

**Close the
Knowing-
Doing Gap!**

Differentiated Instruction Made Easy

Dates:

April 14-15, 2010

Time:

8:30am—3:00pm

Presenters:

Patrick Shaw
Staff Development
Specialist

Lucy VanHorne
Reading First
Coordinator

Location:

Operations &
Maintenance
Henry Campus
Large Conference
Room

Fee:

Component Districts
\$380 per person plus
book fee
Non-Component
Districts
\$430 per person plus
book fee

Target Audience:

Classroom teachers and
Administrators

Additional information:

OCM BOCES
PO Box 4754
Syracuse, NY 13221
(315) 433-2662

cia.ocmboces.org

Today's classrooms are becoming more academically diverse in most regions of the United States (and elsewhere, for that matter). Many, if not most, classrooms contain students representing both genders and multiple cultures, frequently include students who do not speak English as a first language, and generally contain students with a range of exceptionalities and markedly different experiential backgrounds. Psychologists tell us that a student learns only when a task is a little too hard for that student. When a student can do work with little effort, and virtually independently, that student is not learning, but rather rehearsing the known. When a student finds a task beyond his or her reach, frustration, not learning, is the result. Only when a task is a bit beyond the student's comfort level, and the student finds a support system to bridge the gap, does learning occur. This optimum degree of difficulty for learning is referred to as a student's zone of proximal development. Considering today's diverse classrooms, it is unlikely that a teacher will be consistently able to develop one-size-fits-all learning experiences that are in the zones of proximal development of all students in a particular class.

This workshop will give participants an overview of what it means to differentiate their instruction and give those ways to match instruction and practice to meet the needs of their students.

As a result of this learning, participants will learn:

- Current brain research and why differentiation is important
- Male and female learning patterns
- Classroom culture and relationships and their effects on learning
- Student motivation and engagement
- Academic Choice
- Multiple Intelligence

Books: *The Teacher's Toolbox for Differentiating Instruction* by Linda Tilton and *The Differentiated Classroom: Responding to the Needs of All Learners* by Carol Ann Tomlinson.