The Notre Dame Alumni Association invites K–12 educators for a weekend of personal reflection and professional renewal at the University of Notre Dame in South Bend, Ind. This award-winning conference is open to all teachers and administrators from public, Catholic and private schools nationwide, not just Notre Dame alumni. It combines practical application and inspiration to empower educators to change emotionally, intellectually and psychologically.

This year's conference will be October 21-23, 2016.

Attendees will learn how to take on today's diverse classrooms with some of the country's leading education experts, including Carol Ann Tomlinson, author of The Differentiated Classroom and Leading for Differentiation: Growing Teachers who Grow Kids. Tomlinson has worked with hundreds of school districts throughout the U.S. and internationally to create classrooms that are responsive to a broad range of learners.

With a focus on differentiated learning, this year’s conference will include the following interactive, hands-on workshops:

- Digital Learning with Purpose
- Tools for Addressing Student Readiness in a Differentiated Classroom
- Increasing Student Engagement and Interaction in the Differentiated Classroom
- Developing Interest-Based Assignments to Harness Student Motivation
- “Teaching Up” for Student Success
- Pre-Assessment 2.0 in the Differentiated Classroom
- Managing the Differentiated Classroom for K-12

Registration is $280 and includes all conference presentations, workshops and materials; Friday dinner breakfast both mornings and Saturday lunch. Please complete the form below to register for the conference.

The registration deadline is October 6, 2016.
Featured Presenter:

Carol Ann Tomlinson
William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy at the University of Virginia’s Curry School of Education, Co-Director of the University’s Institutes on Academic Diversity

Presenters/Facilitators:

Kristina J. Doubet
Associate Professor in the Department of Middle, Secondary, and Mathematics Education at James Madison University

Jessica Hockett, Ph.D.
Chicago-based independent education consultant and author with expertise in differentiated instruction, standards-aligned curriculum, performance task design, and gifted education.

Daniel K. Lapsley, Ph.D.
Professor and Chair, Psychology, at the University of Notre Dame
Conference Schedule

Friday | October 21, 2016

1:00 – 5:00 p.m.
Registration, Eck Visitors Center - Front Desk

3:00 p.m.
Campus Tour, Eck Visitors Center (optional)

6:00 p.m.
Welcome Dinner, Morris Inn – Ballroom Address by Dan Lapsley, Professor and Chair, Department of Psychology Fellow, Institute for Educational Initiatives; Presentation of the 2016 Notre Dame Outstanding Educator Award

Saturday | October 22, 2016

7:30 – 8:30 a.m.
Continental Breakfast, Morris Inn

8:30 – 12:30 p.m.
Keynote Address, Differentiated Instruction: What, Why, and How by Carol Ann Tomlinson - Smith Ballroom, Morris Inn (Full session)

12:30 – 1:15 p.m.
Lunch

1:30 – 2:45 p.m.
Workshop Session I – Select one:
1. Digital Learning with Purpose (Kristina Doubet)
2. Tools for Addressing Student Readiness in a Differentiated Classroom (Carol Tomlinson)
3. Increasing Student Engagement and Interaction in the Differentiated Classroom (Jessica Hockett)

2:45 – 3:00 p.m.
Break
3:00 – 4:30 p.m.
Workshop Session II – Select one:
1. Developing Interest-Based Assignments to Harness Student Motivation (Kristina Doubet)
2. "Teaching Up" For Student Success (Carol Tomlinson)
3. Pre-Assessment 2.0 in the Differentiated Classroom (Jessica Hockett)

5:00 p.m.
Mass, Basilica of the Sacred Heart (optional)

Sunday | October 23, 2016
8:00 – 9:00 a.m.
Continental Breakfast, Morris Inn

9:00 – 11:00 a.m.
Managing the Differentiated Classroom for K-12 by Kristina Doubet - Smith Ballroom, Morris Inn (Full session)

11:00 - 11:15 a.m.
Break

11:15 – 12:00 p.m.
Facilitated Closing Session and Send Off – Differentiation as a Mission by Kristina Doubet - Smith Ballroom, Morris Inn (Full session)
Presentations & Workshops

Saturday Keynote Presentation

Differentiated Instruction: What, Why, and How by Carol Ann Tomlinson

Contemporary classrooms become observably more diverse with each school year. While most classrooms include students representing a broad range of entry points, languages, cultures, learning exceptionalities, interests, and economic backgrounds, classroom instruction proceeds as though students of a given age are essentially alike. As long as that pattern prevails, we fail many students—and ourselves as professionals. Differentiated Instruction is a model that guides teachers in thinking about understanding and addressing students’ varied learning needs, while also attending to important learning targets and the needs of the class as a whole. In this keynote, we’ll take a look at the framework of differentiation, why it matters, and how it might look in action. The goal of the session is to offer a common vocabulary, shared understandings, and mutual images of differentiation that can be a catalyst for teacher and administrator conversations about effective ways to support maximum success for each learner in academically diverse classrooms.

Workshop Session I

Digital Learning with Purpose (Kristina Doubet)

The number of digital tools available for instructional use is staggering… and it is growing by the second. How can instructors separate the wheat from the chaff when examining the plethora of digital-based learning tools? This session will examine digital learning tools according to the instructional purpose they fulfill. Instructors will explore how technology can help them 1) connect students to content and to each other, 2) formatively assess student understanding, 3) provide different levels of scaffolding and challenge to address varying learner needs, and 4) harness student motivation by providing choices in how they take in, process, and demonstrate their learning.
Tools for Addressing Student Readiness in a Differentiated Classroom (Carol Tomlinson)

In virtually every classroom, there are students who lag a bit behind in learning one or more content areas—and students who are desperately behind. There are students who know a bit more about some areas than most peers—and students who have long since mastered the content on which peers are currently focused. There are students with sturdy support systems at home—and students who lack adequate home support for learning. There are students who are fluent, if not artful, with written and spoken English—and students at various points of development in learning its complex systems. This session will provide examples of instructional tools and strategies that allow a teacher to attend to students’ various points of readiness in a single classroom. We’ll look at the role of formative assessment in informing teachers’ awareness of student readiness at a point in time, specific examples of instructional strategies that enable teachers to address a range of learning needs, and formats for planning instructional sequences that address individual, small group, and whole class needs.

Increasing Student Engagement and Interaction in the Differentiated Classroom (Jessica Hockett)

Contemporary classrooms present opportunities for and challenges to engaging students both with core content and with one another. In this workshop, participants will learn how to plan, implement, and manage meaningful interactive and differentiated learning experiences that optimize time and resources, and attend to diverse learning needs. The presenter will model specific strategies and provide concrete classroom examples in a range of subject areas and grade levels for immediate transfer.

Workshop Session II

Developing Interest-Based Assignments to Harness Student Motivation (Kristina Doubet)

Learning Menus, and RAFTs, TriMind, and The Profiler are four thinking-based instructional 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 all strategies 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.

"Teaching Up" for Student Success (Carol Ann Tomlinson)
When teachers plan lessons designed to address the learning needs of students at varying degrees of readiness in a classroom, they often plan first for students who appear to be at a more “typical” or expected point of growth. Next the teacher takes that middle-of-the-road version of the lesson and tries to “enrich it” for more advanced learners and “slim it down” for students who may be further from demonstrating mastery in that content area. While there’s some common sense logic to that approach, it may not serve anyone as well as an approach called “teaching up.” What if teachers planned first for their most advanced learners and then differentiated by providing different levels of scaffolding designed to enable most students in their class to access the complex tasks we often think of a specific to highly able students? What would that approach look like? How might it work? Who might benefit? We’ll take a look at the thinking behind “teaching up,” and how that practice might look in action.

Pre-Assessment 2.0 in the Differentiated Classroom (Jessica Hockett)
Finding out what students know before a unit begins is one of the most valuable things a teacher can do to plan responsive instruction. Standardized tests provide some starting points, but in reality, only classroom-level pre-assessments have the power to uncover misconceptions, skills gaps, and advanced knowledge and understanding. This session will explore the purpose, design, and power of pre-assessment through vivid examples from a range of grade levels and subject areas. Participants will upgrade their understanding of how and why to pre-assess, and leave with valuable tools and models for designing and implementing their own pre-assessments.
Sunday Session
Managing the Differentiated Classroom for K-12 by Kristina Doubet

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 explore solutions to these “hot spots” of management, glean valuable, practical management suggestions, and brainstorm methods of implementing these tactics in their own classrooms.