

Instruction For All Students

Dates:**Group A**

October 28
December 15
January 18
February 1
March 16

Group B

January 19
February 2
March 15
April 5 & 6

Time:

8:30am—3:00pm

Location:

Henry B Conference
Room
Administration Building
Henry Campus
Syracuse, NY

Presenter:

Brenda Kaylor
Just ASK

Fee:

Component Districts
\$950 per person
Non-Component
Districts
\$1075 per person
Plus books

Target Audience:

Teachers of any grade
who are not first-year
teachers

Additional information:

Jeff Craig
jcraig@ocmboces.org

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

cia.ocmboces.org

Instruction for All Students, a five-day series, is the current, research and best practices-based upgrade of Instructional Theory Into Practice (ITIP). It begins with an overview of the initiatives that are in the news and influencing our thinking as we implement instructional programs that lead to the achievement of high standards by all students. An important goal of the workshop series is for participants to become comfortable with and build skills at using the standards-based planning process.

Participants learn how to go beyond planning how to teach facts to planning around concept-based essential understanding. They extend their thinking about assessment beyond an event at the end of learning to a continuum of assessment opportunities embedded in the instructional process. Participants learn to use task analysis and pre-assessment to identify the learning experiences most likely to lead to student success and then how to use best practice in instruction to engage learners in active meaningful learning experiences.

Focus Questions

- What makes planning for teaching and learning in a standards-based environment different from planning for teaching and learning in a non-standards based environment? Why are these differences significant?
- How can we Frame the Learning so that the what, why, and how of the learning are clear to learners?
- What are the ways that we can engage our learners in active, meaningful learning?
- How can we structure learning experiences so that instruction, learning, and assessment are integrated?
- How do we ensure balance and appropriateness in the design, selection, and use of a wide range of classroom assessment tools?
- How do we design summative assessment tasks that are rigorous, valid, authentic, and engaging?
- How do we incorporate best practice into lectures, discussions, demonstrations, and reading?

Instruction for All builds on those questions and concentrates on an even bigger essential question, "What do schools look like when they are organized around the commitment to the achievement of high standards by all students?"

Resources

Instruction for All Students by Paula Rutherford pulls together tools and strategies in one comprehensive source.