THE 2013 ASCD
CONFERENCE ON

teaching excellence

PROGRAM BOOK

June 28–30, 2013

National Harbor, MD
{Washington, D.C., Metropolitan Area}

Pre-Conference
Institutes
June 27

ASCD Conference on Teaching Excellence 2013

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Brought to you by the publishers of *Educational Leadership* magazine, this conference promises to

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ASCD Conference on Teaching Excellence 2013

ASCD Conference on Teaching Excellence 2013

GAYLORD NATIONAL RESORT AND CONVENTION CENTER
201 Waterfront St. | National Harbor, MD 20745 | USA

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mission

ASCD is an organization that develops programs, products, and services essential to the way educators learn, teach, and lead.

vision

ASCD is the worldwide leader in learning, teaching, and educational leadership. We provide expert and innovative solutions for addressing the opportunities and challenges learners face in the 21st century. We engage and connect diverse communities dedicated to the success of each learner.

core values

- Accountability
- Innovation
- Excellence
- Integrity
- Collaboration

welcome

JUNE 2013

"Dear Conference Participant:
Welcome to National Harbor, Maryland,
and the ASCD Conference on
Teaching Excellence!"

greetings

Dear Conference Participant:

Welcome to National Harbor, Maryland, and the ASCD Conference on Teaching Excellence!

This newly redesigned conference represents ASCD's commitment to revolutionize the way we teach and learn by delivering content that is focused on elevating educator performance and student achievement in each classroom. It is designed to offer you the ultimate customized professional development experience and includes immediately actionable strategies that I am confident you will find beneficial.

We are delighted to offer an exceptional lineup of expert speakers, sessions, networking opportunities, and first-rate content to provide you with practical and timely tactics for your work. I encourage you to visit ASCD's website (www.ascd.org) for more information, products, and services to augment your professional development experience. I also urge you to take advantage of the ASCD EDge® social network for additional networking experiences with other members of the ASCD community.

Thank you for choosing the ASCD Conference on Teaching Excellence for your professional development needs. I trust that you will find this conference to be a valuable, unique, and memorable learning experience.

Thank you, too, for your dedication to the children and to this profession. Enjoy your conference!

With warmest personal regards,

Gene R. Carter | Executive Director

information

ASCD X-Press Check-in/ Registration Area

ASCD registration is located in the Convention Center Foyer, Level 2.

On-Site Registration Hours

Thursday, June 27	1:00–7:00 p.m.
Friday, June 28	7:00 a.m.–5:00 p.m.
Saturday, June 29	7:00 a.m.–5:00 p.m.
Sunday, June 30	8:00 a.m.–12:00 p.m.

ASCD Resource Center Hours

The ASCD Resource Center is located in the Convention Center, Chesapeake A, Level 2.

Thursday, June 27	5:00–7:00 p.m.
Friday, June 28	9:00 a.m.–1:30 p.m. and 2:30–5:00 p.m.
Saturday, June 29	9:00 a.m.–1:30 p.m. and 2:30–5:00 p.m.
Sunday, June 30	8:00 a.m.–1:00 p.m.

How Is the Program Book Arranged?

The sessions at-a-glance schedule of the program book provides a quick overview of each session, including session number, time slot, presenter, and room location. Detailed descriptions for each session begin on page 22. If you would like to learn more about a particular presenter, please check the ASCD website at **www.ascd.org/CTE**, click on the Session Descriptions link, choose the correct conference day and time, and click on the presenter's name. Maps showing room locations in the Gaylord National Resort and Convention Center are located on pages 60–63.

Conference

overview

Thursday, June 27	5:00–7:00 p.m.	Making Connections Welcome Reception
Friday, June 28	8:30–10:00 a.m.	90-Minute Morning Sessions SESSION NUMBERS 1101–1118
	10:30 a.m.–12:00 p.m.	90-Minute Morning Sessions SESSION NUMBERS 1201–1218
	8:30–11:30 a.m.	3-Hour Morning Sessions SESSION NUMBERS 1301–1303
	1:30–3:00 p.m.	90-Minute Afternoon Sessions SESSION NUMBERS 1401–1416
	3:30–5:00 p.m.	90-Minute Afternoon Sessions SESSION NUMBERS 1501–1516
	1:30–4:30 p.m.	3-Hour Afternoon Sessions SESSION NUMBERS 1601–1603
Saturday, June 29	8:30–10:00 a.m.	90-Minute Morning Sessions SESSION NUMBERS 2101–2114
	10:30 a.m.–12:00 p.m.	90-Minute Morning Sessions SESSION NUMBERS 2201–2214
	8:30–11:30 a.m.	3-Hour Morning Sessions SESSION NUMBERS 2301–2304
	1:30–3:00 p.m.	90-Minute Afternoon Sessions SESSION NUMBERS 2401–2413
	3:30–5:00 p.m.	90-Minute Afternoon Sessions SESSION NUMBERS 2501–2513
	1:30–4:30 p.m.	3-Hour Afternoon Sessions SESSION NUMBERS 2601–2604
Sunday, June 30	8:30–10:00 a.m.	90-Minute Morning Sessions SESSION NUMBERS 3101–3109
	10:30 a.m.–12:00 p.m.	90-Minute Morning Sessions SESSION NUMBERS 3201–3209
	8:30–11:30 a.m.	3-Hour Morning Sessions SESSION NUMBERS 3301–3303

Open Seating

All sessions at the Conference on Teaching Excellence are open sessions. All seating is on a first-come, first-served basis.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

Session Locations

All conference sessions will be held at the Gaylord National Resort and Convention Center. Check the session room location of your selected sessions by checking the sessions at-a-glance chart that lists each day's sessions by start time. (See pages 12–21.)

Session Designations

Each session is designated with an experience level to guide you in attending sessions that target your learning needs.

AUDIENCE LEVEL
Elementary, Middle, Secondary, Higher Education, or All Levels

AUDIENCE
Superintendents, Central Office Staff, School-Based Administrators, Teacher Leaders, Teachers, or All Positions

Session Levels

INTRODUCTORY
Designed for participants with limited or no previous experience with content.

EXPERIENCED
Designed for participants who are familiar with the content, but want more information.

ADVANCED
Designed for participants who are very familiar with the content, but want more advanced information.

ALL
Designed for all levels.

Presentation Materials

To reduce the use of paper, ASCD does not provide paper copies of your presentation materials. If you would like to download your presentation materials, we encourage you to visit our website at **www.ascd.org/CTE**, click on the Download Presentation Materials link, and follow the instructions. Presentation materials are intended for participants' personal use only. Further reproduction and dissemination, in whole or part, requires the permission of the various owners as credited within the presentation materials. ASCD publications present a variety of views. The views expressed or implied in the presentation materials are not necessarily official positions of ASCD.

Welcome Reception

Attend the Welcome Reception from 5:00 to 7:00 p.m. on Thursday, June 27, in the Cherry Blossom Ballroom, Hotel Level 2. Pick up your conference materials, enjoy light hors d'oeuvres and a cash bar, meet ASCD authors and presenters, and network with colleagues from around the world. No ticket is required, but please wear your conference name badge.

ASCD Special Activities

If you preregistered for any of the special activities by their respective cutoff dates, please see below for event details and locations. *Please note that these activities required additional payment and advanced registration to participate.*

FRIDAY, JUNE 28, 2013, 7:00–10:00 P.M.

The **Spirit of Washington® Dinner Cruise** will begin boarding at 6:00 p.m. from Commercial Pier at National Harbor. The cruise itself will start at 7:00 p.m. Visit **www.spiritofwashington.com/Washington-DC/ascd** for more information.

SATURDAY, JUNE 29, 2013, 11:30 A.M–1:00 P.M.

The **Networking Luncheon with Featured Speaker Michelle Shearer, 2011 Teacher of the Year**, will take place in the Cherry Blossom Ballroom, Hotel Level 2 at the Gaylord National Resort and Convention Center.

SATURDAY, JUNE 29, 2013, 7:00–11:00 P.M.

The **Monuments by Moonlight Washington, D.C., City Tour** will depart at 7:00 p.m. from the second floor of the Gaylord National Resort Hotel, Convention Center Level, Maryland Bus Loop, which is accessible via the exit doors of the Maryland Ballroom foyer.

ASCD Conference Policies and Procedures

Please observe the no-smoking policy in the Gaylord National Resort and Convention Center. Conference name badges must be worn at all times, not only as a courtesy to other registrants, but also as an indication that you are fully registered for the conference.

ASCD has a strong commitment to high standards of scholarship and professional development. Commercial solicitation is prohibited in all conference sessions. Please report any violations immediately to ASCD staff.

ASCD is an equal employment and affirmative action employer. ASCD does not tolerate harassment—including sexual harassment—of its employees, vendors, or consultants, or of anyone associated with ASCD at any site where ASCD business is conducted.

Consent for Video or Photography

Attending or participating in ASCD meetings, conferences, and other activities constitutes an agreement by the attendee to ASCD's use and distribution of the attendee's image or voice if present in photographs, videos, websites, electronic reproductions, and audio of such events and activities. Such use is in ASCD's sole discretion.

Accessibility

Contact Scootaround Inc. for motorized scooter and wheelchair rentals: call toll-free at 1-888-441-7575, or e-mail info@scootaround.com. Advance reservations are requested. Same-day arrangements are subject to availability.

Room Overcrowding

For your safety, and because of fire regulations, meeting rooms that fill to capacity will be restricted thereafter. ASCD staff and hotel personnel must follow local fire regulations and will ask participants in overcrowded sessions to leave the room. **Standing room is not an option;** only persons occupying a seat will be allowed to remain in meeting rooms. Whenever possible, we have attempted to honor the room-size requests made by the presenters. Although we have tried to schedule popular topics in rooms large enough to accommodate potential crowding, we cannot always accurately anticipate attendance, nor do all presenters wish to work with large crowds.

ASCD Resource Center

Stop by the ASCD Resource Center located in the Convention Center, Chesapeake A, Level 2. Browse through the rich selection of ASCD books and pick up samples of *Educational Leadership*® magazine and ASCD resource catalogs. Some of our most popular products and services will be available for purchase, including resources on differentiated instruction, Understanding by Design® framework, the art and science of teaching, and curriculum mapping. We look forward to seeing you there!

Food and Beverage

Complimentary coffee, tea, and pastries will be available each morning of the conference. Soft drinks will be available during the afternoon breaks. Breakfast and breaks will be located in the foyer area of your session's meeting rooms. Participants are responsible for all other meals during the conference.

Lunch Breaks

Lunch breaks may vary depending on your session choices. Please see session times and schedule your lunch breaks accordingly.

University Credit

Several universities offer university credit for your participation in the 2013 ASCD Conference on Teaching Excellence. **ASCD does not provide academic credit directly**; for information on participating universities, visit the ASCD website at **www.ascd.org/academiccredit**.

Certificate of Attendance

A certificate of attendance for the 2013 ASCD Conference on Teaching Excellence will be sent to all participants via e-mail after the conference.

Be Responsible with Technology

ASCD provides strong network connectivity for our conference attendees, but the demand of heavy use can still overwhelm our capacity. To promote a positive experience for all, please consider the effect of your choices when using shared resources at the conference. Some strategies to note:

- Keep in mind the parameters of shared bandwidth.
- Use only one device at a time to access the web if you are in an area with high network traffic.
- Disable Wi-Fi on devices that you're not currently using.
- Fully charge your devices before arriving; do not bring power strips to public spaces.
- Download large files overnight at your hotel, rather than on-site at the conference.
- Limit streaming during peak hours and in crowded programs, such as keynote sessions.
- Use established wireless network SSID or 4G connections. Avoid tethering or establishing networks with your own device–this can decrease network performance and staff ability to troubleshoot problems.

Evaluate Your Sessions Now!

Scan the QR code on the back of your program book with your smartphone or tablet to answer three quick questions about each session. Or go to **www.ascd.org/evaluations**, select your session from the list provided, and complete the three questions. Don't have a QR code reader app? Just download one for free from your app store. The evaluation is open until July 15, 2013.

ASCD will e-mail all participants an overall **conference survey** one week after the conference ends. Please use the survey to evaluate your **overall** conference experience. We will use the survey results to make improvements to future conferences.

sessions at-a-glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
90-MINUTE MORNING SESSIONS, 8:30–10:00 A.M. & 10:30 A.M.–12:00 P.M.			
1101 & 1201	Tools for Building Capacity: Supporting Differentiated Instruction in Schools	CAROL O'CONNOR	Maryland Ballroom B, Level 2
1102 & 1202	Transforming Schools One Idea and Innovation at a Time	ALLISON ZMUDA	Maryland Ballroom D, Level 2
1103 & 1203	When Consequences Don't Work: Succeeding with Difficult Students	GRACE DEARBORN	National Harbor 3, Level 3
1104 & 1204	Six Strategies and One Attitude for Becoming a Great High School	TIM WESTERBERG	Baltimore 3, Level 2
1105 & 1205	Culturally Responsive Teaching Strategies: Highlights for Underserved Students	ELEANOR RENEE RODRIGUEZ	Maryland Ballroom 1, Level 2
1106 & 1206	Ten Terrific Tips for Teacher and Administrative Leaders	BOBB DARNELL	Woodrow Wilson B, Level 2
1107 & 1207	Causes and Cures for Academic and Behavioral Problems	MARGARET SEARLE	Maryland Ballroom 4, Level 2
1108 & 1208	Building Capacity Through Active, Transformational Leadership	NICOLE CLIFTON AND KELVIN MOORE	Woodrow Wilson D, Level 2
1109 & 1209	Common Core Speaking and Listening: Preparing Students to Exceed the PARCC and SBAC Assessments	ERIK PALMER	Baltimore 1, Level 2
1110 & 1210	Cultivating the Dispositions of Lifelong Learning	MICHELE DE BELLIS	Chesapeake J, Level 2
1111 & 1211	Mobile Activities That Ignite Critical Thinking	KATHERINE PAGE BURDICK	National Harbor 13, Level 3

NUMBER	TITLE	PRESENTER(S)	LOCATION
1112 & 1212	The Flipped Classroom: The Full Learning Cycle	JACKIE GERSTEIN	National Harbor 5, Level 3
1113 & 1213	Guys Write! Ten Surefire Ways to Inspire Your Boys to Write (and Your Girls, Too)	DIANA CRUCHLEY	Chesapeake G, Level 2
1114 & 1214	Common Core Standards! I'm Ready, Are You?	EDWIN JAVIUS	National Harbor 10, Level 3
1115 & 1215	Coaching in Style: How Effective Teacher Leaders Enhance Student Learning	DANIEL MOIRAO	National Harbor 11, Level 3
1116 & 1216	Understanding English Language Learners and the Common Core Standards	MARIA SANTOS	National Harbor 4, Level 3
1117 & 1217	Motivating Reluctant Readers Through Student-Led Book Clubs	SANDI NOVAK	National Harbor 8, Level 3
1118 & 1218	Failure Is Not an Option®: Six Principles for Advancing Achievement in Highly Effective Schools	ALAN BLANKSTEIN	National Harbor 12, Level 3

3-HOUR MORNING SESSIONS, 8:30–11:30 A.M.

1301	Becoming a High-Reliability School	ROBERT MARZANO	Woodrow Wilson A, Level 2
1302	Mapping to the Common Core Standards System-wide in Four Phases	HEIDI HAYES JACOBS AND MARIE ALCOCK	Maryland Ballroom C, Level 2
1303	21st Century Professional Learning: Leading the Way and Making a Difference	ANN CUNNINGHAM-MORRIS	Maryland Ballroom A, Level 2

sessions at-a-glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
90-MINUTE AFTERNOON SESSIONS, 1:30–3:00 P.M. & 3:30–5:00 P.M.			
1401 & 1501	Creating High-Performing, High-Achieving Classrooms in Urban Schools	MICHELE TISSIERE	National Harbor 11, Level 3
1402 & 1502	Common Core Standards Are Not So Common: Strategies to Meet Standards	ELEANOR RENEE RODRIGUEZ	Maryland Ballroom 1, Level 2
1403 & 1503	Fifty Ways to Leave Your Lecture	GRACE DEARBORN	National Harbor 3, Level 3
1404 & 1504	Seven Sensational Things Every Underachiever Wants Teachers to Know and Do	BOBB DARNELL	Woodrow Wilson B, Level 2
1405 & 1505	How Being Generation-ally Savvy Can Enhance Your Professional Learning Teams	JENNIFER ABRAMS	National Harbor 4, Level 3
1406 & 1506	The Leader's Role in Implementing the Common Core Standards	PAM ROBBINS	Maryland Ballroom A, Level 2
1407 & 1507	Digitally Speaking: How to Improve Student Presentations with Technology	ERIK PALMER	Baltimore 1, Level 2
1408 & 1508	Creating Rigorous, Engaging Classrooms with Evidence-Based Argumentation	STEVE STEIN AND LINDA CHEN	National Harbor 10, Level 3
1409 & 1509	Intelligence Quest: Problem-Based Learning and Multiple Intelligences	WALTER MCKENZIE	Chesapeake G, Level 2

NUMBER	TITLE	PRESENTER(S)	LOCATION
1410 & 1510	The Bully, the Bullied, and the Bystander: Breaking the Cycle of Violence	BARBARA COLOROSO	Chesapeake J, Level 2
1411 & 1511	Teaching Tolerance: Antibias Education and the Common Core Standards	EMILY CHIARIELLO	National Harbor 5, Level 3
1412 & 1512	Habits of Mind: Developing Self-Directed Learners	MICHELE DE BELLIS	Maryland Ballroom 4, Level 2
1413 & 1513	Improving Classroom Assessment and Grading	TIM WESTERBERG	Baltimore 3, Level 2
1414 & 1514	Mobile Apps for English Language Learners and Special-Education Teachers	KATHERINE PAGE BURDICK	National Harbor 13, Level 3
1415 & 1515	What Good Teaching Looks Like	DONNA SNYDER	National Harbor 8, Level 3
1416 & 1516	Game-Based Learning as Education Reform	ANDREW MILLER	National Harbor 12, Level 3

3-HOUR AFTERNOON SESSIONS, 1:30–4:30 P.M.

1601	Becoming a High-Reliability School	ROBERT MARZANO	Woodrow Wilson A, Level 2
1602	Mapping to the Common Core Standards Systemwide in Four Phases	HEIDI HAYES JACOBS AND MARIE ALCOCK	Maryland Ballroom C, Level 2
1603	Developing Teacher Leaders Through an ASCD Lens	VALDA VALBRUN	Woodrow Wilson D, Level 2

sessions at-a-glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
90-MINUTE MORNING SESSIONS, 8:30–10:00 A.M. & 10:30 A.M.–12:00 P.M.			
2101 & 2201	Building Trust and Making Improvement Through Cultural Competence in Education Leaders	MARK GOODEN	Maryland Ballroom 1, Level 2
2102 & 2202	Stories of Pluck and Grace: Leadership Resilience in Action	ELLE ALLISON	National Harbor 3, Level 3
2103 & 2203	Innovation + Entrepreneurship = Science, Technology, Engineering, and Mathematics (STEM)	MARYANN WOLOWIEC	National Harbor 12, Level 3
2104 & 2204	Meeting the Challenge of Autism Education: Where Do We Begin?	RENEE MANSFIELD	National Harbor 13, Level 3
2105 & 2205	The Spark of Revolution: Common Core Standards and Student Confidence	SHARON ABRIGO	Chesapeake G, Level 2
2106 & 2206	Enhancing Instruction to Improve Outcomes for Underachieving Students Living in Poverty	WILLIAM PARRETT	Maryland Ballroom A, Level 2
2107 & 2207	The Formative Assessment Action Plan	NANCY FREY	Baltimore 3, Level 2
2108 & 2208	Complex Texts: Rigor Is Not Just About the Right Answer	IVETTE GONZALEZ AND BRIAN PETE	National Harbor 10, Level 3
2109 & 2209	When Schools Unite and Collaborate to Promote Learning for All	SILVANA TEJÓN	National Harbor 4, Level 3
2110 & 2210	Assignments Matter: Making Connections That Help Students Meet Standards	ELEANOR DOUGHERTY	National Harbor 8, Level 3

NUMBER	TITLE	PRESENTER(S)	LOCATION
2111 & 2211	Teacher Evaluation, Student Data, and State Tests, Oh My!	JOSEPH HAILPERN	Woodrow Wilson D, Level 2
2112 & 2212	Healthy Educators: Coping Strategies for Stressful and Challenging Situations in the Workplace	NORA MAZZONE AND BARBARA MIGLIONICO	National Harbor 11, Level 3
2113 & 2213	Back to the Future: Culturally Responsive Schools	V. M. MAYFIELD	Chesapeake J, Level 2
2114 & 2214	Dancing the Dance: Coteaching in 21st Century Schools	LISA DIEKER	National Harbor 5, Level 3
3-HOUR MORNING SESSIONS, 8:30–11:30 A.M.			
2301	Building an Understanding-Based Curriculum from Standards	JAY MCTIGHE	Woodrow Wilson A, Level 2
2302	Essential Questions: Doorways to Understanding	GRANT WIGGINS	Maryland Ballroom D, Level 2
2303	Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders	PETE HALL	Woodrow Wilson B, Level 2
2304	Ten Free Tools to Bring the Common Core Standards to Routine Practice	JUDY CARR	Maryland Ballroom C, Level 2

sessions at-a-glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
90-MINUTE AFTERNOON SESSIONS, 1:30–3:00 P.M. & 3:30–5:00 P.M.			
2401 & 2501	Minding the Achievement Gap One Classroom at a Time	JANE POLLOCK	National Harbor 3, Level 3
2402 & 2502	Classroom Instruction That Works with English Language Learners	JANE HILL	National Harbor 10, Level 3
2403 & 2503	How to Move Teaching Excellence from Theory to Practice	MICHAEL RULON	National Harbor 11, Level 3
2404 & 2504	Transformative Education: Investing in Education for a Sustainable Future	MARTHA KAUFELDT AND SUSAN SANTONE	Chesapeake G, Level 2
2405 & 2505	Increase Leadership and Community at School by Using Teacher and Student Voices	SUSAN LEOS AND ANDREA RAMIREZ	Baltimore 1, Level 2
2406 & 2506	How to Build an Instructional Coaching Program for Maximum Capacity	NINA MOREL	Chesapeake J, Level 2
2407 & 2507	First Discover Their Strengths: Strategies for Students with Special Needs	THOMAS ARMSTRONG	Maryland Ballroom 1, Level 2
2408 & 2508	Five Essential Elements for Raising Achievement Scores in Low-Income Students	THELMA FORTÉ	Maryland Ballroom 4, Level 2
2409 & 2509	Guided Instruction: How to Develop Confident and Successful Learners	NANCY FREY	Baltimore 3, Level 2

NUMBER	TITLE	PRESENTER(S)	LOCATION
2410 & 2510	Using Formative Assessment to Drive Instruction in Middle and Secondary Classrooms	KRISTINA DOUBET	Maryland Ballroom A, Level 2
2411 & 2511	Teaching Excellence Using the Take One!® National Board Certification Process	CRAIG KING	Woodrow Wilson D, Level 2
2412 & 2512	Rigor Through Empowerment	NANCY DODA AND MARK SPRINGER	Maryland Ballroom B, Level 2
2413 & 2513	Evolving Environments in Learning: The TLE TeachLivE™ Experience	LISA DIEKER	Chesapeake D, Level 2
3-HOUR AFTERNOON SESSIONS, 1:30–4:30 P.M.			
2601	Building an Understanding-Based Curriculum from Standards	JAY MCTIGHE	Woodrow Wilson A, Level 2
2602	Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders	PETE HALL	Woodrow Wilson B, Level 2
2603	Essential Questions: Doorways to Understanding	GRANT WIGGINS	Maryland Ballroom D, Level 2
2604	Ten Free Tools to Bring the Common Core Standards to Routine Practice	JUDY CARR	Maryland Ballroom C, Level 2

sessions at-a-glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
90-MINUTE MORNING SESSIONS, 8:30–10:00 A.M. & 10:30–12:00 P.M.			
3101 & 3201	Teaching Up for Complexity: Making the Strange More Familiar	CHAD PRATHER	National Harbor 3, Level 3
3102 & 3202	Leading from the Middle: Educating the Whole Adult and Family	BRUCE HICKSON	National Harbor 10, Level 3
3103 & 3203	Your Passion + Your Knowledge + Your Time = Mentored Teacher	AMY LOCKHART	National Harbor 11, Level 3
3104 & 3204	Lesson Study: Learning, Teaching, and Leading	LORENA KELLY	National Harbor 5, Level 3
3105 & 3205	Supporting and Engaging the Whole Child Through the Turnaround Process	MICHAEL RULON	National Harbor 8, Level 3
3106 & 3206	Transforming High-Poverty Schools Through Powerful Adult Professional Learning	MARGERY GINSBERG	Woodrow Wilson D, Level 2
3107 & 3207	Teaching at the Speed of Learning	WARREN DALE	Chesapeake D, Level 2
3108 & 3208	Using Formative Assessments with Common Core State Standards	SANDRA PAGE	Maryland Ballroom B, Level 2
3109 & 3209	Implementing the Common Core Standards: ASCD's Recommendations	EFRAIN MERCADO AND SHERIDA BRITT	Woodrow Wilson B, Level 2

NUMBER	TITLE	PRESENTER(S)	LOCATION
3-HOUR MORNING SESSIONS, 8:30–11:30 A.M.			
3301	From Common Core Standards to Curriculum: Five Big Ideas	JAY MCTIGHE	Woodrow Wilson A, Level 2
3302	Building Master Teachers	ROBYN JACKSON	Maryland Ballroom A, Level 2
3303	Feedback: The Hinge That Joins Teaching and Learning	JANE POLLOCK	Maryland Ballroom C, Level 2

Friday, June 28

DAY one

90-Minute Morning Sessions

8:30–10:00 a.m.
Repeated 10:30 a.m.–12:00 p.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

1101 & 1201

Tools for Building Capacity: Supporting Differentiated Instruction in Schools

CAROL O'CONNOR

This interactive workshop will introduce and model tools that support teacher leaders and administrators in building their teachers' capacity. These tools include planning templates, protocols, lesson study formats, showcase classrooms, study groups, and learning walks. The presenter will also model and discuss web-based resources, including video conferencing and online professional development resources. Participants can expect to learn crucial capacity-building tools, set goals to build educators' capacity, and understand how a culture of excellence can affect teaching and school culture.

LOCATION: Maryland Ballroom B, Level 2

1102 & 1202

Transforming Schools One Idea and Innovation at a Time

ALLISON ZMUDA

Students want to make a difference in their physical and virtual communities through sharing their creations. The future of education is customization—educators design and facilitate a personalized curriculum that honors student desire and curriculum goals. This session will help guide participants to activate the intrinsic motivation of their students. When educators identify something they care about, they have the means to take a next step with little to no risk.

AUDIENCE LEVEL: Elementary/Middle/Secondary
LOCATION: Maryland Ballroom D, Level 2

1103 & 1203

When Consequences Don't Work: Succeeding with Difficult Students

GRACE DEARBORN

Consequences are often a last resort that don't resort to much! What are the keys to developing and implementing "invisible" but powerful classroom management skills? In this lively, interactive session for K–12 staff developers and teachers, you will receive dozens of practical, eye-opening strategies for how to manage difficult students effectively, focusing on both prevention and intervention. Learn key ways that teachers can grow from innerapology to innerauthority.

LOCATION: National Harbor 3, Level 3

1104 & 1204

Six Strategies and One Attitude for Becoming a Great High School

TIM WESTERBERG

This interactive session will provide participants with an overview of the 6 + 1 model for moving from good to great, along with examples of how high schools across the United States are making this important transition. Participants will learn the common characteristics of high schools that get extraordinary results from an "ordinary" collection of students and leave with a comprehensive model that integrates research-based practices into a unified program to give a school's improvement efforts coherence.

LOCATION: Baltimore 3, Level 2

1105 & 1205

Culturally Responsive Teaching Strategies: Highlights for Underserved Students

ELEANOR RENEE RODRIGUEZ

Good teaching practices should reach out to all students, although we know that some traditional practices are less effective at meeting this goal. This session will focus on culturally responsive strategies and pedagogy that recognize, use, and enhance students' cultures as assets to learning, and that help teachers provide more equitable, effective, and efficient teaching and learning experiences. The presenter will bring her insight and strategies, based on personal experience and current research, that teachers can use to help struggling students become active, engaged learners.

AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Introductory
LOCATION: Maryland Ballroom 1, Level 2

Evaluate Your Sessions Now!

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1106 & 1206

Ten Terrific Tips for Teacher and Administrative Leaders

BOBB DARNELL

Administrative leaders put out fires, and the best teacher leaders inspire educators to increase achievement and reduce achievement gaps. In this session, participants will explore how to expect and direct continual improvement, create a collaborative culture of inquiry and positive action in professional groups, observe ways to efficiently inspect existing conditions and improvement progress, feel what it is like to respect both effort and accomplishment, and learn how to encourage colleagues to continually reflect about current practices and celebrate incremental progress.

LOCATION: Woodrow Wilson B, Level 2

1107 & 1207

Causes and Cures for Academic and Behavioral Problems

MARGARET SEARLE

What can teachers and administrators do when they have tried everything and still see little or no student growth? In this session, the presenter will use case studies to demonstrate a five-step process that diagnoses the root causes of academic and behavioral problems and gets parents, teachers, and students involved in implementing an action plan that uses research-based interventions. Participants can expect to discover new ways to identify root causes of common student problems, discuss options for building a database of research-based interventions, and learn how the executive functions of the brain affect both the academic and behavioral growth of a student.

LOCATION: Maryland Ballroom 4, Level 2

1108 & 1208

Building Capacity Through Active, Transformational Leadership

NICOLE CLIFTON AND KELVIN MOORE

The presenters will challenge education leaders' thoughts about transformational leadership and explain how participants can build leadership that can be put into action. Participants will learn how to develop leaders by nurturing talent and supporting others to do their best; embrace strategies that convey executing accountability; and apply, improve, and share learning. Participants will also discuss the elements of building school capacity through strategies and leadership actions, and can expect to assess their leadership and hear examples of how to effectively manage change to successfully achieve the goal of transformational leadership, which will ultimately improve student achievement.

LOCATION: Woodrow Wilson D, Level 2

1109 & 1209

Common Core Speaking and Listening: Preparing Students to Exceed the PARCC and SBAC Assessments

ERIK PALMER

All teachers use oral activities in their instruction, but few use specific lessons or units to teach speaking, and few have an understanding about what the Common Core State Standards' Speaking and Listening Standards require. This session will explain the Common Core standards and will look at the current ideas about assessing those standards. The session will also offer a framework for understanding and teaching the skills necessary for effective oral communicators in any speaking situation. This framework enables all students to master the requirements of the standards and of life.

AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
LOCATION: Baltimore 1, Level 2

1110 & 1210

Cultivating the Dispositions of Lifelong Learning

MICHELE DE BELLIS

Life moves at a fast pace! In this session, participants will explore the power of processing experiences that propel future learning. Explore the attributes of individuals who value reflection and growth. Intelligent people are in a continuous learning mode. Learn ways to cultivate and nurture the "Remaining Open to Continuous Learning" Habit of Mind.

SESSION LEVEL: Introductory
LOCATION: Chesapeake J, Level 2

1111 & 1211

Mobile Activities That Ignite Critical Thinking

KATHERINE PAGE BURDICK

Do you have iPad® devices but need apps that will enhance and build oral and written language? In this session, participants will explore apps that provide practice for minimal pairs, comparing and contrasting, inferring, and vocabulary development. Get students out of their chairs and using the iPad camera to build a personal dictionary. Bring your iPads and let's play!

AUDIENCE LEVEL: Elementary **AUDIENCE:** Teacher Leaders/Teachers
SESSION LEVEL: Introductory/Experienced
LOCATION: National Harbor 13, Level 3

1112 & 1212

The Flipped Classroom: The Full Learning Cycle

JACKIE GERSTEIN

Learn about the flipped classroom, a model based on the experiential learning cycle, where video lectures fall within a larger framework of technology-enhanced learning activities. The lecture or didactic component of the lesson becomes available to learners as a video during their own time, often as homework. A major roadblock for implementing this model is that many educators do not know what to do with the extra time they once spent on lectures. Educators who are used to the didactic model need a framework to assist them with the implementation of the flipped classroom.

LOCATION: National Harbor 5, Level 3

1113 & 1213

Guys Write! Ten Surefire Ways to Inspire Your Boys to Write (and Your Girls, Too)

DIANA CRUCHLEY

Do your boys write reluctantly or write skimpy, minimal drafts? Unfortunately, the average 11th grade boy writes only as well as the average 8th grade girl. Testosterone and what boys think a boy should do have a huge influence on how they respond to writing. Low-threat competition, "playing the game," "holding the stage," and seven other simple strategies can ignite boys' enthusiasm and create writing lessons with boy (and girl) appeal.

AUDIENCE LEVEL: Elementary/Secondary
AUDIENCE: Central Office Staff/Teacher Leaders/Teachers
SESSION LEVEL: Introductory/Experienced
LOCATION: Chesapeake G, Level 2

1114 & 1214

Common Core Standards! I'm Ready, Are You?

EDWIN JAVIUS

In this session, participants will experience concrete strategies for how to refine and implement professional learning communities and instruction to meet the needs of culturally diverse students, students with special needs, and English language learners. These diverse students possess the intuitiveness, creativeness, and thought-provoking skills that tend to not be fostered in current classrooms. The session will teach participants how to transform teacher mind-sets to believe in how students who have been at the bottom of the achievement gap have always had the necessary cognitive processing abilities to successfully engage rigorous content with the aid of a highly confident and competent educator.

LOCATION: National Harbor 10, Level 3

1115 & 1215

Coaching in Style:
How Effective Teacher Leaders Enhance Student Learning

DANIEL MOIRAO

Coaching "in style" enables teacher leaders to personalize coaching, clarify expectations, increase motivation, and nurture teachers' professional growth. Coaching in style enhances both teacher effectiveness and student learning. In this session, participants will explore ways that teacher leaders use different styles and strategies to play a variety of roles that teachers need to be successful: supporter, colleague, data coach, instructional specialist, mentor, resource provider, and leader.

AUDIENCE: Central Office Staff/School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Experienced
LOCATION: National Harbor 11, Level 3

{ Sessions At-a-Glance
This chart lists each day's sessions by start time and will help you choose a session on the fly. (See page 12.)

1116 & 1216

Understanding English Language Learners and the Common Core Standards

MARIA SANTOS

In this session, the presenter will discuss the knowledge and resources that support students' evolving linguistic needs as the new Common Core State Standards are implemented. The presenter will demonstrate ways in which students' English language proficiency can be developed and supported in the context of content instruction. The presenter will also shine a spotlight on the role of language in valid and appropriate assessments and discuss ways in which districts can support this collaboration and the policy work that supports English language learners.

LOCATION: National Harbor 4, Level 3

1117 & 1217

Motivating Reluctant Readers Through Student-Led Book Clubs

SANDI NOVAK

Are you seeking ways for students to take more ownership and become more independent in reading discussions? Are you looking for examples to enhance the teaching of higher-order thinking and 21st century skills? Do you want to ensure that all students continue to read independently? Rich strategy-building discussions don't just happen. In this session, participants will enhance their understanding of student-led book clubs by receiving strategies that work with students in grade 3 and above, viewing video clips of teachers in action, and engaging in collaborative discussions.

AUDIENCE LEVEL: Elementary/Middle
AUDIENCE: Central Office Staff/School-Based Administrators/Teacher Leaders/Teachers
LOCATION: National Harbor 8, Level 3

1118 & 1218

Failure Is Not an Option®:
Six Principles for Advancing Achievement in Highly Effective Schools

ALAN BLANKSTEIN

This session will address how to build leadership communities within and between schools and districts, how to create schools where failure is not an option, and what it takes to turn schools around and continually improve schools that are already successful. The session provides a foundation for creating a high-performing school culture based on the book *Failure Is Not an Option®: Six Principles That Guide Student Success in High-Performing Schools*. Participants will learn to teach to leadership strategies, and content is based on research and field-tested practice in districts throughout the world.

AUDIENCE: Superintendents/Central Office Staff/School-Based Administrators/Teacher Leaders
LOCATION: National Harbor 12, Level 3

3-Hour Morning Sessions

8:30–11:30 a.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

1301

Becoming a High-Reliability School

ROBERT MARZANO

This session will present a model of school reform that is drawn from research on school reform, school leadership, and teacher evaluation. The operating principle behind the model is that effective schools can guarantee specific outcomes in their school with few or no exceptions. Such schools are referred to as high-reliability schools, which are measured by a safe and orderly environment that supports cooperation and collaboration, an instructional framework that develops and maintains effective instruction in every classroom, a guaranteed and viable curriculum, a standards-referenced system of reporting student progress, and a competency-based system that ensures student mastery of content.

AUDIENCE: Superintendents/Central Office Staff/School-Based Administrators/Teacher Leaders
SESSION LEVEL: Introductory
LOCATION: Woodrow Wilson A, Level 2

1302

Mapping to the Common Core Standards Systemwide in Four Phases

HEIDI HAYES JACOBS AND MARIE ALCOCK

"The Common Core State Standards are an opportunity to modernize curricula rather than view the standards as a compliance-driven initiative," state the presenters, who will engage participants in their dynamic four-phase model. Using state-of-the-art systemwide approaches from their interactive liveBook and "flipped" professional development model, participants will get the nuts and bolts on how to lay a meaningful foundation, launch and sustain a new schoolwide mapping approach, develop formative benchmarks for monitoring student learning aligned to the standards, and set up ongoing upgrading reviews to stay current and modern.

LOCATION: Maryland Ballroom C, Level 2

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1303

21st Century Professional Learning: Leading the Way and Making a Difference

ANN CUNNINGHAM-MORRIS

The concepts of learning, teaching, and leading are being reimagined in this century. And, in many ways, we are reinventing what it means to be a teacher and a leader. What are the professional learning practices and policies that support educators as they strive to influence student learning? What professional learning delivery models align with 21st century practices to impact adults and students? What is the leader's role in ensuring that local capacity and expertise is built and sustained? In this session, participants will examine these questions and apply their learning to the realities of the districts and schools they serve.

LOCATION: Maryland Ballroom A, Level 2

90-Minute Afternoon Sessions

1:30–3:00 p.m.
Repeated 3:30–5:00 p.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

1401 & 1501

Creating High-Performing, High-Achieving Classrooms in Urban Schools

MICHELE TISSIERE

Changing the quality of instruction without attention to improving classroom management and discipline is not enough to improve results in urban secondary schools. No Child Left Behind, a single-minded emphasis on instruction and coaching, and content-specific pedagogy has inadequately prepared teachers to manage a supportive and high-functioning learning environment. This highly interactive session shows how to create safe, orderly, engaging, and rigorous classrooms using a range of research-based instructional strategies, classroom practices, and more for engaging all learners and implementing a restorative approach to classroom management.

AUDIENCE LEVEL: Secondary
LOCATION: National Harbor 11, Level 3

1402 & 1502

Common Core Standards Are Not So Common: Strategies to Meet Standards

ELEANOR RENEE RODRIGUEZ

More nonfiction? That is not common. The Common Core State Standards Initiative's requirements were adopted by most states to get students to think at higher levels and be assessed more authentically in preparation for higher education and careers. This session will serve as a catalyst for change to make the shift from traditional classrooms to transformed classrooms, with a focus on the three-story intellect questioning structure, nonfiction reading and writing, and reflection. Participants will leave with a taxonomy of strategies and practices to meet the new expectations of the Common Core requirements and develop personal and professional plans for student improvement.

AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Introductory
LOCATION: Maryland Ballroom 1, Level 2

1403 & 1503

Fifty Ways to Leave Your Lecture

GRACE DEARBORN

In this lively, energetic workshop, discover over 50 practical, interactive, and brain-compatible strategies that can be used to break up lectures and actively engage students. Participants will also learn nine ways to increase student participation in class discussions and receive dozens of simple ways to motivate attention and retention. Shared and modeled strategies are particularly effective for reluctant learners in the classroom or reluctant participants in staff meetings or workshops. Detailed handouts will be provided online.

LOCATION: National Harbor 3, Level 3

1404 & 1504

Seven Sensational Things Every Underachiever Wants Teachers to Know and Do

BOBB DARNELL

Discover how to bring energy, passion, and positive attitude back to underachieving students. Become more aware of the research-supported practices that ignite improved student achievement and inspire the joy of success in students. Participants will also learn how to unleash the power of struggling, defiant, and disinterested learners and discover how to motivate students to become engaged, empowered, and ready to achieve high standards. Leave this session with additional ways to help students become self-directed and responsible lifelong learners who are ready for a different future.

LOCATION: Woodrow Wilson B, Level 2

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1405 & 1505

How Being Generationally Savvy Can Enhance Your Professional Learning Teams

JENNIFER ABRAMS

Have you noticed that newer teachers act differently than novice teachers? Do you hear about communication challenges between colleagues of different ages? Are you becoming aware that more employees want a balance between their jobs and their personal lives? Generational factors might be coming into play. This session will cover the four generations of educators working in schools, which structures and communication protocols to use to reach all generations, and how to orient new teachers and plan supports for more experienced teachers so that both groups thrive.

SESSION LEVEL: Introductory
LOCATION: National Harbor 4, Level 3

1406 & 1506

The Leader's Role in Implementing the Common Core Standards

PAM ROBBINS

School leaders who attend this session will acquire powerful strategies to implement the Common Core State Standards and strengthen crucial areas that affect student achievement: teaching quality, school culture, and leadership behaviors. The presenter will model and practice high-impact faculty, team, and department meeting activities and explain templates for coaching/supervisory walk-throughs. She will also demonstrate culture-building strategies that influence student achievement and illustrate leadership behaviors that are linked to promoting student achievement. Participants will leave equipped with strategies to use immediately.

AUDIENCE LEVEL: Elementary/Middle/Secondary
AUDIENCE: Central Office Staff/School-Based Administrators/Teacher Leaders
SESSION LEVEL: Introductory/Experienced
LOCATION: Maryland Ballroom A, Level 2

1407 & 1507

Digitally Speaking: How to Improve Student Presentations with Technology

ERIK PALMER

Podcasts, videos, digital slideshows, digital storytelling, and the Skype® platform are becoming more popular in our schools, and the Common Core speaking and listening assessments require competence with digital tools. These communication tools are not being used as effectively as they should be because the focus is often on the tool, not the communication. In this session, educators will learn about several digital tools and websites that encourage and showcase oral communication. Participants will also learn about a framework for teaching speaking and about adjustments to verbal skills that students need to ensure exceptional communication. The presenter will offer activities and lessons as well as rubrics for effective evaluation.

AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
LOCATION: Baltimore 1, Level 2

1408 & 1508

Creating Rigorous, Engaging Classrooms with Evidence-Based Argumentation

STEVE STEIN AND LINDA CHEN

This session will discuss how evidence-based argumentation (EBA) is transforming student learning in Boston Public Schools. EBA allows educators in all disciplines, including science and math, to teach course content while simultaneously leading students in activities that build the argumentation and textual analysis skills prioritized by the Common Core State Standards. Participants will engage in several argumentation activities and learn how educators use EBA to make their classrooms engaging for all learners.

AUDIENCE LEVEL: Middle/Secondary
SESSION LEVEL: Introductory
LOCATION: National Harbor 10, Level 3

1409 & 1509

Intelligence Quest: Problem-Based Learning and Multiple Intelligences

WALTER MCKENZIE

Today's classrooms should support multiple learning styles while incorporating technology use in an authentic, real-world manner. In this session, the presenter will bring together ideas from multiple intelligences and project-based learning to develop a new instructional model, the Intelligence Quest (IQuest). This flexible, self-directed learning approach provides educators with a clear structure and specific goals for a technology-infused classroom. Based on the book of the same name, this session will provide an in-depth overview of IQuest and break down the nine intelligences into three domains: thinking critically, thinking within, and thinking outward.

LOCATION: Chesapeake G, Level 2

1410 & 1510

The Bully, the Bullied, and the Bystander: Breaking the Cycle of Violence

BARBARA COLOROSO

Breaking the cycle of bullying violence involves more than identifying and stopping the bully. It requires examining why and how a child becomes a bully or a target of a bully (and sometimes both) as well as the role bystanders play in perpetuating the cycle and breaking it. This session will lay out a strategy for creating truly comprehensive and effective antibullying policies, procedures, and programs within a deeply caring school environment.

LOCATION: Chesapeake J, Level 2

Thank You!

ASCD thanks the participants who agreed to act as volunteers. Your invaluable assistance helps make the conference a pleasant experience for presenters and participants alike.

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1411 & 1511

Teaching Tolerance:
Antibias Education and the Common Core Standards

EMILY CHIARIELLO

This session will introduce Perspectives, Teaching Tolerance's K–12 antibias curriculum that is scheduled to launch in the 2013–14 school year. The curriculum's literacy-based approach connects multicultural content and culturally responsive instruction with the rigor of the Common Core State Standards. Participants will learn how Perspectives' unique content—organized around themes of identity, diversity, justice, and action—and flexible learning plan will engage classrooms in rigorous and relevant integrated literacy experiences that promote both social-emotional and academic growth.

LOCATION: National Harbor 5, Level 3

1412 & 1512

Habits of Mind:
Developing Self-Directed Learners

MICHELE DE BELLIS

Habits of Mind are a repertoire of behaviors that help students navigate the various challenges they face as students in the 21st century and beyond. Participants will use the 16 Habits of Mind to support students in becoming goal-oriented learners and make connections between the Habits of Mind and what it means to be a self-directed learner. Participants will also increase their tools to support students in their journey to become more resourceful learners.

SESSION LEVEL: Experienced
LOCATION: Maryland Ballroom 4, Level 2

1413 & 1513

Improving Classroom Assessment and Grading

TIM WESTERBERG

This session will begin with the proposition that classroom assessment and grading in most U.S. schools are a mess and grossly unfair to students. The presenter will explore standards-based classroom assessment and grading strategies, and through the session, participants will recognize several highly questionable practices characteristic of the current point system; identify the characteristics of effective classroom assessment and grading; develop an understanding of a schoolwide measurement scale that encourages learning; and identify possible next steps to improve classroom assessment and grading at the classroom, school, and district levels.

LOCATION: Baltimore 3, Level 2

1414 & 1514

Mobile Apps for English Language Learners and Special-Education Teachers

KATHERINE PAGE BURDICK

Bring your iPad® device and let's explore ways to find, use, and combine different apps to help meet Bloom's and the Common Core State Standards' objectives for elementary reading. You will create demonstration tasks that help students show what they know, learn how to evaluate and identify apps for critical thinking, and get lists of resources that will help you navigate the overwhelming iTunes® Store. A list of apps to download will be available before the session so you can come ready to play.

AUDIENCE LEVEL: Elementary **AUDIENCE:** Teacher Leaders/Teachers
SESSION LEVEL: Introductory/Experienced
LOCATION: National Harbor 13, Level 3

1415 & 1515

What Good Teaching Looks Like

DONNA SNYDER

Explore ASCD's indicators of excellence in curriculum and instruction, school climate, assessment, and family engagement. Participants will also explore the ASCD School Improvement Tool for data, resources, and next steps that they can put into practice immediately.

LOCATION: National Harbor 8, Level 3

1416 & 1516

Game-Based Learning as Education Reform

ANDREW MILLER

Game-based learning (GBL) is an emergent instructional technique that's used to engage students in learning crucial content and 21st century skills. Educators can particularly leverage GBL through intentional design. In this session, participants will learn GBL best practices and how these best practices can reframe teaching and learning from how content is learned to what sort of learning is validated.

SESSION LEVEL: Introductory
LOCATION: National Harbor 12, Level 3

Evaluate Your Sessions Now!

Go to **www.ascd.org/evaluations** to evaluate pre-conference and conference sessions. The evaluation is open until July 15, 2013.

3-Hour Afternoon Sessions

1:30–4:30 p.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

1601

Becoming a High-Reliability School

ROBERT MARZANO

Repeated Session: See 1301 for description.

AUDIENCE: Superintendents/Central Office Staff/School-Based Administrators/Teacher Leaders
SESSION LEVEL: Introductory
LOCATION: Woodrow Wilson A, Level 2

1602

Mapping to the Common Core Standards Systemwide in Four Phases

HEIDI HAYES JACOBS AND MARIE ALCOCK

Repeated Session: See 1302 for description.

LOCATION: Maryland Ballroom C, Level 2

1603

Developing Teacher Leaders Through an ASCD Lens

VALDA VALBRUN

This session will explore the role of the teacher leader in partnering with school-based leadership and sharing responsibility in leading school-based transformation and growth. Participants will explore the leadership competencies of each role and discuss ways to share and align the competencies to create a systemic, coherent approach that positively influences student and teacher development. By the end of the session, participants will have an understanding of the ASCD leadership framework's competencies for shared visionary leadership, instructional leadership, leaders as influencers, and leaders as learners and collaborators.

AUDIENCE LEVEL: Elementary/Middle/Secondary
AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
LOCATION: Woodrow Wilson D, Level 2

DAY two

90-Minute Morning Sessions

8:30–10:00 a.m.
Repeated 10:30 a.m.–12:00 p.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

2101 & 2201

Building Trust and Making Improvement Through Cultural Competence in Education Leaders

MARK GOODEN

This session will introduce some of the fundamental principles of becoming more culturally competent to effectively address the opportunity gap (or achievement gap). It will focus on antiracist leadership, reflection, and better ways to build aware teams. Participants will encounter interesting, relevant, and engaging activities that have been proven to increase the cultural awareness of leaders who work in struggling schools. Participants will also gain a deeper awareness of their own belief system and how it can and does influence their leadership and teaching philosophy.

AUDIENCE LEVEL: Elementary/Middle/Secondary
SESSION LEVEL: Introductory
LOCATION: Maryland Ballroom 1, Level 2

2102 & 2202

Stories of Pluck and Grace: Leadership Resilience in Action

ELLE ALLISON

From daily demands to traumatic and unexpected events that compromise student learning, education leaders must bounce forward into new realities and inspire others to do the same. This session focuses on two big ideas: personal leadership resilience and organizational resilience. Participants will relate their stories of resilience to those of others, learn strategies to grow resilience, and scale resilience from the personal to the organizational. Takeaways will include a personal inventory, strategies for sustaining resilience, and a rubric for organizational resilience.

LOCATION: National Harbor 3, Level 3

2103 & 2203

Innovation + Entrepreneurship = Science, Technology, Engineering, and Mathematics (STEM)

MARYANN WOLOWIEC

What is STEM? Using STEM knowledge and skills as a focus, students engage in learning that develops creative problem solving, teaming and collaboration, innovation, and entrepreneurship. Deep STEM content knowledge and skills are not enough. How do we prepare students to learn and use the 21st century skills and knowledge? Come learn about the school design used to create this innovative learning environment at the National Inventors Hall of Fame School.

LOCATION: National Harbor 12, Level 3

2104 & 2204

Meeting the Challenge of Autism Education: Where Do We Begin?

RENEE MANSFIELD

Accessing and developing curriculum to meet the needs of children with autism can be an overwhelming task. Public schools struggle to provide state-of-the-art education for these students and to keep them in the district. Identifying and prioritizing skills to teach children with autism is a crucial first step to providing effective education. In this session, the presenter will discuss important considerations related to identifying and prioritizing instructional goals and describe a skills assessment that assists in selecting crucial goals for students with autism.

AUDIENCE LEVEL: Elementary/Middle
AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Introductory/Experienced
LOCATION: National Harbor 13, Level 3

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2105 & 2205

The Spark of Revolution: Common Core Standards and Student Confidence

SHARON ABRIGO

The Common Core State Standards and a visit to New Zealand's Ministry of Education have led to an assessment revolution at Myron B. Thompson Academy in Honolulu, Hawaii. Educators there have recommitted to confident learners and achievement with excellence in an evolving technological world. This multimedia-rich, interactive session will link the rise in test scores at this school to meaningful teacher-developed assessments. Participants will explore tools they can incorporate in their own work.

AUDIENCE LEVEL: Middle/Secondary/Higher Education
LOCATION: Chesapeake G, Level 2

2106 & 2206

Enhancing Instruction to Improve Outcomes for Underachieving Students Living in Poverty

WILLIAM PARRETT

This session will focus on actions taken by leaders in high-performing and high-poverty schools to increase teacher effectiveness and improve outcomes for students living in poverty. Participants will learn how leaders build caring relationships, hold high expectations for all, engender a spirit of reciprocal accountability for learning among all stakeholders, and courageously commit to equity. The session will include specific approaches used within this broader framework for targeting the unique learning needs of underachieving students who live in poverty.

LOCATION: Maryland Ballroom A, Level 2

2107 & 2207

The Formative Assessment Action Plan

NANCY FREY

A number of important components are required to create a formative assessment system: teachers must identify and communicate a clear purpose, regularly check for understanding, provide students with feedback about their performance, and plan instruction based on the data collected. In this session, the presenter will focus on time-saving ways to ensure that feedback and formative assessment tools are useful. The presenter will also describe the differences between mistakes and errors, how to code errors, and how to address the errors that students make.

AUDIENCE LEVEL: Elementary/Middle/Secondary
AUDIENCE: Central Office Staff/School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Introductory
LOCATION: Baltimore 3, Level 2

2108 & 2208

Complex Texts:
Rigor Is Not Just About the Right Answer

IVETTE GONZALEZ AND BRIAN PETE

Complex texts are about rigor. They're about determining the author's perspective and purpose, the nuance of tone and tenor, and the real meaning of the words on the page as crafted by the author, with intended or unintended persuasion. Students must know and understand complex texts with literal clarity and also be able to interpret what the texts imply. In this session, learn how to support English language learners as they tackle complex texts with clear expectations, higher-order thinking, and supportive scaffolds.

LOCATION: National Harbor 10, Level 3

2109 & 2209

When Schools Unite and Collaborate to Promote Learning for All

SILVANA TEJÓN

This session will tell the story of a nonprofit association of bilingual schools in Argentina founded in 1926. Participants will learn how the spirit and determination of five head teachers ignited the birth of an association that now embraces 180 schools that run bilingual programs with international certifications. The session will describe the unique characteristics of bilingual schools in Argentina through early immersion into an additional language and the way professional development for bilingual teachers and principals is addressed to create a spirit of collaboration.

LOCATION: National Harbor 4, Level 3

2110 & 2210

Assignments Matter:
Making Connections That Help Students Meet Standards

ELEANOR DOUGHERTY

Effective instruction depends on high-quality assignments, a premise the presenter explains during this session based on her book of the same name. During this session, she will highlight a method for crafting high-quality assignments in which teachers make decisions about content, instruction, and evidence of learning. The session also distinguishes assignments, assessments, and activities as three components of instruction and covers how they interact to create a learning culture. The presenter will also discuss how to turn assignments into formative data, craft an assignment using a step-by-step process, and sequence assignments to design a unit or course.

AUDIENCE LEVEL: Elementary/Middle/Secondary
LOCATION: National Harbor 8, Level 3

ASCD's 2012 Annual Report

Learn all the ways ASCD is supporting educators as they learn, teach, and lead by visiting the association's 2012 Annual Report at **www.ascd.org/annualreport**.

2111 & 2211

Teacher Evaluation, Student Data, and State Tests, Oh My!

JOSEPH HAILPERN

Every teacher and administrator would love to have a fair way to implement Senate Bill 7. Using student data in teacher evaluations can be dangerous territory for any district. This session will model a way to use state test data, district benchmark data, and classroom-level data in the evaluation process. A model that uses these components demonstrates student growth over time within various assessment types and breaks down the barriers that make data analysis so muddy, like language needs and special-education needs.

AUDIENCE LEVEL: Elementary/Middle/Secondary
LOCATION: Woodrow Wilson D, Level 2

2112 & 2212

Healthy Educators:
Coping Strategies for Stressful and Challenging Situations in the Workplace

NORA MAZZONE AND BARBARA J. MIGLIONICO

Educators everywhere are struggling with an increasingly complex work environment and how to deal with the pressures associated with meeting and supporting those around them. Educators must advocate for their own health through recognizing, self-regulating, and addressing signs of imbalance. In this interactive session, all levels of leaders will come together to discuss strategies and practices that will help them better cope with stress and challenge in the workplace. Educators' futures depend on their ability to keep balanced in what some call a turbulent education climate.

AUDIENCE: Central Office Staff/School-Based Administrators/Teacher Leaders
SESSION LEVEL: Introductory
LOCATION: National Harbor 11, Level 3

2113 & 2213

Back to the Future:
Culturally Responsive Schools

V. M. MAYFIELD

Schools across the United States are becoming increasingly more diverse while the teacher demographics remain the same. How a school chooses to respond to a growing population of racially, ethnically, and linguistically diverse students can make all the difference in the world to children and their overall academic performance. This session will introduce a research-based framework for transforming schools through culturally responsive practices with practical ideas for creating an inclusive and welcoming environment for culturally diverse students and families. The session will include an interactive case study for internalizing the content discussed.

LOCATION: Chesapeake J, Level 2

2114 & 2214

Dancing the Dance:
Coteaching in 21st Century Schools

LISA DIEKER

This session will focus on the way general- and special-education teachers can coteach using 21st century learning standards and numerous academic, behavioral, and technological tools. The session will be filled with tons of practical ideas across the content, including strategies for students with a range of disabilities.

AUDIENCE: School-Based Administrators/Teachers
SESSION LEVEL: Experienced
LOCATION: National Harbor 5, Level 3

3-Hour Morning Sessions

8:30–11:30 a.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

2301

Building an Understanding-Based Curriculum from Standards

JAY MCTIGHE

Established standards (such as the Common Core State Standards) provide a clear set of worthy education outcomes, however, standards are not curriculum. Educators must use the standards as a basis for designing high-quality curricula and assessments to support impactful teaching for effective learning. In this session, participants will examine a practical framework for transforming the standards into a coherent curriculum that emphasizes understanding and long-term transfer. Participants will learn proven approaches for unpacking standards; generating essential questions; creating recurring, cornerstone assessments; integrating 21st century skills with academic content; and using web-based resources.

LOCATION: Woodrow Wilson A, Level 2

2302

Essential Questions:
Doorways to Understanding

GRANT WIGGINS

Educators know the power of questions, and the Understanding by Design® framework has advocated for years that educators focus on questions. But many educators remain unclear on how to actually write good essential questions, focus on them in instruction, and use them to frame assessments. Drawing on the recently released ASCD book of the same name, this session will offer numerous examples, design tips, and tools for creating excellent essential questions.

LOCATION: Maryland Ballroom D, Level 2

2303

Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders

PETE HALL

How do we increase student achievement? Research is clear that teacher effectiveness is the number one determinant of student success. And every teacher, like every child, is unique and has strengths, weaknesses, goals, ambitions, gaps, and special qualities. This session will cover how to maximize each teacher's contributions to education through individualized motivation, personalized feedback, and differentiated coaching techniques. Participants will discuss the application of a strengths-based approach and get practical tools for drawing the most out of every teacher, one teacher at a time. This session will include practical handouts; video clips of teachers in action; and opportunities to practice walk-throughs that deliver appropriate, growth-oriented feedback to staff.

LOCATION: Woodrow Wilson B, Level 2

2304

Ten Free Tools to Bring the Common Core Standards to Routine Practice

JUDY CARR

Resources to implement the Common Core State Standards are becoming so abundant that it is easy to be confused or overwhelmed. Participants in this session will become critical consumers as they explore 10 free tools to take the Common Core standards to deep and meaningful practice in every classroom—English language arts, literacy in the content areas, and mathematics.

LOCATION: Maryland Ballroom C, Level 2

90-Minute Afternoon Sessions

1:30–3:00 p.m.
Repeated 3:30–5:00 p.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

2401 & 2501

Minding the Achievement Gap One Classroom at a Time

JANE POLLOCK

Research shows that teachers can make positive gains with all learners, regardless of language, disability, or poverty. In this session, learn how to advance in special education with English language learners (ELLs) and with academically at-risk students. Participants will also learn how to apply research on learning to practical strategies for ELLs and students with special needs, and learn to teach students to use self-regulating goal forms during class to increase classroom engagement–specific examples for all students.

LOCATION: National Harbor 3, Level 3

Need to Download Presentation Materials?

To access your presentation materials, visit **www.ascd.org/CTE**, click on the Download Presentation Materials link, and follow the instructions on the screen.

2402 & 2502

Classroom Instruction That Works with English Language Learners

JANE HILL

Remember when all teachers were required to teach reading? Now, with the influx of English language learners in our classrooms, all teachers are required to support academic language development: to pay attention to subject-area language, examine the language demands of the content, and explicitly teach language-accompanying (vocabulary, grammar, and discourse) subject matter. *Classroom Instruction That Works with English Language Learners* views the nine categories of research-based instructional strategies first identified in the original book through the filter of five stages of second language acquisition. The result is applications that allow mainstream K–12 teachers to support language development in addition to content.

AUDIENCE: Central Office Staff/School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Experienced
LOCATION: National Harbor 10, Level 3

2403 & 2503

How to Move Teaching Excellence from Theory to Practice

MICHAEL RULON

In this session, participants will learn how structures such as professional learning communities (PLCs) and demonstration classrooms allow professional development theory to move to actual practice in the classroom. Participants will identify the essential elements of PLCs and demonstration classrooms and learn to answer essential questions about these systems to others in their district who may be key for implementation.

AUDIENCE LEVEL: Elementary/Middle/Secondary
AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Experienced
LOCATION: National Harbor 11, Level 3

Explore examples of a whole child approach to education from around the world.
www.wholechildeducation.org/what-works/examples

2404 & 2504

Transformative Education: Investing in Education for a Sustainable Future

MARTHA KAUFELDT AND SUSAN SANTONE

The Transformative Education Forum is advancing a new paradigm—one that develops the whole child as an engaged citizen in a healthy, sustainable world. Learn how standards need not be an end unto themselves, but serve larger goals of creating active democracies and sustainable communities. Imagine a new story of global cooperation embraced by children, educators, policymakers, and business leaders. This interactive session moves from an inspiring vision of educating for sustainability down to curriculum transformation tools for aligning standards to 21st century priorities.

LOCATION: Chesapeake G, Level 2

2405 & 2505

Increase Leadership and Community at School by Using Teacher and Student Voices

SUSAN LEOS AND ANDREA RAMIREZ

Come learn about ways to shine the spotlight on the teacher experts at your campus to maximize the potential for building community and increasing your staff's leadership capacity. Reinvigorate your professional development by focusing on the use of teacher leaders and promoting student voices to improve teaching and learning for all.

AUDIENCE LEVEL: Secondary
AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
LOCATION: Baltimore 1, Level 2

2406 & 2506

How to Build an Instructional Coaching Program for Maximum Capacity

NINA MOREL

Participants in this session will walk through a process to develop a new instructional coaching initiative or redesign a current one. They will learn strategies to develop a shared vision, select a champion team, create an administrative model, prepare principals and teachers for coaching, hire great coaches, and develop ongoing learning and support models. Finally, they will discuss how to evaluate their program and sustain, change, or reimagine their coaching initiative. The presenter will share handouts and graphic organizers (available online) to make plans and model examples of effective training activities.

AUDIENCE: Superintendents/Central Office Staff/School-Based Administrators/Teacher Leaders
SESSION LEVEL: Experienced
LOCATION: Chesapeake J, Level 2

2407 & 2507

First Discover Their Strengths:
Strategies for Students with Special Needs

THOMAS ARMSTRONG

In this session, the presenter will discuss the importance of using a diversity paradigm based on strengths rather than a disability paradigm based on weaknesses when working with students with special needs. He will present an intervention model that explores the use of "positive niche construction" as a practical framework for creating favorable environments where students with special needs can flourish. Most of the session will focus on specific strategies based on seven components of positive niche construction.

LOCATION: Maryland Ballroom 1, Level 2

2408 & 2508

Five Essential Elements for Raising Achievement Scores
in Low-Income Students

THELMA FORTÉ

Technology, teacher capacity, parental involvement, and effective leadership are a few of the ingredients necessary to create successful readers in low socioeconomic–reading students. This session will help educators identify effective instructional approaches to engage the leaner; energize teachers and students; and develop a love for reading in high-poverty, minority populations. Participants will see how the challenges associated with low-socioeconomic students can evolve into opportunities to develop lifelong learners who possess 21st century learning skills.

SESSION LEVEL: Introductory
LOCATION: Maryland Ballroom 4, Level 2

2409 & 2509

Guided Instruction:
How to Develop Confident and Successful Learners

NANCY FREY

You know one of the sweet spots of teaching is when you say or do the right thing to get students to do the cognitive work of learning. Discover how to use a combination of questions, prompts, cues, direct explanations, and modeling to guide students' learning and build their understanding. This session will explore an approach to instruction that ensures you make the four strategic moves that help students become more capable and independent learners.

AUDIENCE LEVEL: Elementary/Middle/Secondary
AUDIENCE: Central Office Staff/School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Introductory
LOCATION: Baltimore 3, Level 2

2410 & 2510

Using Formative Assessment to Drive Instruction in Middle and Secondary Classrooms

KRISTINA DOUBET

How can middle and high school teachers realistically differentiate in a standards-based world? The first step may be to rethink classroom assessment. Incorporating frequent learning checks—both formal and informal—into daily instruction can help teachers more authentically meet the needs of diverse learners. This session will provide grade 6–12 teachers with manageable formative assessment techniques along with ideas for using assessment results to generate feedback, differentiate instruction, and improve student learning.

AUDIENCE LEVEL: Middle/Secondary
AUDIENCE: School-Based Administrators/Teacher Leaders/Teachers
SESSION LEVEL: Introductory/Experienced
LOCATION: Maryland Ballroom A, Level 2

2411 & 2511

Teaching Excellence Using the Take One!® National Board Certification Process

CRAIG KING

Take One! is a unique offering from the National Board for Professional Teaching Standards that provides a standards-based approach for improving teaching practice and links student learning to effective instruction. Teachers prepare and submit one preselected video portfolio entry from any of the current certificate areas of National Board Certification. Teachers can later transfer the score if they pursue National Board candidacy. Take One! can provide graduate credits and is an effective professional development tool for professional learning communities.

AUDIENCE: Superintendents/School-Based Administrators/Teacher Leaders/Teachers
LOCATION: Woodrow Wilson D, Level 2

2412 & 2512

Rigor Through Empowerment

NANCY DODA AND MARK SPRINGER

The hefty backpack, piles of homework, and even stacks of the classics will not yield rigorous learning. Rigor is far more likely when students are invested in what they learn and can grapple with significant decisions and challenges in the learning process. The presenters believe that investment is the only real road to rigor, and empowerment is the most promising road to investment. In this session, they will share proven strategies for empowering students to accept that ownership, which leads to investment and deep and rigorous learning.

LOCATION: Maryland Ballroom B, Level 2

Did you know that ASCD has an official blog?
Check out *Inservice* for more on ASCD's programs, products, and services at **http://inservice.ascd.org**.

2413 & 2513

Evolving Environments in Learning: The TLE TeachLivE® Experience

LISA DIEKER

This session will provide a glimpse into the future through the use of technologies for student learning and will specifically emphasize innovations in current and emerging technology. The session will also highlight a virtual preparation environment at the University of Central Florida called TeachLivE and will provide practical tools for applying emerging technologies in today's classrooms.

SESSION LEVEL: Experienced
LOCATION: Chesapeake D, Level 2

3-Hour Afternoon Sessions

1:30–4:30 p.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

2601

Building an Understanding-Based Curriculum from Standards

JAY MCTIGHE

Repeated Session: See 2301 for description.

LOCATION: Woodrow Wilson A, Level 2

2602

Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders

PETE HALL

Repeated Session: See 2303 for description.

LOCATION: Woodrow Wilson B, Level 2

2603

Essential Questions: Doorways to Understanding

GRANT WIGGINS

Repeated Session: See 2302 for description.

LOCATION: Maryland Ballroom D, Level 2

2604

Ten Free Tools to Bring the Common Core Standards to Routine Practice

JUDY CARR

Repeated Session: See 2304 for description.

LOCATION: Maryland Ballroom C, Level 2

DAY three

90-Minute Morning Sessions

8:30–10:00 a.m.
Repeated 10:30 a.m.–12:00 p.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

3101 & 3201

Teaching Up for Complexity: Making the Strange More Familiar

CHAD PRATHER

Too many kids are pressed to think too simply. The challenge of growing minds from dependent to independent learning is ultimately linked to the challenge of inspiring kids to think more complexly. Achieving complexity requires critical thinking to be accessible and fulfilling for kids. This session will offer strategies to teach the strange through the familiar and create experiences that stir learners to think deeply, make meaning, and apply learning across multiple contexts.

AUDIENCE LEVEL: Middle/Secondary
AUDIENCE: Teacher Leaders/Teachers
LOCATION: National Harbor 3, Level 3

3102 & 3202

Leading from the Middle:
Educating the Whole Adult and Family

BRUCE HICKSON

Adult education community resource centers must prepare a society of global pioneers by providing programs that are aligned with 21st century education and employment standards. Centers must provide core curricula that are supported by literacy and postsecondary workforce-development curricula. Services must teach learners the basic skills necessary to acquire, advance, or retain employment and postsecondary credentials. The Informal Leadership Model presented in this session is a tool that will help participants lead and implement a schoolwide or districtwide initiative to educate the whole adult and whole family.

LOCATION: National Harbor 10, Level 3

3103 & 3203

Your Passion + Your Knowledge + Your Time = Mentored Teacher

AMY LOCKHART

What role do you play in mentoring future teachers? The success of teacher preparation programs is one small piece of training future teachers, but current teachers also play an important role in helping preservice teachers learn about the complexities of teaching. Current university faculty and public school teachers will discuss and share their experiences of working together through a distributive teaching model that provides feedback to students through many different reflective practices. The more experience preservice teachers gain, the better prepared they will be to handle real-world experiences in the classroom.

SESSION LEVEL: Introductory/Experienced
LOCATION: National Harbor 11, Level 3

3104 & 3204

Lesson Study:
Learning, Teaching, and Leading

LORENA KELLY

Lesson study is a form of long-term professional development in which teachers collaboratively plan, teach, observe, and analyze lessons as a way to determine how students learn best. This session will provide examples of effective models that deepen the interactions of a school's professional learning community by developing authentic, intentional instruction and by building the habits of self-reflection and critical thinking through collaboration and structured observation. This model provides administrators and teachers with the power to transform the life of a school.

AUDIENCE LEVEL: Elementary/Middle/Secondary
SESSION LEVEL: Introductory/Experienced
LOCATION: National Harbor 5, Level 3

Evaluate Your Sessions Now!

Go to **www.ascd.org/evaluations** to evaluate pre-conference and conference sessions. The evaluation is open until July 15, 2013.

Tweet Along with Other Conference Attendees

Connect and interact with educators by following **#ASCDCTE13** on Twitter to discuss your conference experience. Plug yourself into the backchannel to get the most of ASCD's virtual community.

3105 & 3205

Supporting and Engaging the Whole Child Through the Turnaround Process

MICHAEL RULON

In this session, participants will learn how the Response to Intervention (RTI) model and the Whole Child Initiative can be closely related. Participants will learn how to identify the elements of academic, socioeconomic, attendance, behavioral, and social-emotional support, which are all key components of a successful RTI program and the Whole Child Initiative. Participants will leave the session with valuable information that they can share with others from their school or district about how to support the whole child using a three-tier intervention system.

AUDIENCE LEVEL: Elementary/Middle/Secondary
SESSION LEVEL: Introductory/Experienced
LOCATION: National Harbor 8, Level 3

3106 & 3206

Transforming High-Poverty Schools Through Powerful Adult Professional Learning

MARGERY GINSBERG

Adult motivation to learn within the demanding school environment is a highly nuanced endeavor. The mandates, frameworks, and professional learning blueprints for teacher evaluation may stimulate adult learning, but commitment requires keeping students in the center through professional learning that takes a close look at students' lives, connects students' lives and languages to teaching and learning, promotes strategies for teacher collaboration, and encourages families to work as allies in school improvement. Come learn specific strategies to build professional learning programs that inspire educators to challenge themselves in ways that significantly influence student learning, especially in high-poverty schools.

LOCATION: Woodrow Wilson D, Level 2

3107 & 3207

Teaching at the Speed of Learning

WARREN DALE

Personal learning devices, connected directly to the world's information and enhanced with real-time video, cameras, text, and GPS tools, are flooding our classrooms! If you are looking for ways to jump-start student achievement, capture student interest, and save money, bring your smartphone and get ready to learn. In this session, you will experience multidisciplinary, inquiry-based and technology-infused instruction that is easily scalable into your classrooms. Let's talk about the realities of making 21st century, digitally enhanced instruction happen in your world.

LOCATION: Chesapeake D, Level 2

3108 & 3208

Using Formative Assessments with Common Core State Standards

SANDRA PAGE

When teachers know more about student readiness levels, interests, and learning preferences, they can more ably adjust instruction to respond to learners' needs. Using pre- and ongoing assessments based on a lesson's learning goals provides teachers with information that helps them accommodate learners. This session will focus on how formative assessments are integral to lesson planning with Common Core standards and for diverse learners. Participants will analyze examples of assessments, students' responses to those assessments, and the subsequent instructional adjustments made by teachers.

SESSION LEVEL: Introductory
LOCATION: Maryland Ballroom B, Level 2

3109 & 3209

Implementing the Common Core Standards: ASCD's Recommendations

EFRAIN MERCADO AND SHERIDA BRITT

ASCD released a report, *Fulfilling the Promise of the Common Core State Standards: Moving from Adoption to Implementation to Sustainability*, that illuminates activities educators and policymakers at all levels can undertake to successfully implement the Common Core State Standards across the United States. Attend this session to hear what educators are reporting about the implementation of the Common Core State Standards and hear an overview of the report's recommendations regarding standards implementation.

LOCATION: Woodrow Wilson B, Level 2

See you next year!

We look forward to seeing you next year in Grapevine, Tex., (Dallas-Fort Worth area), June 27–29, 2014, for the 2014 ASCD Conference on Teaching Excellence.
Pre-conference institutes will be held on June 26.

3-Hour Morning Sessions

8:30–11:30 a.m.

Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

3301

From Common Core Standards to Curriculum: Five Big Ideas

JAY MCTIGHE

The new Common Core State Standards provide a clear set of worthy education outcomes. However, as noted in the documents, "standards are not curriculum." Educators must use the standards as a basis for designing high-quality curricula and assessments to support influential teaching for effective learning. In this session, participants will consider three misunderstandings about working with the standards and examine a practical framework for transforming them into a curriculum that emphasizes understanding and long-term transfer. Participants will learn specific strategies for unpacking the standards into transfer goals, understandings, and essential questions. The presenter will share ideas and examples of curriculum mapping and classroom and school assessments along with a collection of excellent, supportive websites.

LOCATION: Woodrow Wilson A, Level 2

3302

Building Master Teachers

ROBYN JACKSON

In this session, participants will learn how to help all teachers become master teachers by understanding their will and skill. Find out how to improve teachers' willingness to grow by understanding their primary will drivers and how to improve teachers' skill by providing differentiated professional development and feedback. Discover how building teachers' will and skill can put the teachers you serve on a path to continual improvement and mastery.

AUDIENCE: Superintendents/Central Office Staff/School-Based Administrators/ Teacher Leaders
LOCATION: Maryland Ballroom A, Level 2

3303

Feedback: The Hinge That Joins Teaching and Learning

JANE POLLOCK

In this session, the presenter will expand on her book's *(Classroom Instruction That Works)* feedback strategy. Although feedback is not a new concept, it's new to use feedback the way that children use computer apps—to set goals, track their progress, and self-regulate their own learning. With only a slight shift in teaching strategy, this no-cost technique informs teachers while students are learning, engages and motivates learners, teaches 21st century skills, and helps students understand and meet standards. Educators will find a wealth of classroom examples and success stories that bring this proven practice to life.

LOCATION: Maryland Ballroom C, Level 2

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Standards Development and Implementation

ASCD supports high standards for student learning and achievement that are the result of a development process that is state-led, transparent, and implemented under the following principles:

- Educates the whole child through a broad and rich curriculum;
- Contains global competencies that develop the skills, knowledge, and attitudes to work effectively in an increasingly interdependent world;
- Provides equity in learning conditions for all students;
- Ensures effective instruction that results in increased learning for all students;
- Expands assessment options in measuring progress toward attaining the standards while maintaining accountability for results;
- Relies on multiple indicators for assessing student performance and achievement;
- Develops coherent policies that support and align teacher preparation, licensure, and ongoing professional development requirements and activities;
- Includes representation of educators at all levels and incorporates their input throughout the development, implementation, and evaluation process; and
- Maintains ongoing support among policymakers, educators, parents, and communities to secure necessary resources for the standards and their successful implementation.

Educating Students in a Changing World

As educators in the 21st century, we are charged with educating students to be successful in a complex, interconnected world. This responsibility requires schools to prepare students for technological, cultural, economic, informational, and demographic changes.

ASCD supports changes in teaching, learning, and leadership that adequately prepare students for the 21st century and graduate students who

- Acquire and apply core knowledge and critical-thinking skill sets that are essential in an information age;
- Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals;
- Make decisions and solve problems ethically and collaboratively;
- Utilize technology to gather, analyze, and synthesize information for application in a global economy;
- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons; and
- Display leadership skills that inspire others to achieve, serve, and work together.

The Whole Child

The current direction in educational practice and policy focuses overwhelmingly on academic achievement. However, academic achievement is but one element of student learning and development and only a part of any complete system of educational accountability. ASCD believes a comprehensive approach to learning recognizes that successful young people are knowledgeable, emotionally and physically healthy, motivated, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders. Together, these elements support the development of a child who is healthy, knowledgeable, motivated, and engaged. To develop a whole child requires the following contributions:

COMMUNITIES PROVIDE

- A safe environment in which students can learn.
- Family support and involvement.
- Government, civic, and business support and resources.
- Volunteers and advocates.
- Support for their districts' coordinated school health councils or other collaborative structures.

SCHOOLS PROVIDE

- Access to challenging and engaging curriculum for all students.
- High-quality professional development with collaborative planning time embedded within the school day.
- A safe, healthy, orderly, and trusting environment.
- High-quality teachers and administrators.
- A climate that supports strong relationships between adults and students.
- Support for coordinated school health councils or other collaborative structures that are active in the school.

TEACHERS PROVIDE

- Evidence-based assessment and instructional practices.
- Rich content and an engaging learning climate.
- Student and family connectedness.
- Effective classroom management.
- Modeling of healthy behaviors.

Health and Learning

Successful learners are not only knowledgeable and productive but also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders.

Because emotional and physical health are critical to the development of the whole child, ASCD believes that health should be fully embedded into the educational environment for all students. Health and learning

- Is a multifaceted concept that includes the intellectual, physical, civic, and mental health of students.
- Provides coordinated and comprehensive health efforts that give students and staff effective teacher, school, family, community, and policy resources.
- Supports the development of a child who is healthy, knowledgeable, motivated, engaged, and connected.
- Is the reciprocal responsibility of communities, families, schools, teachers, and policymakers.

Closing the Achievement Gap

For all students to excel academically and thrive as individuals, we must raise the bar and provide them with the access to high-quality learning, curriculum, and instruction. Educators, policymakers, and the public must understand the grave consequences of persistent gaps in student achievement and demand that addressing these gaps becomes a policy and funding priority. ASCD believes that to close the achievement gap, all underserved populations—high-poverty students, students with special learning needs, students of different cultural backgrounds, nonnative speakers, and urban and rural students—must have access to

- Innovative, engaging, and challenging coursework (with academic support) that builds on the strengths of each learner and enables students to develop to their full potential;
- High-quality teachers supported by ongoing professional development; and
- Additional resources for strengthening schools, families, and communities.

Multiple Measures of Assessment

Decision makers in education—students, parents, educators, community members, and policymakers—all need timely access to information from many sources if they are to make informed judgments about student learning and the success of education programs. Using a single achievement test as the sole measure of learning is inappropriate. Determining success of students, schools, districts, states/provinces, or nations should be based on multiple assessments of and for learning. ASCD supports the use of multiple measures in assessment systems that are

- Fair, balanced, and grounded in the art and science of learning and teaching;
- Reflective of curricular and developmental goals and representative of content that students have had an opportunity to learn;
- Used to inform and improve instruction;
- Designed to accommodate nonnative speakers and special-needs students; and
- Valid, reliable, and supported by professional, scientific, and ethical standards designed to fairly assess the unique and diverse abilities and knowledge base of all students.

process

Professional educators need to provide leadership in creating the conditions necessary for all children to have access to high-quality education and to find their places in an increasingly complex world. Educators must promote the creation of education policy that supports best practice, as well as a modern accountability system that uses a variety of methods when making judgments about student achievement and learning.

ASCD's position adoption process is one example of how the association fosters public and policy support for its beliefs, values, goals, and immediate policy concerns.

ASCD Forum

In March 2012, the ASCD Board of Directors approved a new process for considering potential positions of the association:

- A member-led Position Advisory Committee identifies issues of interest to the education community through surveys, staff resources, and other policy-scanning information.
- The Position Advisory Committee submits relevant topics for consideration to the ASCD Board of Directors.
- The ASCD Board of Directors considers the topic submissions and determines whether to convene an ASCD Forum, as well as what topic(s) the forum will discuss.
- The ASCD Forum is convened when the ASCD Board of Directors considers a topic worthy of discussion among the education community.
- The ASCD Forum consists of online discussion over several weeks on the topic determined by the Board of Directors. The forum includes a face-to-face meeting (for 2013, at the ASCD Annual Conference), with the opportunity for online participants to engage virtually as well.
- The ASCD Forum discussion is taken into consideration by the ASCD Board of Directors when determining the adoption of a new position.

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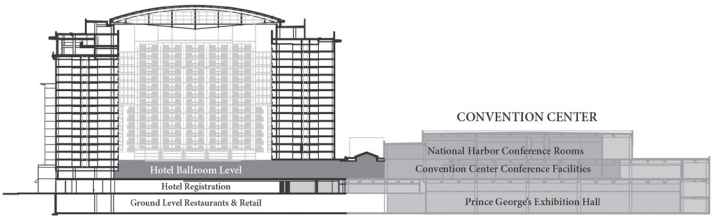
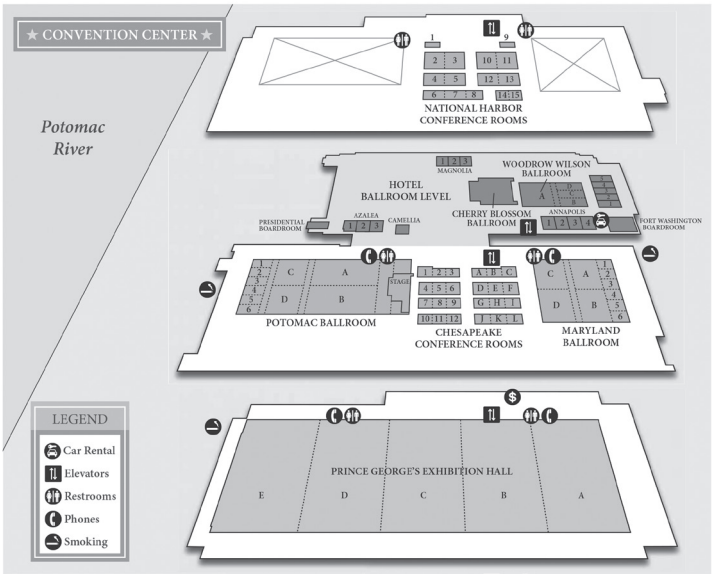
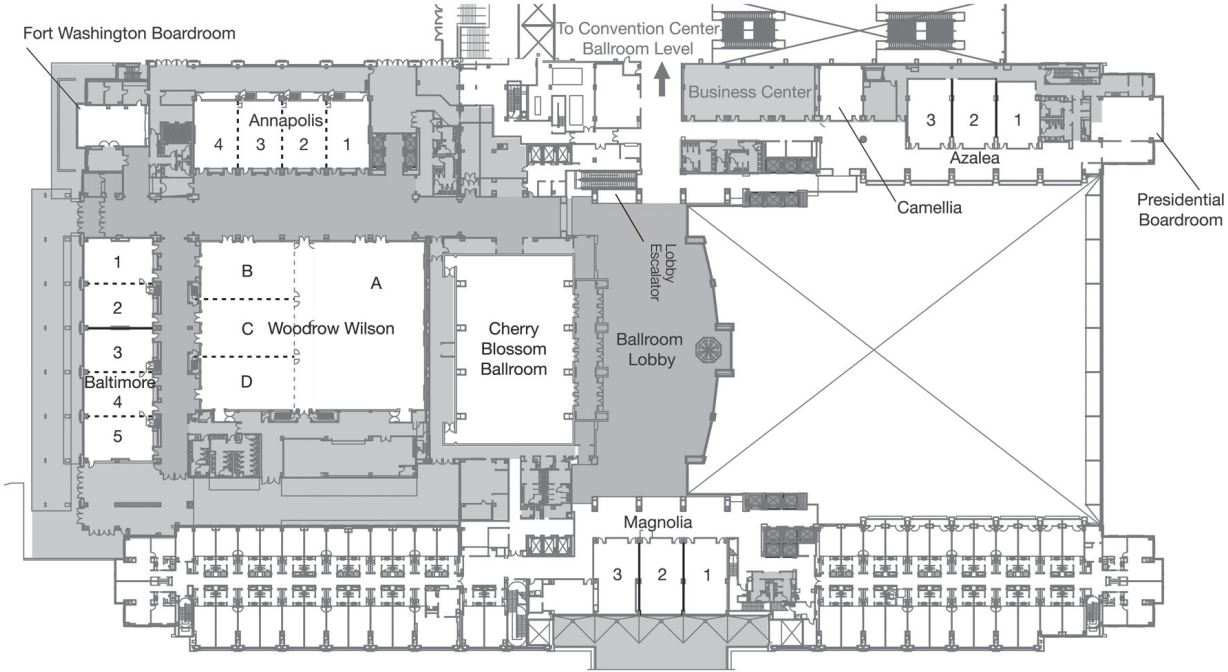




Hotel Ballroom Level 2



Gaylord National Resort and Convention Center, Level 2

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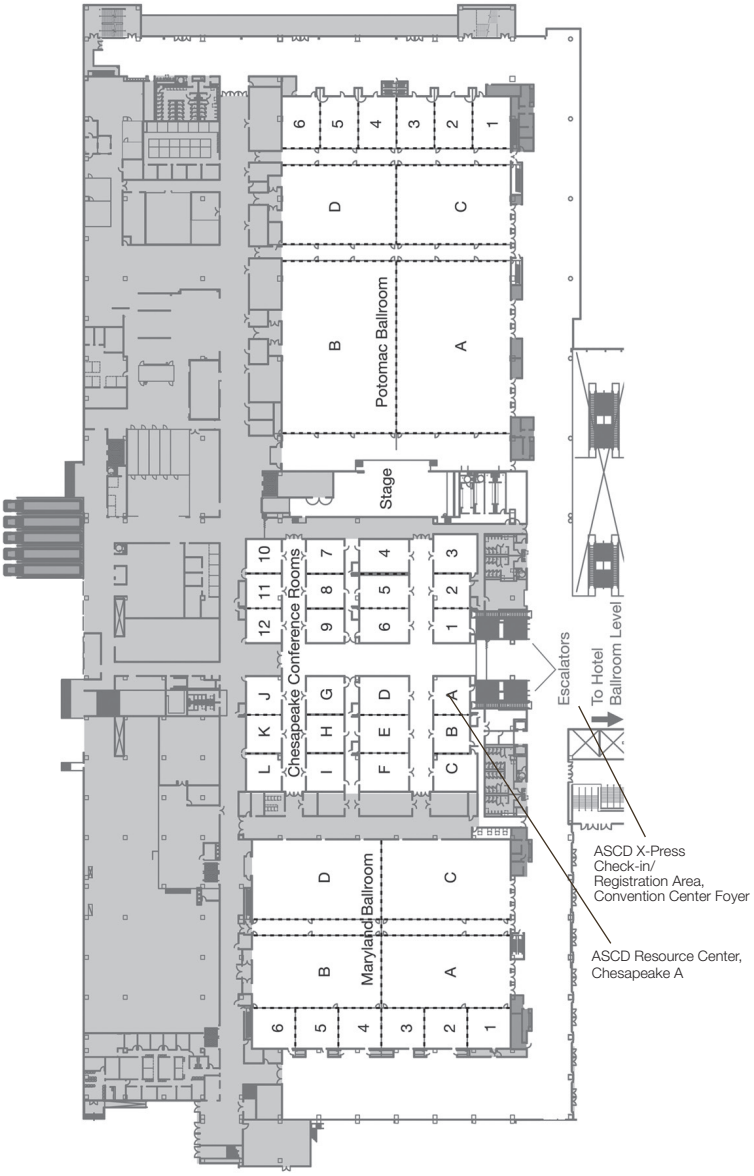
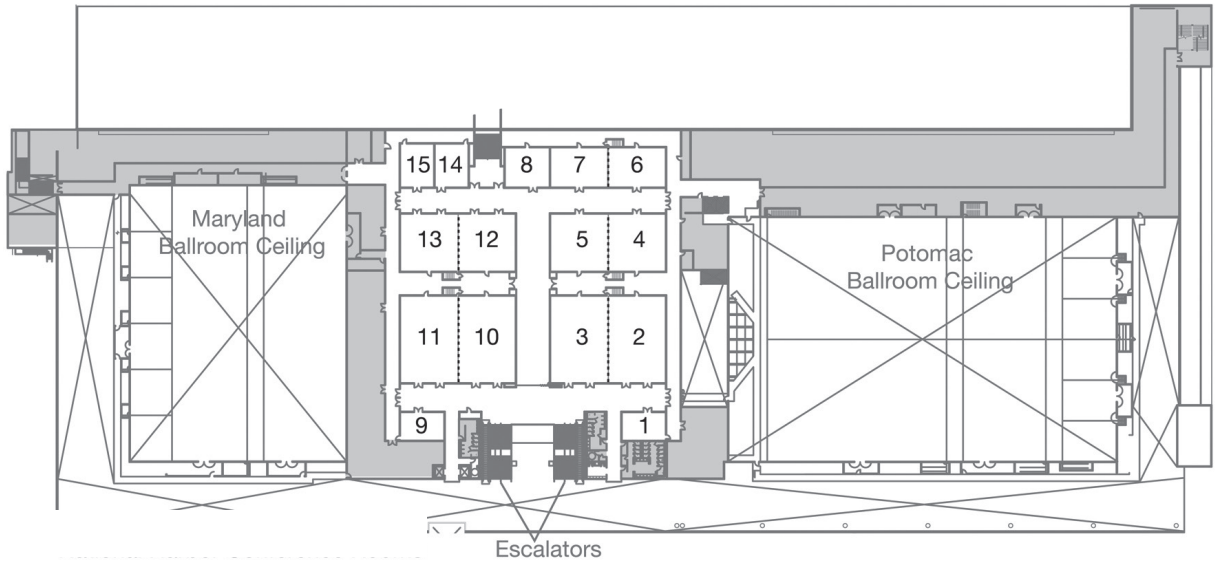
Convention Center Conference Facilities Level 2



Gaylord National Resort and Convention Center, Level 2

National Harbor Convention Center Conference Rooms Level 3



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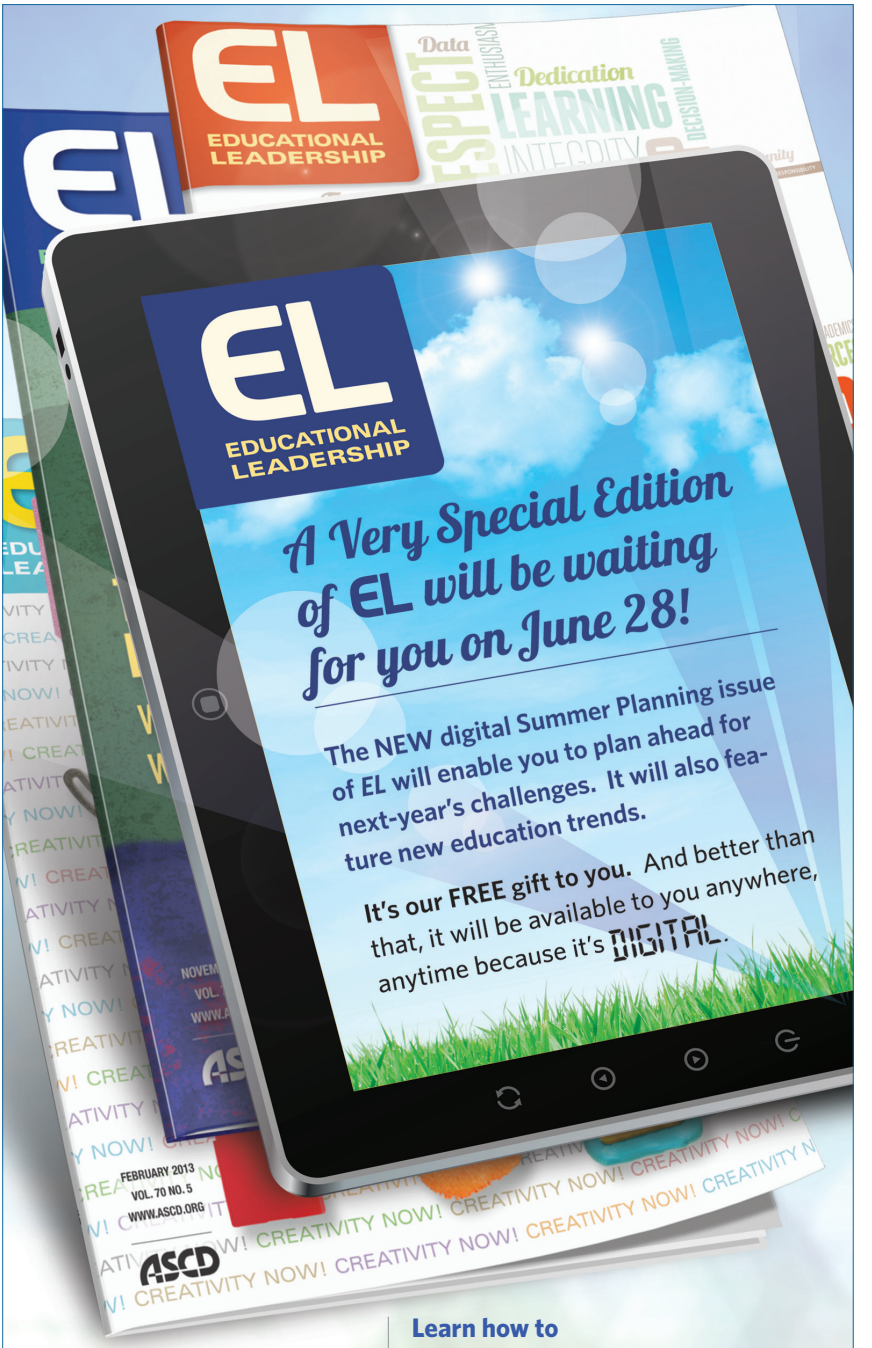

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