickell Academy for Advanced Academics and Arts at 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 a Chicago-based independent education consultant and author with expertise in differentiated instruction, standards-aligned curriculum, performance task design, and gifted education. For the past ten years, she has worked with over 75 school districts in the United States and abroad to strengthen and support a wide range of initiatives centered on improving teacher and student learning. This has included providing professional development and design work in the context of detracking secondary classes, implementing co-teaching models, expanding gifted programming opportunities to all students, writing curriculum, and crafting common assessments. Jessica has published a variety of articles, book chapters, and staff development materials related to differentiated instruction and programs and curriculum for advanced learners. This includes *Exam Schools: Inside America's Most Selective Public High Schools* (Princeton University Press), co-authored with Chester E. Finn, Jr., and both *Differentiated Instruction in Middle and High School: Strategies That Engage All Learners* (ASCD) and the forthcoming *Differentiated Instruction in Elementary School: Strategies to Engage All Learners* (ASCD), co-authored with Kristina Doubet. Jessica holds advanced degrees from the University of Virginia (PhD), University of Connecticut (M.A.), and National-Louis University (M.A.T). Prior to doctoral study, Jessica was secondary teacher in both general and gifted program settings. She can be reached at jessicahockett@me.com

Strategies That Engage All Learners (ASCD) and the forthcoming *Differentiated Instruction in Elementary School: Strategies to Engage All Learners* (ASCD), co-authored with Kristina Doubet. Jessica holds advanced degrees from the University of Virginia (PhD), University of Connecticut (M.A.), and National-Louis University (M.A.T). Prior to doctoral study, Jessica was secondary teacher in both general and gifted program settings. She can be reached at jessicahockett@me.com



Marcia Imbeau, Ph.D.

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 *Differentiating Instruction in the Inclusive Classroom* (with Barbara Gartin, Nikki Murdick, Darlene Perner), *A Differentiated Approach to Common Core* (with Carol Tomlinson), *Parallel Curriculum Units K-5* (editor), *Managing a differentiated classroom: K-8* (with Carol Tomlinson), *Leading and Managing a Differentiated Classroom* (with Carol Tomlinson).



Jennifer Maeng, PhD

UNIVERSITY OF VIRGINIA

Jennifer Maeng, Ph.D. 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.



Tonya Moon, PhD

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 forthcoming chapter on differentiation and assessment within a diverse classroom setting in the *Handbook of Human and Social Factors in Assessment*. She works both nationally and internationally with educators on issues associated with assessment.



Christine Trinter, PhD
VIRGINIA COMMONWEALTH UNIVERSITY

Christine Trinter, ctrinter@vcu.edu, is an Assistant Professor of Mathematics Education at Virginia Commonwealth University. She teaches secondary mathematics methods courses and mathematics leadership courses for the VCU mathematics specialist program. Her research interests include curriculum studies, technology for the teaching and learning of mathematics, and factors associated with teacher development.



Thank you for your work!
We invite you and your colleagues to join us
for our next learning opportunity:
Best Practices Institute
March 9 -11, 2017

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.

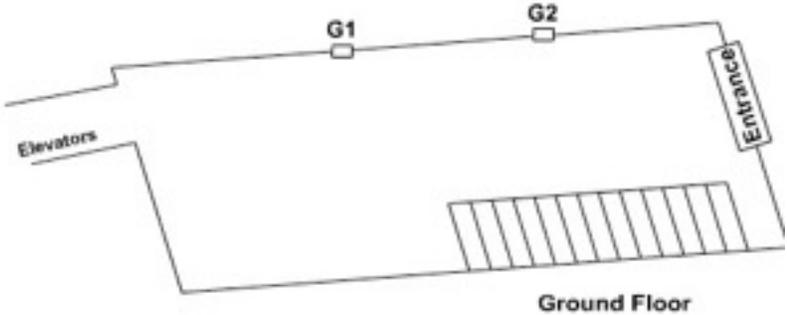
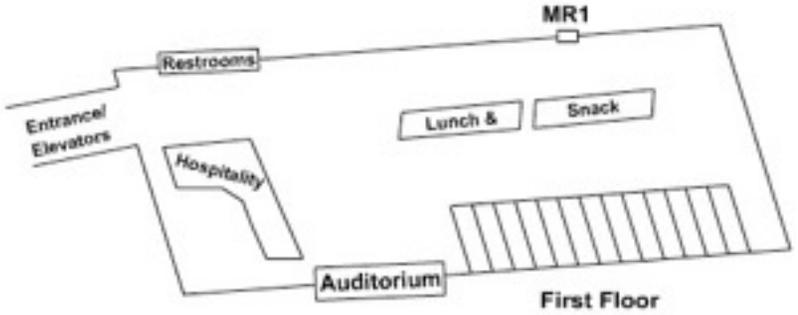
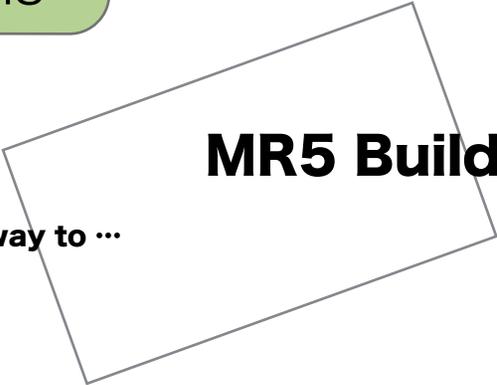
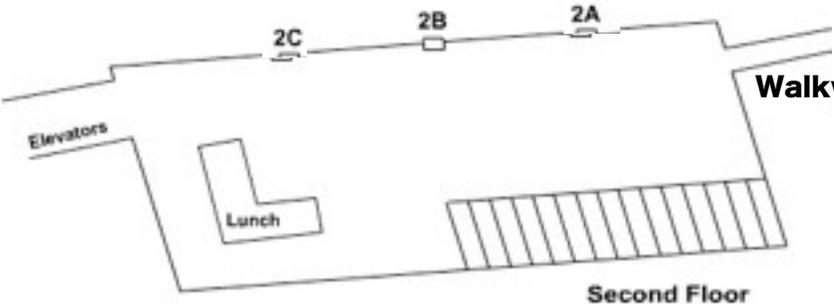
Use of the UVa Network is governed by the policies and guidelines set forth in the UVa Responsible Computing Handbook: [Faculty and Staff / Students](#).

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 the wireless passcode you received at check-in. 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.