

Best Practices Institute

Thursday - Saturday
March 20 - 22, 2014



**Assessment & Student
Success in the
Differentiated Classroom**



GENERAL CONFERENCE SCHEDULE

General Daily Schedule

7:30-8:00am	Continental Breakfast
8:00-10:00am	General Session with Carol Tomlinson <i>in the auditorium.</i>
10:00-10:15am	Morning Snack Break
10:15-11:45am	General Session with Carol Tomlinson <i>in the auditorium.</i>
11:45am-12:30pm	Lunch in the Jordan Hall Conference Center
12:30-2:00pm	Breakout Session
2:00-2:15pm	Afternoon Snack Break
2:15-3:45pm	Breakout Session

THURSDAY: Graduate Credit Meeting

4:00 - 4:30 pm	This meeting is mandatory for all participants who wish to enroll for graduate credit for attending the conference. We will meet to discuss course requirements with the course teaching assistant and provide you with directions for officially enrolling online with the University of Virginia's Off Grounds program. This meeting will take place in MR1.
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SATURDAY: Conference Ends at 3:45

THURSDAY, March 20

12:30-2:00pm	BREAKOUT SESSION #1
	<ul style="list-style-type: none"> • Frequently Asked Questions, (Leadership, auditorium), <i>Carol Tomlinson</i> • Building a Classroom Community for Managing Differentiated Instruction (K-5, room G1), <i>Marcia Imbeau</i> • Using RAFTS to Teach Argument Across Disciplines (6-12, room MR-1), <i>Kristina Doubet</i> • Critical and Creative Thinking (K-12, room 2B/C), <i>Catherine Brighton</i> • Pre-Assessment 2.0 (K-12, room G2), <i>Jessica Hockett</i>

2:00-2:15pm	Afternoon Snack Break
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2:15-3:45pm	BREAKOUT SESSION #2
	<ul style="list-style-type: none"> • Knowing Your Students: Online Tools Can Help (K-12, auditorium), <i>Mindy Moran</i> • Importance of Clear Learning Goals/KUDS (K-12, auditorium), <i>Mindy Moran</i> • Building a Classroom Community for Differentiated Instruction and Classroom Management (6-12, room G1), <i>Kristina Doubet</i> • Measuring Student Growth (Leadership, 2 B/C), <i>Tonya Moon</i> • Using Text-Dependent Questions to Engage All Learners in Complex Text (K-12, room G2), <i>Jessica Hockett</i> • CONSULTATION SESSION, (K-12 & Leadership, <i>Catherine Brighton</i>, room 2A)

	<p>Participants interested in enrolling in the graduate course associated with BPI must attend a mandatory meeting from 4:00 to 4:30 in MR1.</p>
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FRIDAY, March 21

12:30-2:00pm	BREAKOUT SESSION #1
	<ul style="list-style-type: none"> • Designing Independent Projects for all Students (K-5, room G1), <i>Marcia Imbeau</i> • Assessment Tools & Approaches that Support a Differentiated Classroom (6-12, room 2B/C), <i>Kristina Doubet</i> • Linking Classroom Assessment with Student Learning (K-12 & Leadership, room MR1), <i>Tonya Moon</i> • Conceptual Teaching Through Informational Text (K-5, room G2) • CONSULTATION SESSION, (K-12 & Leadership, room 2A) <i>Jennifer Kumpost Dimeo</i>
2:00-2:15pm	Afternoon Snack Break
2:15-3:45pm	BREAKOUT SESSION #2
	<ul style="list-style-type: none"> • Grading in a Differentiated Environment (K-12 & Leadership, room MR1), <i>Tonya Moon</i> • Assessment Tools & Approaches that Support Differentiation (K-5, room G1), <i>Marcia Imbeau</i> • Observing and Supporting Teacher Growth in DI (Leadership, room G2), <i>Jessica Hockett</i> • Using Low-Prep Strategies to Accomplish Concrete Goals (K-12, room 2B/C), <i>Mindy Moran</i> • CONSULTATION SESSION (K-12 & Leadership, room 2A), <i>Jennifer Kumpost Dimeo</i>

SATURDAY, March 22

12:30-2:00pm	<p style="text-align: center;">BREAKOUT SESSION #1</p> <ul style="list-style-type: none">• Flexible Instructional Grouping for the Differentiated Elementary Classroom (K-5, room G1), <i>Marcia Imbeau</i>• Ascending Intellectual Demand: When Expertise in Differentiated Instruction is the Goal (Leadership, room MR1), <i>Kelly Hedrick</i>• Developing Learning Menus and Choice Boards for use as Summative Assessment (6-12, room 2 B/C), <i>Kristina Doubet</i>• Learning Goals/KUDs: Refine and Align (K-12, room G2), <i>Jennifer Kumpost Dimeo</i>• CONSULTATION SESSION, (K-12 & Leadership, 2A), <i>Catherine Brighton</i>
2:00-2:15pm	Afternoon Snack Break
2:15-3:45pm	<p style="text-align: center;">BREAKOUT SESSION #2</p> <ul style="list-style-type: none">• Tiered Lessons (K-12, room G1), <i>Marcia Imbeau</i>• The Why's and How's of Flexible Grouping (6-12, room 2 B/C), <i>Kristina Doubet</i>• Using Formative Feedback for Teachers to Develop Expertise in Differentiation (Leadership, room MR1), <i>Kelly Hedrick</i>• Bookmaking (K-12, room G2), <i>Sue Jurey</i>• CONSULTATION SESSION, (K-12 & Leadership, room 2A) <i>Jennifer Kumpost Dimeo</i>



Session Descriptions

The general sessions provide participants with an opportunity to develop a common framework for understanding differentiation. The sessions will highlight the non-negotiable principles of differentiation and illustrate those principles with classroom examples from many grade levels and content areas. The sessions should ensure that participants know essential vocabulary and big ideas of differentiation so that breakout sessions can be viewed in a broader context and so that participants can apply practices of differentiation—or help others apply the practices of differentiation—with fidelity to the model.



General Sessions with Carol Tomlinson

Thursday - Saturday, 8:00-11:45am

TOOLS for Breakout Sessions

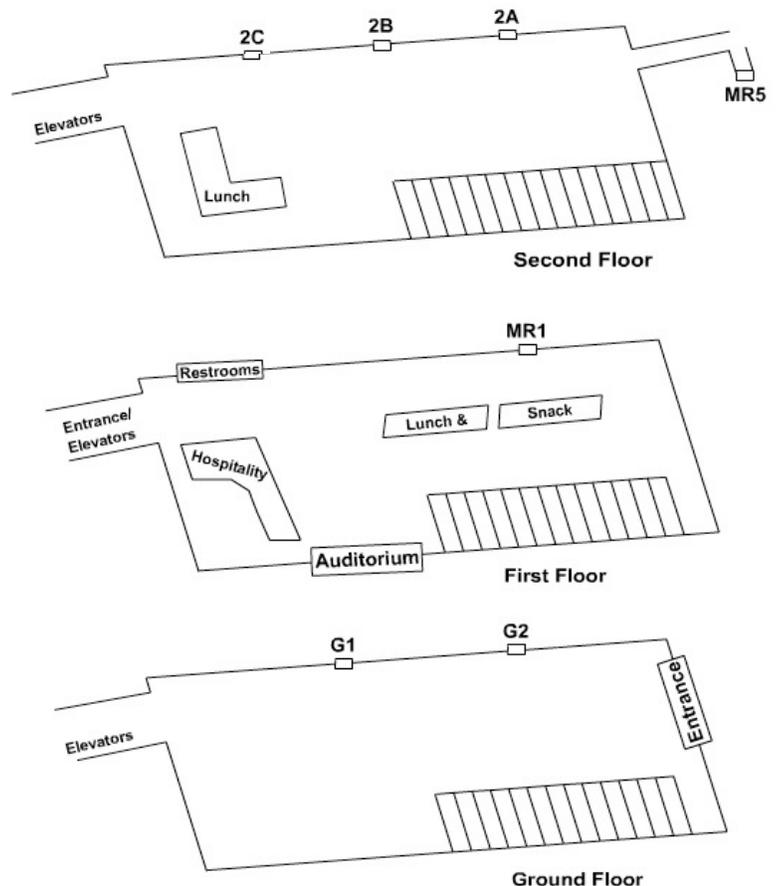
Descriptions

We offer a variety of sessions with concrete, hands-on experiences that reinforce the morning sessions. We recommend that you consider your own personal growth goals for the week and map out a plan for yourself, selecting sessions that will provide you with the experiences you need to meet those goals.

Audience

Grade levels are listed in the title of each breakout session in order to accommodate the wide range of participant roles and needs. *Leadership* refers to anyone who might play a leadership role in the district or with respect to a differentiation initiative.

Map of the Conference Center



Individual or Small Group Consultations

Would you like individual or small group support in developing your own learning goals, lesson, unit, or growth plans for your school or district's differentiation journey?

Sign up for a Consultation Session at the IAD Hospitality Table to arrange for a time to meet with a trained staff member to collaborate, brainstorm, or trouble-shoot your efforts in differentiation, at any stage of your journey. They are listed in the descriptions as the *Consultation & Application Workshops*.

Frequently Asked Questions

Presenter: Carol Tomlinson	Audience: Leadership & K-12	Room: Auditorium
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Perhaps not surprisingly, the questions educators have about differentiation are often similar across times and places. Having an opportunity to find answers for them makes it easier to understand the model and to use it effectively in classrooms. This session will focus on several commonly asked questions about differentiation and will also provide an opportunity for participants to pose and get answers to some of their own questions and to discuss responses with other participants.

Building a Classroom Community for Managing Differentiated Instruction

Presenter: Marcia Imbeau	Audience: K-5	Room: G1
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Building a community and issues of classroom management are important aspects for all teachers' practice; however, in a differentiated instruction classroom it can become the vehicle by which a teacher implements extraordinary learning opportunities or has them fall flat at the students' feet. This session will explore the underlying issues that several researchers suggest are important for all teachers to consider when creating a classroom environment conducive for learning while also exploring possible strategies teachers might find useful for their practice. These strategies will be examined in light of varying teaching styles and preferences, as well as a variety of learner needs.

Using RAFTS to Teach Argument Across Disciplines

Presenter: Kristi Doubet	Audience: 6-12	Room: MR1
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The RAFT is a creative, engaging approach that can motivate students by providing choice, appealing to their interests and learning profiles, and/or being adapted to student readiness levels. Participants will explore how to use RAFT assignments to diversify assessment opportunities, to gauge student understanding via performance-based tasks, and to encourage writing persuasively across the curriculum, employing point and counterpoint into their arguments. Teachers will have the opportunity to examine RAFT examples from all content areas, and to create RAFT assignments for use in their own classrooms.

Critical and Creative Thinking		
Presenter: Catherine Brighton	Audience: K-12 & Leadership	Room: 2B/C
<p>All students can engage in analysis, synthesis, and evaluation, but they must first be taught how to think at these higher-levels. This interactive session presents instructional strategies specifically designed to develop and tap critical and creative thinking skills—Synectics, Six Thinking Hats, Concept Attainment and Concept Development as well as others that teach students the processes involved in higher-level thinking. Session participants will experience these strategies as learners and then brainstorm ideas for how to use these strategies in their own classrooms.</p>		

Pre-Assessment 2.0		
Presenter: Jessica Hockett	Audience: K-12	Room: G2
<p>Finding out what students know before a unit begins is one of the most valuable things a teacher can do to plan effective instruction. This session will explore the purpose, design, and power of pre-assessment through vivid examples from a range of grade levels and subject areas.</p>		

Knowing You Students: Online Tools Can Help

Presenter: Mindy Moran	Audience: K-12	Room: Auditorium
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The edtech landscape is certainly “hot” at the moment, and new products seem to pop up daily. In this session, we will explore how teachers can leverage online tools to facilitate the principles and best practices of differentiation. This session will not be a tool “dump” but instead will present a deeper dive into some useful tools. If you are just beginning a 1-1 initiative or are trying to figure out ways to use the computer carts in your schools, beginners are welcome. Those with more expertise are also welcome to help contribute their ideas. Participants should bring their own device to explore tools such as Socrative, Google Docs & Forms, Padlet, and TodaysMeet.

Importance of Clear Learning Goals/KUDS

Presenter: Marcia Imbeau	Audience: K-12	Room: G1
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Having clear learning goals for a lesson or unit of study is a prerequisite for differentiation to ensure that all students are working on important content that leads to understanding. Participants will review the definitions related to what you want your students to Know, Understand and be able to Do and practice developing KUDs for a differentiated lesson or unit of study.

Building a Classroom Community for Differentiated Instruction and Classroom Management

Presenter: Kristi Doubet	Audience: 6-12	Room: MR1
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The numerous components of differentiating instruction sometimes make it difficult to envision how everything can come together in one smoothly running classroom. This session will explore 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.

Measuring Student Growth		
Presenter: Tonya Moon	Audience: K-12	Room: 2B/C
<p>In this session we will begin with a thoughtful discussion of what the term “growth” means and the implications of defining that for practice. Best practice demands that learners' progress be measured in systematic and defensible ways. This session will examine the advantages and considerations of a variety of assessment procedures and tools -- both standardized and classroom-based -- for use in a high-quality progress monitoring system</p>		

Using Text-Dependent Questions to Engage All Learners in Complex Text		
Presenter: Jessica Hockett	Audience: K-12	Room: G2
<p>What does the Common Core’s emphasis on reading, discussing, and writing from complex text mean for teachers of academically diverse classrooms? This session will challenge your thinking about how to approach and scaffold process of close reading a fictional text. We’ll engage in close reading ourselves and see examples of how to craft high-quality text-dependent questions.</p>		

CONSULTATION SESSION		
Presenter: Catherine Brighton	Audience: K-12 & Leadership	Room: 2A
<p>The Consultation & Application Workshop session is a unique workspace designed to support participants on an individual or small-group basis. Rather than a regular presentation, this time will be used to provide access to individual or group consultation, opportunities for collaboration with conference colleagues, or time and space to work independently. Bring district standards, questions, strategies you want to incorporate, ideas for themes, topics, lessons, units, conundrums, and anything you think you may find useful for this time!</p> <p>So that we can best meet your needs, this session is limited to 5 individuals or 2 small teams. PLEASE SIGN UP AT THE HOSPITALITY TABLE.</p>		

FRIDAY BREAK-OUT SESSION #1: 12:30 - 2:00

Designing Independent Projects for all Students		
Presenter: Marica Imbeau	Audience: K-5	Room: G1
<p>Students are capable of pursuing their own learning with the appropriate supports from knowledgeable and caring teachers. This session will examine the use of independent projects for all students as a means of promoting authentic learning and empowerment, as well as, discuss specific strategies that are often helpful in increasing the quality of students' work. A tool for helping students to stay organized and for teachers to monitor students' progress will also be reviewed.</p>		

Assessment Tools & Approaches that Support the Differentiated Classroom		
Presenter: Kristina Doubet	Audience: 6-12	Room: 2B/C
<p>Incorporating frequent learning checks, both formal and informal, into daily instruction can raise student performance and drive more efficient differentiated grouping decisions. Unfortunately, the emphasis on standardized assessment leaves teachers wondering if and how we can realistically take time to weave formative assessment into our daily plans. This session will help teachers discern the hallmarks of effective formative assessment, design their own assessments, and analyze/use assessment results to efficiently drive differentiated instruction and improve student learning.</p>		

Linking Classroom Assessment with Student Learning		
Presenter: Tonya Moon	Audience: K-12 & Leadership	Room: MR1
<p>Classroom assessment is among a teacher's most essential instructional tool. When properly developed and interpreted, assessments can assist teachers in better understanding what their students are learning. This session will focus on rethinking classroom assessment with purpose in mind. Participants will walk away with a planning template for pre-assessments through summative assessments.</p>		

Conceptual Teaching thru Informational Text

Presenter: Jessica Hockett	Audience: K-5	Room: G2
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Exposing students to a balance of literary AND informational text is a key tenet of the Common Core ELA Standards. In this session, we'll explore how to use meaningful concepts to frame informational texts in ways that engage primary and elementary-grades students. You'll experience a model lesson that uses a Common Core text exemplar and leave with additional lessons to implement or adapt with your students or colleagues.

CONSULTATION SESSION

Presenter: Jennifer Kumpost Dimeo	Audience: K-12 & Leadership	Room: 2A
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Assessment Tools & Instructional Approaches that Support Differentiation

Presenter: Marcia Imbeau	Audience: K-5	Room: G1
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Effective teachers intentionally gather data on their students in order to learn more about them and also determine an appropriate next step in each child's learning journey. This session will look at several assessment tools that teachers can use to gather data on their students and then examine several instructional strategies that might be a good match for addressing students' readiness, interests and learning profiles.

Grading in a Differentiated Environment

Presenter: Tonya Moon	Audience: K-12 & Leadership	Room: MR1
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There's no question that grading evokes many emotions in teachers, administrators, parents, and students alike. For teachers, grading is one of the most difficult and troublesome aspects of teaching. Despite the challenge, grades can be valuable tools in identifying strengths and weaknesses in students' understanding as well as communicating important information to varied stakeholders. Check your emotions at the door and join us as we look into ways to improve grading procedures when working in a differentiated classroom.

Observing and Supporting Teacher Growth in DI

Presenter: Jessica Hockett	Audience: Leadership	Room: G2
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This session will use an extended video clip to engage leaders in the thinking process of "looking for" evidence of differentiation in classrooms in order to provide feedback that promotes teacher growth. Take-away tools will include an observation tool and coaching tips.

Using Low-Prep Strategies to Accomplish Concrete Goals		
Presenter: Mindy Moran	Audience:	Room: 2B/C
<p>Planning engaging and differentiated learning tasks doesn't need to involve blood, sweat, and tears. In this session we will compare low-prep versus high-prep strategies that support differentiation. Participants will try-out some low-prep strategies and tools and discuss how they might apply them in their classrooms.</p>		

CONSULTATION SESSION		
Presenter: Jennifer Kumpost Dimeo	Audience: K-12 & Leadership	Room: 2A
<p>The Consultation & Application Workshop session is a unique workspace designed to support participants on an individual or small-group basis. Rather than a regular presentation, this time will be used to provide access to individual or group consultation, opportunities for collaboration with conference colleagues, or time and space to work independently. Bring district standards, questions, strategies you want to incorporate, ideas for themes, topics, lessons, units, conundrums, and anything you think you may find useful for this time!</p> <p>So that we can best meet your needs, this session is limited to 5 individuals or 2 small teams. PLEASE SIGN UP AT THE HOSPITALITY TABLE.</p>		

Flexible Instructional Grouping for the Differentiated Elementary Classroom

Presenter: Marcia Imbeau	Audience: K-5	Room: G1
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Flexible grouping is a non-negotiable in a differentiated classroom, but how do teachers guard against students feeling like they are always working with the same students? This session will examine some practical suggestions for creating groups that change often in order to meet the varying needs of students. Participants will discuss the benefits and cautions of grouping students and see some elementary teachers at work using a variety of grouping configurations to help their students learn well.

Ascending Intellectual Demand: When Expertise in Differentiated Instruction is the Goal

Presenter: Kelly Hedrick	Audience: Leadership	Room: MR1
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If the goal is the development of expertise in responsive teaching, how do we all get there? Some folks will take the expressway, while others need the scenic route. It is important to understand the stages and needs of the learner at every step toward expertise in responsive teaching. Everyone will need support, information, and opportunities for growth along the way. In this session, participants are given a tool for thinking about the journey toward expertise in differentiation and methods for guiding colleagues. For anyone who is responsible for staff development and assisting others in responsive teaching, this session provides a framework for developing expertise in differentiation among a wide range of educators including administrators

Developing Learning Menus and Choice Boards for use as Summative Assessment

Presenter: Kristi Doubet	Audience: 6-12	Room: 2 B/C
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Learning menus and choice boards are two related strategies that allow teachers to harness the power of student choice while maintaining control over learning outcomes. In this session, participants will explore examples of both menus and choice boards from various content areas and grade levels, choose the approach they like best, and begin creating original applications for classroom use. Plentiful examples, templates, and instructor assistance will be provided, as will a discussion of using rubrics to anchor learning outcomes and facilitate the use of menus and choice boards as methods of summative assessment.

SATURDAY BREAK-OUT SESSION #1: 12:30 - 2:00

Learning Goals (KUDs): Refine and Align

Presenter: Jennifer Kumpost Dimeo	Audience: K-12	Room: G2
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Session Description: The alignment between clear learning goals and assessments that lead to effective instruction is a crucial component in proactive, responsive differentiation endeavors. Learning goals should be clear and worthy of the learner’s time and hard work. Assessments should be designed to measure the learner’s strengths, needs, and growth relative to those goals. Learning plans should be designed to support the learner’s growth based on assessment information. This is true for both teachers designing differentiated learning experiences for their students and teacher leaders designing workshops for educators. This session will arm participants with understandings and skills for (1) refining and clarifying KUD goals for stronger assessment design, and (2) sketching out assessment plans aligned to those goals. It is recommended that participants come to the session with a working draft of KUDs for a classroom or teacher workshop learning plan.

CONSULTATION SESSION

Presenter: Catherine Brighton	Audience: K-12 & Leadership	Room: 2A
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Tiered Lessons		
Presenter: Marcia Imbeau	Audience: K-12	Room: G1
<p>This session will examine the elements of tiered lessons and review several examples that show how instruction might be adjusted to better reach the different readiness needs of students. Participants will also analyze a video clip of a differentiated math lesson to determine the components necessary to design quality instruction for their students.</p>		

The Why's and How's of Flexible Grouping		
Presenter: Kristi Doubet	Audience: 6-12	Room: 2 B/C
<p>Flexible grouping is the key to preventing the underlying fear of many classroom teachers attempting to differentiate: How do I keep students from feeling stuck in “the low group” or “the high group”? This session will use examples from real middle and high school classrooms to explore how to attend to students’ readiness, interest, and learning profile needs as well as when to employ each type of differentiation. Through examining examples from all content areas and engaging in active discussion, participants will gain insight into how the use of flexible grouping can help unlock and develop students’ hidden talents, keep learners engaged, and prevent students of all backgrounds from feeling “pigeon-holed” into static ability groups.</p>		

Using Formative Feedback for Teachers to Develop Expertise in Differentiation		
Presenter: Kelly Hedrick	Audience: Leadership	Room: MR1
<p>As we think about formative assessment data it is as critical to see this information as valuable for teachers as it is for students. School leaders have a tremendous resource in student work to help teachers reflect on instructional design and instructional delivery if we use the data to guide teachers in the development of expertise in DI. What questions should we be asking during learning walks and observations? How can we use data to provide descriptive feedback that acknowledges growth, while supporting ongoing improvement? In this session, teacher leaders examine the use of formative assessment data as a tool for helping teachers make purposeful improvements to instructional planning and delivery when differentiation is the expectation.</p>		

SATURDAY BREAK-OUT SESSION #2: 2:15 - 3:45

Bookmaking		
Presenter: Sue Jurey	Audience: K-12	Room: G2
<p>Let your students make books that pop-up, unfold, and burst out of their seams. Unique forms of books that allow students to tell stories, gather information, and share artwork and poetry. Let your students share their learning and creativity in simple, but interesting new book forms. Starburst, codex, flip, and pop-up formats will be shared. Session participants will make a book, and resources with more ideas and patterns will be available.</p>		

CONSULTATION SESSION		
Presenter: Jennifer Kumpost Dimeo	Audience: K-12 & Leadership	Room: 2A
<p>The Consultation & Application Workshop session is a unique workspace designed to support participants on an individual or small-group basis. Rather than a regular presentation, this time will be used to provide access to individual or group consultation, opportunities for collaboration with conference colleagues, or time and space to work independently. Bring district standards, questions, strategies you want to incorporate, ideas for themes, topics, lessons, units, conundrums, and anything you think you may find useful for this time!</p> <p>So that we can best meet your needs, this session is limited to 5 individuals or 2 small teams. PLEASE SIGN UP AT THE HOSPITALITY TABLE.</p>		

Presenter Biographies



Carol Ann 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 U.Va., 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 200 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, Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching, (with Jay McTighe) Differentiating Instruction and Understanding by Design: Connecting Content and Kids, and (with Kay Brimijoin and Lane Narvaez) The Differentiated School: Making Revolutionary Changes in Teaching and Learning. This year, her publications include (with Marcia Imbeau) Leading and Managing a Differentiated Classroom and (with David Sousa) The Brain and Differentiation. Her books have been translated into 12 languages. Carol was named Outstanding Professor at Curry in 2004 and received an All-University Teaching Award in 2008. She works throughout the United States and internationally with educators who seek to create classrooms that are more effective with academically diverse



Catherine Brighton, Ph. D.
University of Virginia

Catherine Brighton, Associate Professor in the Curry School of Education, University of Virginia, is Director of the Institutes on Academic Diversity and a Principal Investigator for Project Parallax, a federally-funded grant focused on developing talent in elementary classrooms in science, technology, engineering and math (STEM) areas. 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.



Jennifer Kumpost Dimeo, Ed.D.
University of Virginia

Jennifer Kumpost Dimeo earned her doctorate in Educational Psychology/Gifted Education at the University of Virginia. Formerly a resident of Springfield, Missouri, Jennifer has worked as a middle school mathematics and drama teacher and a fifth grade Title 1 elementary school teacher. Jennifer received her Bachelor of Science in Elementary Education and Middle School Mathematics from Evangel University, and holds a Master's of Education degree in Gifted Education from Drury University.



Kristina Doubet, Ph. D.
James Madison University

Kristina Doubet is an Associate Professor of Middle and Secondary Education at James Madison University in Harrisonburg, Virginia. With over ten years of experience teaching middle and high school English, she now prepares future middle and high school teachers for careers in the classroom. Kristina completed her M.Ed. and Ph.D. in Curriculum and Instruction at U.Va. where she studied the impact of differentiated instruction on student performance in elementary, middle, and high school classrooms. Her current research and publications focus on employing

differentiation and formative assessment in 6-12 classrooms of all content areas, as well as on the practice of integrating reading and writing instruction in 6-12 language arts classrooms. Kristina works regularly with practicing teachers from all grade levels as a staff developer for schools/districts implementing differentiated instruction, Common Core State Standards,



Kelly Hedrick, Ed. D.
Virginia Beach City Public Schools

Dr. Kelly A. Hedrick is the Principal of Old Donation Center for the Gifted and Talented 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, taught in a gifted-center based program, served as a middle school gifted resource teacher and a central office curriculum and program coordinator. She earned a B.S. in elementary education with an

emphasis in mathematics and science from Longwood College and both a M.Ed. and an Ed.D. in educational psychology, gifted education from the Curry School of Education at the University of Virginia. In 2005, the National Association for Gifted Children (NAGC) honored her with the NAGC Doctoral Student Award for outstanding scholarship in the gifted education field. In 2011, she was named Outstanding Leader for Program Development & Support for Gifted Learners by the College of William and Mary. She currently serves as president of the Virginia Association for the Gifted. She presents on gifted education, 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.
Evanston, IL

Dr. Jessica A. Hockett is an education consultant based in the Chicago area and specializing in differentiated instruction, Common Core State Standards (ELA), curriculum design, and gifted education. She has worked with teachers and leaders in nearly 70 school districts on initiatives related to instructional improvement through differentiation, standards-aligned curriculum development using Understanding by Design, and program evaluation. Before earning her PhD in educational psychology (gifted education emphasis) from the University of Virginia, Jessica was a secondary English, social studies, and math teacher in both general and gifted program settings. She has published a variety of articles and book chapters related to differentiation, curriculum, and advanced learners. She also coauthored the staff development manual for ASCD's series *The Common Sense of Differentiation* and appeared in the ASCD video *The Differentiated School*. Jessica's book *Exam Schools: Inside America's Most Selective Public High Schools* (co-authored with Dr. Chester E. Finn, Jr.) was published in September 2012 by Princeton University Press.



Marica 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. Imbeau has taught in general education classrooms, programs for students identified as gifted and talented and university-based enrichment programs for advanced learners. She has served as a board member and member of the executive committee of the National Association for Gifted Children and of the Council for Exceptional Children's TAG Division. She has also served as the president of Arkansans for Gifted and Talented Education, a state organization that supports appropriate services for all students. Among her publications are *Managing a differentiated classroom: K-8* (with Carol Tomlinson), *Leading and managing a differentiated classroom* (with Carol Tomlinson).



Sue Jurey, M. Ed.

Sue Jurey is an arts educator and gifted resource teacher who has worked for the recognition and enrichment of the arts in public schools over the decades. Believing that the creative spirit is often not at the forefront of curriculum plans, she has been active at the national and state levels in gifted education and arts education organizations advocating for discipline-based arts education, as well as excellence in meeting the needs of high ability learners. Sue seeks to weave state standards and creative spirits together in her classroom, enriching students' creativity and academic skills in an energizing and hands-on environment.



Tonya Moon, Ph. D.
University of Virginia

Tonya Moon is a Professor in the Curry School of Education at the University of Virginia and a Principal Investigator for Project Parallax and the National Research Center on the Gifted and Talented. Her specializations are in the areas of educational measurement, research, and evaluation and she works with state departments across the country on issues associated with educational assessments. She also works as a consultant with school districts and schools on using better assessment techniques for improving instruction and student learning. In addition to her research and teaching responsibilities, she is also Chair of the University's Institutional Review Board for the Social and Behavioral Sciences. She is Past President of the Virginia Educational Research Association, and is on the Board of Directors for the Virginia Association for the Gifted.



Melinda Moran, M.Ed.
University of Virginia

Mindy Moran is a doctoral student in Curriculum, Teaching, and Learning at the University of Virginia where she currently co-teaches an online course in differentiation with Carol Tomlinson. She has worked closely with both pre-service and experienced teachers for over ten years. Recently she was awarded 2nd place for "Differentiation and the Paradox of Respect and Flexibility: A Single Case Study" at the National Association for Gifted Children's Research and Evaluation Network's Graduate Student Research Gala. Currently, she is developing online tools to help teachers understand and implement differentiation at the I. Lab Incubator Batten Institute for Entrepreneurship & Innovation. She taught 7th grade English in Fairfax County Public Schools, VA.

Access conference Hand-outs

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, and the password was sent to that email address from Collab. There is a “lost password” option if participants have deleted that email.

Fill out Conference Evaluations

DifferentiationCentral.com

Please fill out the daily evaluations for the breakout sessions as well as Carol’s morning sessions and meals. Each time you submit a survey you will be entered in the drawing for a free registration fee for our summer conferences, the Summer Institutes on Academic Diversity (SIAD) **worth \$825**. The survey links from the homepage of differentiationcentral.com as well as from the homepage on your Collab site.

Wireless Directions on Grounds

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

...Guests of the University

Get unencrypted wireless network access while at UVa

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.