



## Concept-based Curriculum and Instruction for the Thinking Classroom

<b>Facilitator(s):</b>	Lynn Erickson, Ed.D., Lois Lanning, Ph.D., ,
<b>Date(s):</b>	<i>This is a multi-day event.</i> <ul style="list-style-type: none"><li>• Day 1: Sep 24, 2018 (9:00 am to 3:30 pm)</li><li>• Day 2: Sep 25, 2018 (9:00 am to 3:30 pm)</li></ul>
<b>Cost:</b>	\$300.00  (includes the book and lunch, which is not prepared in a nut/gluten-free environment)
<b>Location:</b>	Edmonton (Fantasyland Hotel) 17700 - 87 Avenue
<b>Session Code:</b>	19-NC-016



### Target Audience

School-based Administrators, Instructional Coaches, District Leaders/Consultants

### Also Recommended For

Learning Coaches, Inclusive Learning Teachers

### About this Learning Opportunity

Lynn Erickson and Lois Lanning expand our understanding of how to intentionally focus curriculum and instruction to support deeper thinking and the transfer of learning. In these highly interactive sessions, they will challenge your mind by contrasting a three-dimensional Concept-Based Curriculum and Instruction model with the two-dimensional coverage model. You will see and discuss DVD clips of three-dimensional, Concept-Based teachers instructing students. You will learn specific, practical instructional strategies that engage the hearts and minds of students.

You will also learn answers to questions like these:

- How are knowledge and process structured and how can we utilize these structures to develop the intellect?
- How can we move to a *three-dimensional curriculum and instruction model* and teach knowledge, skills and concepts with greater depth and rigor?
- What is a *conceptual lens* and how can we use it to develop higher levels of thinking and increased motivation for learning?
- How do we write clear and powerful conceptual understandings (generalizations)?
- How can we design instruction to achieve a

### About the Facilitator(s)

**Lynn Erickson, Ed.D.**, is the originator of the brand, and coined the term “Concept-Based Curriculum” in 1995. She has served as a classroom teacher, reading specialist, school principal, Director of Curriculum K-12, and adjunct professor. Lynn was a consultant to the International Baccalaureate Organization for the Middle Years Programme, The Next Chapter.

For the past 20 years Lynn has worked as an independent consultant at the international, national and state levels in Concept-Based Curriculum Design across all K-12 levels and subject areas. Lynn has presented at conferences and trained educators in countries and locations across the globe from North and South America, to Europe, to the Middle East and the Far East. Besides numerous journal articles she co-authored two books with her good friend and associate of over 20 years, Lois Lanning: *Transitioning to Concept-Based Curriculum and Instruction* ©2014; and *Concept-Based Curriculum and Instruction for the Thinking Classroom, 2nd edition*, ©2017, Corwin Press Publisher. Lynn is also the author of *Stirring the Head, Heart and Soul: Redefining Curriculum and Instruction* (1995, 2000, 2008); and the book *Concept-Based Curriculum and Instruction: Teaching Beyond the Facts* (2002), Corwin Press. A chapter titled “Conceptual Designs for Curriculum and Higher-Order



synergy between the lower and conceptual levels of thinking?

- How do we *scaffold thinking* to deeper levels?
- How do we develop Concept-Based Units of Instruction?
- How do we develop different kinds of *questions* to guide student inquiry from the factual to the conceptual level of understanding?
- How do we assess for deep understanding?
- What does Concept-Based Instruction “look like” “sound like” in the classroom?

Concept-Based Curricula and Instruction are not a program. Concept-Based Curriculum design ensures a high-quality product, and informs pedagogy that supports deep understanding and the transfer of learning.

Instruction,” is in the anthology edited by Robert Marzano, *On Excellence in Teaching* (2010), Solution Tree Press.

**Lois Lanning, Ph.D.**, is an independent education consultant. She presents and works with districts at the international, national and state levels in the areas of literacy and Concept-Based Curriculum design.

Her most recent publication is *Concept-Based Curriculum & Instruction for the Thinking Classroom* 2nd edition, (2017), co-authored with H. Lynn Erickson and Rachel French. In addition to writing professional articles and teacher resources, Lois is also the author of the bestselling book, *Four Powerful Strategies for Struggling Readers Grades 3-8: Small Group Instruction that Improves Comprehension*, a joint publication between Corwin Press and the International Reading Association, c. 2009, *Designing a Concept-based Curriculum in English Language Arts: Meeting the Common Core with Intellectual Integrity, K-12*. Corwin Press, c. 2013, a chapter in *The Best of Corwin: Differentiated Instruction in Literacy, Math, and Science*, Leslie Laud, Editor, c. 2011, Corwin Press, and co-author, with longtime colleague and friend, H.L. Erickson, *Transitioning to Concept-Based Curriculum and Instruction*, Corwin Press, c.2014.

Lois was a classroom teacher, K-12 reading consultant, special education teacher, elementary school principal, district curriculum director, adjunct professor, and finally, an assistant superintendent of schools for the last 12 years of her career in public schools.

Lois is the recipient of numerous awards and recognitions. Her hobbies include reading, biking, hiking, and traveling. Lois currently lives in West Hartford, Connecticut with her husband. She has two children, and two grandsons, Christopher and Ryan, whom she absolutely adores.

*This session addresses the LQS competency #6: Providing Instructional Leadership*

*This session addresses the TQS competency #3: Demonstrating a Professional Body of Knowledge*

*This learning opportunity is being provided through funding from Alberta Education.*