



DEFENSIBLE DIFFERENTIATION: WHAT WOULD IT TAKE TO GET IT RIGHT

Grades K-8

January 22, 2009: Edison, NJ

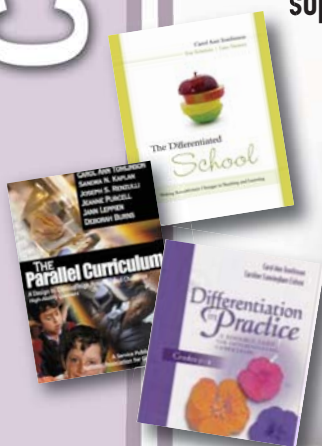
There's a great deal of interest in "differentiated instruction," but there's no magic in the word. What makes a positive difference for students in classrooms is high quality teaching. Differentiation that reflects best teaching practice is where the promise for student success lies. In this session, we'll examine teacher lesson plans, video clips, and classroom scenarios to analyze what high quality differentiation looks like in action.

Workshop Participants Will:

- Understand the non-negotiable of differentiation
- Analyze examples of classroom practice for fidelity to the principles of differentiation
- Learn to apply essential principles of differentiation to their own planning and practice
- Learn strategies and techniques to use with different student subgroups and learner profiles
- Examine tried and true strategies for differentiation and find out how low-prep strategies can be taken to the next level of sophistication

Carol Ann Tomlinson has been a faculty member at the University of Virginia's Curry School of Education, where she is currently Professor and Chair of Educational Leadership, Foundations and Policy. Also at U.Va., she is Co-Director of the University's Institutes on Academic Diversity. Special interests throughout her career have included curriculum and instruction for struggling learners and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom.

Carol is a reviewer for eight journals and is author of over 200 articles, book chapters, books, and other professional development materials. For ASCD, she has authored *How to Differentiate Instruction in Mixed Ability Classrooms*, *The Differentiated Classroom: Responding to the Needs of All Learners*, *Leadership for Differentiated Schools and Classrooms*, the facilitator's guide for the video staff development sets called *Differentiating Instruction*, and *At Work in the Differentiated Classroom*, as well as a professional inquiry kit on differentiation. Most recently, she co-authored a book with Jay McTighe titled *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids* and with Kay Brimijoin and Lane Narvaez co-authored *The Differentiated School: Making Revolutionary Change or Teaching and Learning*. For Corwin Press, she is co-author of *The Parallel Curriculum Model: A Design to Develop High Potential and Challenge High Ability Learners*. Carol's books on differentiation have been translated into eleven languages. She works throughout the U.S. and abroad with teachers whose goal is to develop more responsive heterogeneous classrooms.



About the Presenter