



ENHANCING STUDENT SUCCESS

The Power of Differentiating Instruction

A Five-Day Professional Learning Institute
for Educators of Grades 4-10
Within Independent Schools

Beginning June 23, 2005

OISE/UT ■ 252 Bloor St. West
Toronto, Ontario



ONTARIO INSTITUTE FOR
STUDIES IN EDUCATION,
UNIVERSITY OF TORONTO

The students studying in our schools today are preparing to take their places within the global knowledge economy of tomorrow. This reality challenges educators, as never before, to maximize learning for each and every pupil. A growing body of research provides educators with a new lens in order to understand the unique learning styles. Educational evidence points to the effectiveness of specific key instructional strategies and how to assess the learning. For independent school educators, this Institute integrates many aspects of research and best practice together for...**Enhancing Student Success!**

**This five-day institute
is specifically designed
for educators,
grades 4 through 10
from independent schools.**

Its design is unique.

The five day-long sessions take place over a ten month period. Beginning with a two-day introductory session, the other three sessions allow intermittent time for each participant to work individually in their classrooms and collaboratively with their school colleagues to deepen and enhance their classroom practices and new understandings.

Sessions equip educators with skills and strategies to meet students – at their level – offering challenging and appropriate options to achieve academic success.

All five sessions provide participants with practical, classroom-ready strategies designed for the junior-intermediate level student.

Session Overview

DAY 1 ■ Thursday, June 23, 2005

What do we mean by differentiated programming?

The introductory session will provide the foundation for the institute and focus on identifying what learners need to succeed. Participants will:

- ✓ Understand what differentiated learning is and what it isn't
- ✓ Dispel confusions that differentiation requires fully customizing programs for each and every student
- ✓ Learn to create classroom environments that provide motivation and maximize student engagement
- ✓ Learn strategies to create classrooms where intellectual stimulation and risk-taking are part of the day-to-day culture
- ✓ Use Bloom's taxonomy to differentiate questioning for higher order thinking



DAY 2 ■ Friday, June 24, 2005

Going deeper with differentiation.

Assessing to learn, assessing for learning - using the power of formative assessment. This session will:

- ✓ Promote knowing each of their students through the creation of student profiles using such tools as Gardner's multiple intelligences
- ✓ Provide assessment tools to help identify students' learning styles and preferences
- ✓ Identify the components of emotional intelligence and ways to foster these key competencies within their classrooms
- ✓ Outline the key tenets of formative assessment and key assessment strategies to use prior to learning, during the learning and after the learning

DAY 3 ■ Tuesday, November 22, 2005

Instructional and assessment strategies for student success. – PART ONE

- ✓ Learn the links between current research on the brain and several key instructional strategies, e.g. graphic organizers
- ✓ Explore why meta-cognitive time is important within the learning process and how to use it effectively
- ✓ Learn a planning model for differentiating learning and how to apply this model to a teaching unit plan to be used in the upcoming year



DAY 4 ■ Wednesday, February 15, 2006

Instructional and assessment strategies for student success. – PART TWO

- ✓ Understand the concepts of adjusting, compacting and grouping for those students beginning, approaching and at a high degree of achievement of specific learning expectations
- ✓ Learn strategies to adjust assignments according to students' prior learning, knowledge, skills, past experiences, preferences and needs
- ✓ Learn how to provide diverse learners with activities that meet their appropriate levels of challenge
- ✓ Further planning and application to participants' units of study will be undertaken.

DAY 5 ■ Friday, April 14, 2006

Pulling our learning together.

Institute conclusion will extend and refine participants' knowledge of instructional strategies for student success. Participants will:

- ✓ Learn and extend the key instructional strategies of concept attainment including mind mapping and concept mapping
- ✓ Share their understandings and unit plans with colleagues
- ✓ Learn strategies for enhancing a culture of student inquiry within classrooms
- ✓ Reflect upon successes in building communities of professional practice among colleagues at each school site
- ✓ Plan for further extensions at the school in the upcoming year

Of Vital Interest to

- ✓ teacher educators
- ✓ curriculum directors
- ✓ heads and assistant heads

Special features of this institute:

- ✓ Professional learning for an extended amount of time
- ✓ Job-embedded practice
- ✓ Specific application to each participants' context
- ✓ Interactive and collaborative opportunities for practice and follow-up within each session and back at the school
- ✓ Networking opportunities
- ✓ Pedagogical approaches include: case studies, lectures, large and small group work, video, simulations, role play, professional reading and reflection.

Location

June sessions will be held at OISE/UT, 252 Bloor Street West, Toronto.

Subsequent sessions - to be determined.

Accommodations

If you require accommodation, we suggest reserving directly:

QUALITY HOTEL (close proximity to OISE/UT)
280 Bloor Street West
(416) 968-0010

Presenters include:

JOANNE FOSTER, Ed.D. teaches Foundations of Learning and Development as well as Gifted Studies at OISE/UT, and is the Gifted Education Consultant for a large school board in Toronto. She has spoken throughout Canada and the U.S. and is the co-author of *Being Smart about Gifted Children: A Guidebook for Parents and Educators* (Scottsdale, AZ: Great Potential Press, 2005).

GAYLE GREGORY, a skilled presenter with an international reputation, has educational experience K-12, as well as college and university experience. Gayle consults extensively with teachers, administrators and staff developers in areas such as instructional and assessment practices, school reform and brain-compatible learning. Gayle is the author of numerous books including *Differentiated Instructional Strategies*.

JOHN MYERS, is a curriculum instructor at OISE/UT. He has written widely on education topics including classroom assessment and cooperative learning, including guest editing several volumes of OISE /UT's educational journal, "*Orbit*". John speaks internationally and nationally on educational topics.

Payment, Cancellation and Refund Policy

All payments must be made by credit card or cheque payable to "OISE/University of Toronto" and included with the registration form. If paying by cheque, registration must be done by mail.

All withdrawals received prior to June 6, 2005 will be given a full refund and must be done in writing. There will be no refunds granted on or after this date. However, substitutions are permitted provided the new participant brings the registration verification of the original registrant to the conference check-in desk on June 23.

We reserve the right to cancel any session. All registrants will be notified.

Registration Procedures

Please mail or fax this registration form along with your cheque or credit card information to:

Pat Thomas, OISE/UT
252 Bloor St. West, 12th Floor
Toronto, Ontario M5S 1V6
E-mail: studentsuccess@oise.utoronto.ca
Fax: 416-926-4732

Deadline for receipt of registration forms is June 9, 2005

Registration will be confirmed upon receipt of your registration form and payment. An official receipt will be issued.

Cost

- **\$865** includes tuition, GST, materials, refreshments at breaks and lunches OR
 - **\$799** per person in teams of 3 from the same school.
- GST# - R 108162330

REGISTRATION FORM

PLEASE PRINT

DEADLINE - JUNE 9, 2005

SURNAME	FIRST NAME	NAME FOR BADGE
POSITION	DISTRICT/SCHOOL	
MAILING ADDRESS		
CITY/TOWN	PROVINCE	POSTAL CODE
BUSINESS PHONE	HOME PHONE	FAX NO.
E-MAIL TO JUNE 30/05	E-MAIL JULY/AUGUST/05 (IF DIFFERENT)	

SPECIAL REQUIREMENTS (E.G. DIET)

METHOD OF PAYMENT:

CHEQUE PAYABLE TO OISE/UNIVERSITY OF TORONTO

CREDIT CARD: VISA MASTERCARD NO. _____ EXPIRY DATE: _____

CARDHOLDER'S NAME: _____ PERSONAL CARD COMPANY CARD

SIGNATURE _____