

Integrating

+ Differentiated Instruction

UNDERSTANDING *by* DESIGN

Connecting Kids to Content

ADELAIDE

Wednesday 28 &
Thursday 29 May



Who Should Attend:

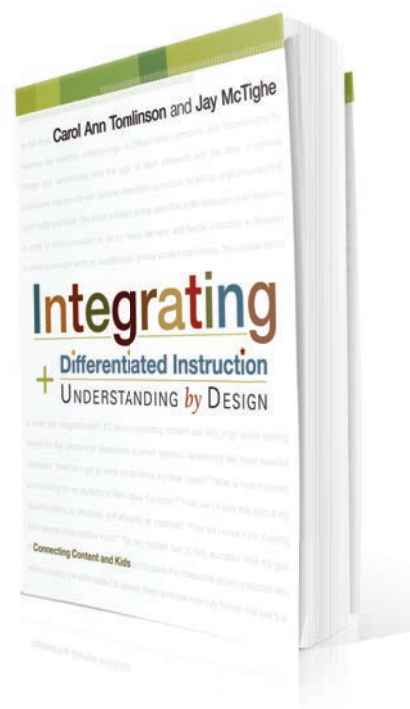
- ✓ Teachers
- ✓ Team leaders
- ✓ Regional or system/sector leaders
- ✓ Assistant principals
- ✓ Principals

Facilitated by **Dr Carol Ann Tomlinson & Dr Jay McTighe**

How can we address the required content standards yet remain responsive to the differences and varied needs of our students? How does the "backward design" approach to curriculum planning inform differentiation (and vice versa)? What do we want all students to come to understand? How might we responsibly differentiate student assessments and still obtain valid measures of learning? Can we maintain standards without standardisation? How might a marking and reporting system communicate standards-based achievement honestly and fairly?

Jay McTighe and Carol Ann Tomlinson will explore these questions through a series of thought-provoking exercises and design experiences.

Integrating Differentiated Instruction and Understanding by Design explains how to connect these two approaches and use their combined power to meet content standards and prepare for tests. While providing students with multiple learning pathways, teachers can use the backward design approach to develop curriculum units and lessons that can be differentiated in response to students' different needs and levels. Participants will have the opportunity to apply their learning through the design or refine a differentiated unit of study using the Unit Design Template. This institute has been designed for individuals and teams interested in enhancing their understanding of curriculum, assessment and instruction and maximising student achievement while being responsive to differences in students' readiness, learning profiles and interests.



Institute Outcomes

- ✓ recognise how the backward design approach to curriculum planning informs differentiation of instruction and assessment (and vice versa)
- ✓ learn practical processes for unpacking standards and selecting the big ideas worth understanding
- ✓ use essential questions to frame the curriculum and focus on big ideas
- ✓ examine a continuum of assessment methods to use in assessing the degree of student understanding
- ✓ explore ways of differentiating performances of understanding
- ✓ identify appropriate criteria to use in judging differentiated performances of understanding based on the six facets
- ✓ apply the AMT framework in teaching for understanding
- ✓ investigate strategies for assessing differences in learners' readiness levels, interests, and learning profiles in the context of a quality curriculum
- ✓ discover the 3 Ps of grading and reporting

Special Instructions

Participants will be provided time for working on a unit of study. Please bring materials (e.g. standards, textbooks, resource materials, assessments, scoring rubrics, etc.) to support your unit/assessment design work.

Institute Information

Individual: \$660 per person (inc. GST)

Team: \$600 per person (inc. GST)
(5 or more registrations at the same time from the same organisation)

Date: Wednesday 28 & Thursday 29 May

Time: 9:00am – 4:00pm

Venue: Morphettville Racecourse,
Morphett Road, Morphettville SA

School/Organisation

Name: _____

Address: _____

State: _____ Postcode: _____

Phone: (____) _____

Fax: (____) _____

Email address for invoice: _____

Registrant

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary requirements: _____

About the Presenters

Carol Ann Tomlinson

Carol Ann Tomlinson's career as an educator includes 21 years as a public school teacher and 12 years as a program administrator of special services for struggling and advanced learners. More recently, she has been a faculty member at the University of Virginia's Curry School of Education, where she is currently William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations and Policy. Carol is also the Co-Director of the university's Institutes on Academic Diversity. She was named Outstanding Professor at Curry School of Education in 2004 and received an All University Teaching Award in 2008. Carol is a reviewer for eight journals and is author of over 200 articles, books and other professional development materials. Resources she has authored include *How to Differentiate Instruction in Mixed-Ability Classrooms* and *The Differentiated Classroom: Responding to the Needs of All Learners*, as well as a professional inquiry kit on differentiation. In 2006, she co-authored a book with Jay McTighe titled *Integrating Differentiated Instruction and Understanding by Design*.

Jay McTighe

Jay McTighe has a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at Maryland State Department of Education. He is well known for work with thinking skills, having coordinated statewide efforts to develop instructional strategies, curriculum models and assessment procedures for improving the quality of student thinking.

Jay has published articles in a number of leading journals and books, including *Educational Leadership*, *Developing Minds*, *Thinking Skills: Concepts and Techniques*, and *The Developer*. He has co-authored three books on assessment: *Assessing Learning in the Classroom*, *Assessing Outcomes: Performance Assessment Using the Dimensions of Learning Model and Evaluation Tools to Improve as Well as Evaluate Student Performance*. He is co-author, with Grant Wiggins, of the best-selling *Understanding by Design* series.

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