

The UCI School of Education presents...

Research-Based Strategies to Enhance Learning for All Students

Oct. 10, 2017: Judy Willis

Jan. 23, 2018: Douglas Fisher

Mar. 16, 2018: Carol Ann Tomlinson

This workshop series, consisting of three full-day presentations, was designed with input from school district administrators in the Greater Los Angeles, Orange, and San Diego Counties. Its goal is to showcase the work of outstanding scholars whose publications help teachers translate research into classroom practice and improve outcomes for all students, grades K-12. Each workshop offers administrators and teachers in all content areas with cutting-edge practices that are informed by educational research. Workshops will be held at the UC Irvine Student Center from 9:00 a.m. – 2:30 p.m. and will include a book by each of these renowned educators as well as additional materials. Participants will be able to engage in activities first-hand as well as to ask questions about implementation in their respective classrooms. Individuals may register for any one workshop or all three sessions.

- UCI Writing Project -

Oct. 10, 2017

Applying Neuroscience and Cognitive Science Findings to the Classroom to Improve Teaching and Learning



Judy Willis, M.D. M.Ed., combined her 15 years as a board-certified practicing neurologist with ten subsequent years as a classroom teacher to become a leading authority in the neuroscience of learning. Dr. Willis has written seven books and more than 100 articles for professional journals applying neuroscience research to successful teaching strategies. She is on the adjunct faculty of the University of California Graduate School of Education, Santa Barbara. She travels nationally and internationally giving presentations, workshops, and consulting while continuing to write books. Additionally, she has been selected by Edutopia as one of their “Big Thinkers on Education” and featured on their website as well as being a staff expert blogger for NBC News Education Nation, Edutopia, Psychology Today, and The Guardian. Website www.RADTeach.com. Willis has also teamed with actress Goldie Hawn on the Mind-Up Curriculum (Scholastic, 2011). Participants will receive a copy of her book *Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist/Classroom Teacher* (ASCD, 2006) as well as updated

materials from the second edition of *Ignite Student Learning* to be published in 2018. Willis has a new book co-authored with Jay McTighe called *The Neuroscience of Understanding by Design* to be published by ASCD in 2018.

Morning: How Emotion Impacts the Brain’s Successful Learning and What to Do about It

The demands of the accelerated quantity of information incorporated into each grade level and the increasing temptations of immediate gratification from video games and social media mean today’s students need their executive functions to be at top efficiency. The problem is, if left alone, these neural networks will not reach that efficiency until years after graduation. Correlations with neuroscience research provide insight into how these developing executive function networks can be strengthened by activation (use) when instruction includes opportunities for executive functions such as judgment, analysis, prioritizing, and reasoning. You’ll come away with plans ready to put into action to activate these critical skillsets for all learners in all grade levels and subject areas.

Afternoon: Using Brain Research to Help Students Develop Their Executive Function

Stress can block successful attention focus, emotional self-management, and memory. It can also impair the sending of messages from the executive function control centers in the prefrontal cortex from directing higher cognitive functions and critical thinking. Neuroscience research has spotlighted stresses that cause students to “act out” or “zone out.” The most frequent stressors directly linked to classroom experiences are boredom or frustration from repeated goal failure in a topic or subject. The research also reveals that these stresses, when recurrent, can change the brain’s neural networks and promote a “fixed mindset” with decreased effort and motivation.

You will learn about the impact of emotions and stress on learning and about keys to unlock the stress blockade. You will understand how to teach for motivation and perseverance through achievable challenge and help students recognize incremental progress.

Registration also includes continental breakfast, boxed lunch, a copy of *Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist/Classroom Teacher* (ASCD, 2006) and updated materials from the second edition of *Ignite Student Learning*.

Jan. 23, 2018

Visible Learning for Literacy across the Disciplines



Douglas Fisher, Ph.D., is a Professor of Educational Leadership at San Diego State University and a teacher leader at Health Sciences High & Middle College having been an early intervention teacher and elementary school educator. He is the recipient of an International Reading Association William S. Grey citation of merit, an Exemplary Leader Award from the Conference on English Leadership of NCTE, as well as a Christa McAuliffe Award for Excellence in Teacher Education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as *Visible Learning for Literacy*, *Rigorous Reading*, and *Text Complexity: Raising Rigor in Reading*.

Educators have been in search of “what works” for decades. Our collective search for better ways to reach students and ensure that they develop knowledge and skills has resulted in thousands and thousands of books, hundreds of thousands of research articles, and countless websites. The truth is, not everything works.

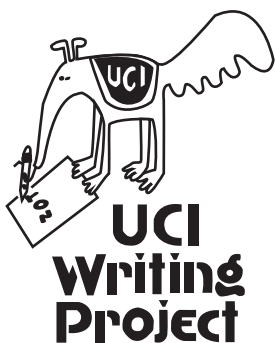
Only a few things work at ensuring that students gain a full year's worth of growth for a year of enrollment in school, and we think it's time we focused on what works, what doesn't work, and what can't hurt. Doug Fisher and Nancy Frey turned to *Visible Learning* (Hattie, 2009) for help. Hattie notes, students must develop surface-level learning if they are ever going to go deep. And we know that deep learning can facilitate transfer, which has been a goal shared by educators for as long as there have been teachers.

Visible Learning for Literacy is based on John Hattie's research. The authors, Doug Fisher, Nancy Frey, and John Hattie, focus on literacy in grades K-12, exploring how to implement practices that work best to accelerate student learning.

In this interactive session, Doug Fisher will focus on:

- Surface and deep learning – how to use the right research-based approach at the right time
- Which activities and routines are most effective at specific phases of learning
- Specific practices for vocabulary instruction, reading comprehension, discussion and questioning, and metacognition
- Eight mind frames for teachers and how to apply them to curriculum planning
- Learning from what doesn't work.

Registration also includes continental breakfast, boxed lunch, and a copy of *Visible Learning for Literacy* (Fisher, Frey, and Hattie, ASCD, 2016).



For more information, contact the UCI Writing Project office:

Tel: (949) 824-5922
E-mail: uciwritingproject@uci.edu
Address: UCI Writing Project
401 East Peltason, Suite 3100
Irvine, CA 92697
Website: <http://writingproject.uci.edu>

Mar. 16, 2018

Thinking about Differentiation: A Status Check and a Look Ahead



Carol Ann Tomlinson is William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy and Co-Director of the Institute on Academic Diversity at the Curry School of Education, University of Virginia. She works throughout the United States and internationally with educators who want to create classrooms that are more responsive to a broad range of learners. Tomlinson's experience as an educator includes 21 years as a public school teacher working with preschoolers, middle school students, and high school students. She was honored as Virginia's Teacher of the Year in 1974.

At the University of Virginia, Tomlinson teaches undergraduates, master's students, and doctoral students, predominantly in the areas of curriculum design and differentiated instruction. She was named Outstanding Professor at Curry School of Education in 2004 and received an All-University Teaching Award in 2008. In 2014's *EducationNext* Edu-Scholar Public Presence rankings, she was named one of the two most

influential higher education voices in the United States in psychology and the 16th most influential in all education-related fields. She has written more than 300 books, book chapters, articles, and other materials for educators, and her books have been translated into 12 languages.

ASCD first published *How to Differentiate Instruction in Mixed Ability Classrooms* just over twenty years ago. In her new expanded third edition, retitled *How to Differentiate Instruction in Academically Diverse Classrooms*, Carol Ann Tomlinson will explore what we have learned about differentiation from research and practice.

Student diversity in today's classrooms is a given. While that presents significant challenges for teachers, it also opens important opportunities. In this session, Tomlinson will take a look at elements and attributes of quality differentiation—the kind that makes a powerful difference in student success. She will also explore ways in which teachers can take their own “next steps” in effectively addressing academic diversity in their own classrooms. In both instances, she will draw on classroom videos and teacher lesson plans so that the ideas we discuss are rooted in practice and practicality.

- Topics will include:
- What Differentiation Is and Isn't
 - The Rationale for Differentiating Instruction in Academically Diverse Classrooms
 - The Needs of the Student and Role of the Teacher in a Differentiated Classroom
 - Management Strategies
 - Planning Lessons Across Content Areas and Grade Levels by Readiness, Interest and Learning Profile
 - Differentiating Content, Process, and Product
 - Helpful Instructional Strategies in Differentiated Classrooms

Registration also includes continental breakfast, boxed lunch, a copy of *How to Differentiate Instruction in Academically Diverse Classrooms* (ASCD, 2017) and materials.

SAVE THE DATE

Announcing...

the Annual UCI Writing Project Literacy Conference December 7, 2017

Keynote Speakers:



Harvey “Smokey” Daniels and Stephanie Harvey, co-authors of *Comprehension and Collaboration: Inquiry Circles in Action*.

Workshops include:

Jeff Anderson and Deborah Dean, co-authors of *Revision Decisions: Talking through Sentences and Beyond* and Barry Gilmore and ReLeah Lent, co-authors of *Common Core CPR: What About the Adolescents Who Struggle...or Just Don't Care?*

More information will be available in September on our website at <http://writingproject.uci.edu>.

Information & Registration

(Registration also available online at <http://writingproject.uci.edu>)

When:

Tuesday, October 10, 2017 - Judy Willis, M.D. M.Ed.
Tuesday, January 23, 2018 - Douglas Fisher
Friday, March 16, 2018 - Carol Ann Tomlinson

Where:

UCI Student Center
311 W. Peltason Dr.
Irvine, CA 92697

Schedule:

(More detailed information will be available closer to the date)

Coffee & Check-In: 8:30 a.m - 9:00 a.m.
Workshop: 9:00 a.m. - 2:30 p.m.

Registration:

Regular Pricing:

\$210 per workshop
\$585 for 3-workshop bundle (\$45 savings)

Early-Bird Discount: (Aug. 14 - Sept. 8, 2017)

\$195 per workshop (\$15 savings)
\$540 for 3-workshop bundle (\$90 savings)

Note: 3-workshop bundle must be made in single purchase.

All workshops include parking, continental breakfast, a box lunch, and a copy of a book by the featured speaker.

Workshop Selection (Check all that apply):

_____ Tuesday, October 10, 2017 - Judy Willis, M.D. M.Ed. - Applying Neuroscience and Cognitive Science Findings to the Classroom to Improve Teaching and Learning
_____ Tuesday, January 23, 2018 - Douglas Fisher - Visible Learning for Literacy across the Disciplines
_____ Friday, March 16, 2018 - Carol Ann Tomlinson - Thinking about Differentiation: A Status Check and a Look Ahead

Payment (Check total price):

1 workshop: \$210 (\$195 early bird) 2 workshops: \$420 (\$390 early bird) 3 workshops: \$585 (\$540 early bird)

Please make sure to complete each field and follow the instructions at the bottom of the page.

Name: _____ E-mail: _____

Mailing Address: _____

City: _____ State: _____ ZIP: _____

School: _____ District: _____

Day Phone: _____ Evening Phone: _____

Lunch Choice (sandwich): Turkey Tuna Ham Vegetarian

Paying by (check one):

Check (payable to: **UC Regents**) District P.O. # _____ District P.O. in progress

Scan and e-mail registration form with Purchase Order # to uciwritingproject@uci.edu. Or, mail registration form with check (payable to: UC regents) to UCI Writing Project, 401 East Peltason, Suite 3100, Irvine, CA 92697-5510. All registrants will receive a confirmation e-mail within 2 business days of receipt. For more information, please call The UCI Writing Project at (949) 824-5922.