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The Agenda for the 3 Day Institute....

Day 1—Morning Session

We'll begin the day with an introduction to the five key components of effective differentiation through discussion, video, and analysis of examples. Then we'll look more closely at two of the elements—learning environment in an effectively differentiated classroom and the nature of

curriculum in an effectively differentiated classroom. We will use a variety of resources including articles, videos, lesson plans, and quality indicators in the exploration.

Day 1—Afternoon Session

In this hands-on workshop, participants will use their own curriculum content as a springboard to create learning goals at the course level, unit level or lesson level, and will then begin to consider what evidence of student understanding might look like. The goal for the session is to guide participants in laying out a curricular framework that is most likely to support learning success for a broad range of students. Afternoon sessions on Day 2 and Day 3 will build on the work done during the afternoon session of Day 1.

Day 2—Morning Session

After a brief continuation of Day 1 work on curriculum in a differentiated classroom, participants will focus on formative assessment in a differentiated classroom, including connections with both learning environment and curriculum. We'll use both video and print examples to investigate a variety of approaches to formatively assessing student growth and a range of assessment strategies. The session goal is to clarify ways in which formative assessment fuels effective differentiation, guides both teacher and student success, and shapes learning environment.

Day 2—Afternoon Session

In this hands-on session, participants will continue building on their curricular frameworks to create a formative assessment that will help both them and their students understand important next steps in growth. The session is intended to help participants work with alignment of curriculum goals with assessments and to explore ways of translating assessment information into instructional action.

Day 3—Morning Session

This session will focus on instruction in a differentiated classroom, including a range of both low and high prep strategies that can be useful in addressing students varied learning needs. We'll also look at subtle but powerful ways in which teachers address students' cognitive needs that do not involve "named" strategies, but rather build an environment that is safe, supportive, and challenging for a range of learners. A part of the morning's exploration will involve analysis of teacher use of key practices such as teaching up, flexible grouping, and respectful tasks.

Day 3—Afternoon Session

Today's hands-on workshop will guide participants in developing a differentiated instructional strategy that stems from their curriculum goals and addresses needs revealed by the formative assessment they developed in the Day 2 workshop. We'll also take a concluding look at ways in which environment, curriculum, assessment, and instruction work together to maximize each learner's growth.

Please note that since this institute focuses on differentiation, presenters will differentiate for participants as they get to know the needs and goals of the participants. That may result in some modification of the contents and approaches of both morning and afternoon sessions. In addition, one of the three presenters will be available during all afternoon workshops to guide small group conversations based on participants interests and needs that may become useful as the three days evolve. In addition, during morning sessions, two of the presenters will be available for individual or small group consultation.