ASCD CONFERENCE ON TEACHING EXCELLENCE 2015

Conference Program Book

JUNE 26–28

NASHVILLE, TENNESSEE

Gaylord Opryland Resort & Convention Center

www.ascd.org/CTE

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The Power of Potential

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ASCD CONFERENCE ON TEACHING EXCELLENCE 2015

GAYLORD OPRYLAND RESORT
& CONVENTION CENTER
2800 Opryland Drive
Nashville, Tennessee 37214 | USA

contents

02 ASCD Authors
04 General Conference Information
10 Sessions at a Glance
20 Session Descriptions
62 Presenter Index
64 Maps

Sessions at a Glance

This chart lists each day's sessions by start time and will help you select your sessions (see pages 10–18).

mission

ASCD is a global community dedicated to excellence in learning, teaching, and leading. ASCD's innovative solutions promote the success of each child.

core values

- Accountability
- Innovation
- Excellence
- Integrity
- Collaboration

welcome authors

Celebrate and Learn WITH ASCD AUTHORS AT CONFERENCE

Kathleen Dempsey	Andrew Miller
Tom Dewing	Daniel R. Moirao
Joe DiMartino	Nina Jones Morel
Kristina Doubet	Erik Palmer
Jenny Edwards	Howard Pitler
Michael Fisher	Jane E. Pollock
Alex Gonzalez	Keely Potter
Pete Hall	Pam Robbins
Jane Hill	Margaret A. Searle
Jessica Hockett	Harvey F. Silver
Robyn Jackson	Alisa Simeral
Ann Johnson	Marilee Sprenger
Jay McTighe	Tim Westerberg

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JUNE 2015

conference greetings

Dear Conference Participant:

Welcome to Nashville, Tennessee, and ASCD's 2015 Conference on Teaching Excellence!

ASCD is committed to promoting teacher excellence in every classroom. For this reason, we developed this conference to share the most current, relevant, and research-based content about best practices in the profession. Ours is not a one-size-fits-all approach. The Conference on Teaching Excellence was designed to offer you the ultimate customized professional development experience—whether for a single classroom or for more widespread use. Our resources and expertise provide immediately actionable strategies to elevate educator performance and student achievement in each classroom.

We are pleased to offer an exceptional lineup of expert speakers, sessions, and networking opportunities. To enhance your professional development experience, I encourage you to visit ASCD's website (**www.ascd.org**) for an array of complementary programs, products, and services. Our social networking platforms (ASCD EDge®, Twitter, Facebook, and other social media outlets) offer additional options to share your insights and experiences with members of the ASCD community.

Thank you for selecting ASCD's Conference on Teaching Excellence for your professional development needs. I wish you a memorable time in Music City and an enjoyable and informative conference.

Sincerely,

Judy Seltz

Judy Seltz

Executive Director and CEO

general information

General Conference Information

ASCD X-Press/On-Site Check-in Area

ASCD registration is located in the Convention Center, Level 2, Presidential Ballroom Lobby.

Registration Hours

Thursday, June 25	1:00–7:00 p.m.
Friday, June 26	7:00 a.m.–5:00 p.m.
Saturday, June 27	7:00 a.m.–5:00 p.m.
Sunday, June 28	7:00 a.m.–12:00 noon *(on-site check-in only)*

ASCD Bookstore and Resource Center Hours

The ASCD Bookstore and Resource Center is located in the Convention Center, Level 2, Presidential Ballroom A.

Thursday, June 25	5:00–7:00 p.m.
Friday, June 26	8:30 a.m.–5:00 p.m.
Saturday, June 27	8:30 a.m.–1:30 p.m. and 2:30–5:00 p.m.
Sunday, June 28	8:00 a.m.–12:00 noon

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 20. If you would like to learn more about a particular presenter, please check the ASCD website at **www.ascd.org/CTE**, click on the Conference Sessions link, choose the correct day and time, and then click on the presenter's name. You may also view session and speaker information via the conference app. Maps showing room locations in the Gaylord Opryland Resort & Convention Center are located on pages 64–69 or in the conference app at **www.ascd.org/cteapp**.

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

Session Locations

All conference sessions will be held at the Gaylord Opryland Resort & Convention Center. Find a session's location by using the Sessions at a Glance chart on pages 10–18. The chart is organized by start time.

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 the 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.

Conference App

Use your smartphone or mobile device to search for sessions, check your schedule, get alerts, rate your sessions, download presentation materials, and access social media. The conference app is compatible with Apple iOS devices (iPhone and iPad) and Android devices (phones and tablets). Go to **www.ascd.org/cteapp** to download the app.

Presentation Materials

- **Presentation materials will be available until July 28, 2015 via the conference app and the ASCD website.**
- **Conference App**: Scroll to the bottom of the session to view and download session handouts under the Resources section (available as PDFs only).
- **ASCD Website**: Go to **www.ascd.org/mydownloads** and log in using your ASCD login and password. Click the code next to the 2015 ASCD Conference on Teaching Excellence.

ASCD does not provide paper copies of presentation materials. 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.

ASCD Conference Policies and Procedures

We ask that all attendees observe the no-smoking policy in the Gaylord Opryland Resort & Convention Center. ASCD 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 this conference.

Attendees must be 18 years of age or older to attend the ASCD Conference on Teaching Excellence.

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. Please report any violations immediately to ASCD staff.

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, videotapes, websites, electronic reproductions, and audiotapes of such events and activities.

Accessibility

Contact Scootaround Inc. for motorized scooter and wheelchair rentals by calling toll-free at 1-888-441-7575 or e-mailing **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 presenters' room-size requests. 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 Bookstore and Resource Center

Stop by the ASCD Bookstore and Resource Center located in the **Convention Center, Level 2, Presidential Ballroom A**. 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, the Understanding by Design® framework, the art and science of teaching, and curriculum mapping. Save 33 percent on all ASCD books and DVDs. Excludes $5 items. Discount applied at registers. We look forward to seeing you there!

using technology at conference

We ask that all participants

- Be mindful of the parameters of shared bandwidth.
- Use only one device at a time to access the web when possible or in areas with high network traffic.
- Avoid using a MiFi device or mobile hotspot.
- Use established wireless network SSID or 4G connections.
- Avoid downloading large files on-site; please download items overnight at your hotel or before you arrive on-site. You can download presentation materials for four weeks after the conference at **www.ascd.org/mydownloads** or from the 2015 ASCD Conference on Teaching Excellence mobile app.
- Fully charge devices before arriving on-site.
- Do not daisy-chain power strips in public spaces or meeting rooms. Unapproved items may be removed by union or facility representatives.

Meeting rooms will have wireless access and limited electrical outlets, so be sure your laptop is charged each day. There will be laptop charging stations on-site.

Food and Beverage

Complimentary light breakfast will be available each morning of the conference. Breakfast will be located in the foyer area of your session's meeting rooms. There will be a coffee break each day of conference from 10:00–10:30 a.m. located in the Convention Center, Level 2, Presidential Ballroom Lobby. 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.

Certificates

A certificate of attendance for the 2015 ASCD Conference on Teaching Excellence will be sent to all participants via e-mail after the conference.

Are You A Volunteer?

Attendees registered as volunteers must check in and out on-site at Volunteer Check-in, located in the Convention Center, Level 2, Presidential Ballroom Lobby, to pick up their ribbons and final assignment paperwork. Attendees who volunteer will receive a **$10 ASCD gift certificate** for every session they host. Gift certificates can be used toward any ASCD program, product, or service within one year. Volunteer Check-in is open during ASCD registration hours.

University Credit

Several universities are offering university credit for your participation in the 2015 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**.

How Was Your Experience?

An **overall conference evaluation** will be e-mailed to all participants one week after the conference ends. We will use the evaluation results to make improvements to future conferences.

Rate Your Sessions Now!

- **Session evaluations are open until July 13, 2015.**
- Through the **conference app**, tap on the session title; tap the Rate Session clipboard on the left sidebar; and then rate the content, presenter, and share your feedback. Tap "Submit" to share your rating.
- You can also go to **www.ascd.org/evaluations**, select your session from the list provided, and complete the three questions.

special events

Welcome Reception

Attend the Making Connections Welcome Reception from 5:00 to 7:00 p.m. on Thursday, June 25, in the **Convention Center, Level 2, Presidential Ballroom Lobby**. 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. All attendees must wear a conference name badge to enter.

Keynote Luncheon with Robyn Jackson

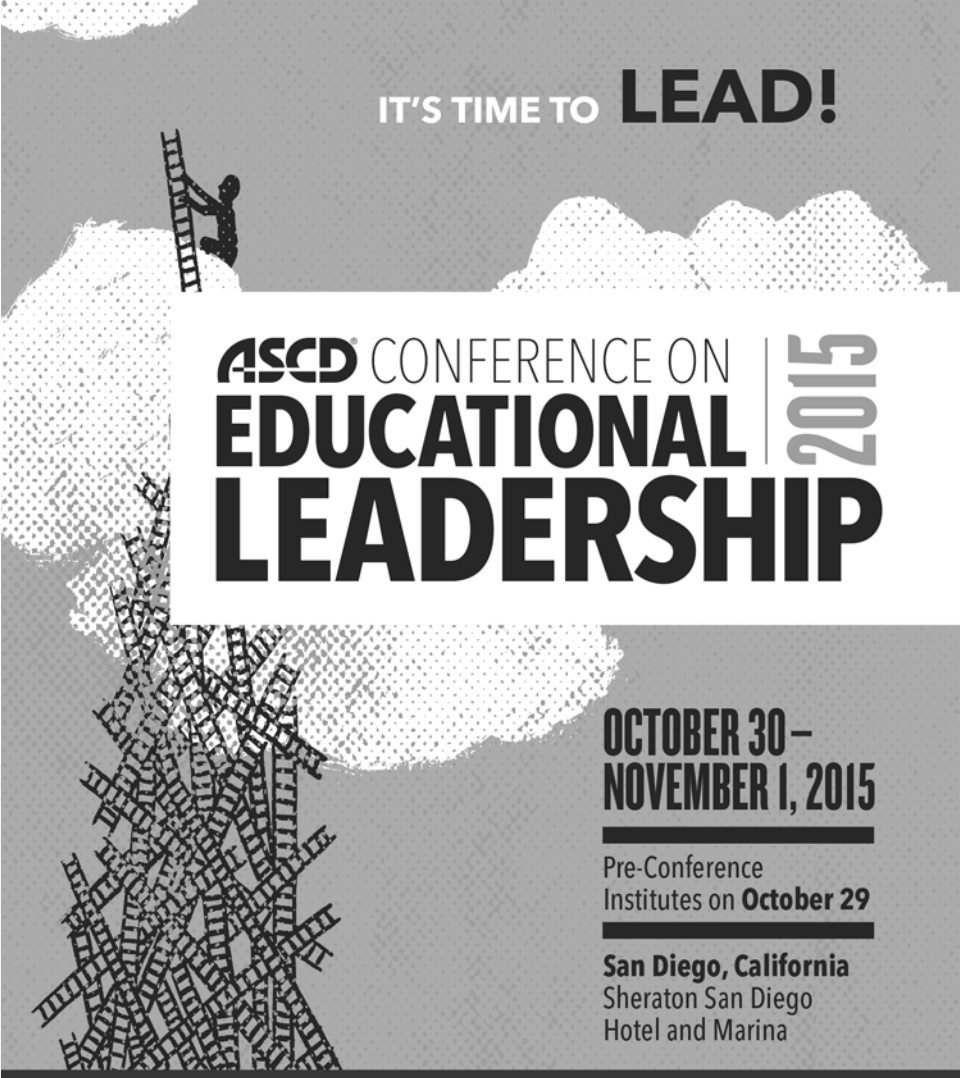
Friday, June 26, 2015 12:00 noon–1:30 p.m.

How to Motivate Reluctant Learners

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM D

There is a lot of research out there about motivation, but most of it is theoretical and fuzzy. If you need real answers on how to motivate reluctant learners, then you'll want to attend this keynote luncheon, where you'll learn the four biggest motivation mistakes you can make and what you should be doing instead. You'll also learn how to motivate yourself in the process.

Price is $45 per person. Please note that seating is limited. You must be pre-registered to attend.



IT'S TIME TO **LEAD!**

ASCD CONFERENCE ON EDUCATIONAL LEADERSHIP 2015

OCTOBER 30 – NOVEMBER 1, 2015

Pre-Conference Institutes on **October 29**

San Diego, California
Sheraton San Diego Hotel and Marina

JOIN YOUR COLLEAGUES FOR THE **PREMIER LEADERSHIP EVENT** THIS FALL.

www.ascd.org/CEL

REGISTER EARLY AND SAVE!

Register by July 31 for the best rates. Plus team discounts for groups of five or more. Go to **www.ascd.org/CEL** or call toll-free: 1-800-933-2723, then press 1.

PRE-CONFERENCE INSTITUTES

Come early and attend a one-day institute featuring Art Costa, Bena Kallick, Jay McTighe, Wil Parker, and Wagner Marseille.

FEATURING

renowned educational leaders, educators, and authors.

Cheryl Atkinson
Passionate Leadership: The Five Essential Elements That Transform School Culture and Performance

Dakota Hoyt
Understanding the Minds of Boys: Critical Information for Increasing Student Success

Robyn Jackson
How to Give Effective Feedback to Teachers

Heidi Hayes Jacobs
The Right Now Principal: Becoming a 21st Century Leader

Eric Jensen
Leading with Poverty in Mind

Pete Hall
Building Teachers' Capacity for Success

Plus Doug Fisher, Nancy Frey, Pam Robbins, Tony Frontier, and many other education experts–choose from more than 80 concurrent sessions.

sessions at a glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
Networking Breakfast and Discussion	Capacity-Building Professional Development	LYNDA C. WOOD	Convention Center, Level 2, Presidential Ballroom B 7:00–7:45 a.m.
Networking Breakfast and Discussion	Enhancing Professional Practice with Collaborative Work	PAM ROBBINS	Convention Center, Level 2, Presidential Ballroom C 7:00–7:45 a.m.
Keynote Luncheon (KL01) *(Must be pre-registered to attend)*	How to Motivate Reluctant Learners	ROBYN JACKSON	Convention Center, Level 2, Tennessee Ballroom D 12:00 noon–1:30 p.m.
3-Hour Morning & Afternoon Sessions 8:00–11:00 a.m. & 1:00–4:00 p.m.			
1101 & 1401	Causes and Cures of Academic Behavior Problems	MARGARET A. SEARLE	Convention Center, Level 2, Tennessee Ballroom A
1102 & 1402	Using Formative Assessment to Drive Instruction in Middle and High School Classrooms	KRISTINA DOUBET	Convention Center, Level 2, Tennessee Ballroom C
1103 & 1403	A Systems Approach to the Common Core Writing Process	JEANNE TRIBUZZI	Convention Center, Level 2, Tennessee Ballroom B
1104 & 1404	Teachers as Makers: Taking Ownership of the Common Core	HOLLY D. WOOD AND BARB SMITH	Convention Center, Mezzanine Level, Hermitage D
90-Minute Morning Sessions 8:00–9:30 a.m. & 10:00–11:30 a.m.			
1202 & 1302	Building A Network to Support Teacher Leaders	LYNDA C. WOOD	Convention Center, Level 2, Presidential Ballroom B
1203 & 1303	Understanding the Minds of Boys: Critical Information for Increasing Student Success	DAKOTA HOYT	Convention Center, Mezzanine Level, Washington B

NUMBER	TITLE	PRESENTER(S)	LOCATION
1204 & 1304	First Steps to Creating a Coaching Practice in Your School	NINA JONES MOREL	Convention Center, Mezzanine Level, Lincoln A
1205 & 1305	Creating the Environment for Learning: Implementing a New Instructional Planning Framework	HOWARD PITLER	Convention Center, Mezzanine Level, Lincoln C
1206 & 1306	How to Improve Feedback in the Classroom	JANE E. POLLOCK	Convention Center, Mezzanine Level, Hermitage C
1207 & 1307	Achieving Excellence in Teaching and Learning: Brain Research Matters	PAM ROBBINS	Convention Center, Level 2, Presidential Ballroom C
1208 & 1308	Pre-Assessment 2.0 in K–12 Classrooms	JESSICA HOCKETT	Convention Center, Lower Level, Ryman Ballroom A
1209 & 1309	Increasing Student Achievement by Influencing School Culture	CHARLES WOODS AND ROBIN LECLAIRE	Convention Center, Mezzanine Level, Jackson A
1210 & 1310	Using Writer's Notebooks to Empower Students as Thinkers, Writers, and Readers	KEELY POTTER	Convention Center, Mezzanine Level, Jackson E
1211 & 1311	When Do I Sleep? Surviving the Principalship	SUSAN KESSLER AND APRIL SNODGRASS	Convention Center, Lower Level, Ryman Studio M
1212 & 1312	Creating a Positive and Collaborative Classroom Culture	NANCY DODA	Convention Center, Mezzanine Level, Cheekwood A
1213 & 1313	Classroom Assessment and Grading Practice Myths	TIM WESTERBERG	Convention Center, Level 2, Presidential Ballroom D
1214 & 1314	Teaching Speaking: A Framework and Lessons to Exceed the Standards	ERIK PALMER	Convention Center, Lower Level, Ryman Ballroom C
1215 & 1315	Using AWSM to Improve Formative Assessment Practices	KATHLEEN DEMPSEY, TEDRA F. CLARK, AND ANNE TWEED	Convention Center, Lower Level, Ryman Studio L
1216 & 1316	Core Six Strategies for Understanding and Addressing the Common Core Tapestry	TOM DEWING	Convention Center, Lower Level, Ryman Studio P

Conference App

Visit the conference app page at **http://www.ascd.org/cteapp** to get updated information about the latest schedule changes. You can also rate sessions, download presentation materials, access social media, and more!

NUMBER	TITLE	PRESENTER(S)	LOCATION
	90-Minute Afternoon Sessions 1:00–2:30 p.m. & 3:00–4:30 p.m.		
1501 & 1601	Blended Learning Models to Meet 21st Century Learning Challenges	GRACE MAGLEY, PETER SANCHIONI, AND ANNA P. NOLIN	Convention Center, Lower Level, Ryman Studio A
1502 & 1602	A Structured Approach to Develop Common Core Reading and Writing Skills in English Language Learners	MARTHA JOSEPH WATTS	Convention Center, Mezzanine Level, Cheekwood G
1503 & 1603	Creating the Optimal Learning Environment for Every English Learner	BARBARA BEAVERSON	Convention Center, Lower Level, Ryman Ballroom C
1504 & 1604	Designing Lessons with Student Engagement in Mind	DARLENE AXTELL AND ANN CUMMINS BOGAN	Convention Center, Mezzanine Level, Hermitage A
1505 & 1605	The Metacognitive Coach: Building Professional Learning from Within	DANIEL R. MOIRAO	Convention Center, Level 2, Presidential Ballroom B
1506 & 1606	Performance-Based Assessments: Connecting Curriculum, Instruction, and Student Learning	CHRISTOPHER GAREIS	Convention Center, Mezzanine Level, Washington B
1507 & 1607	Together for Tomorrow: Transforming Student Achievement	DONALD A. MURK, SYBIL KNIGHT-BURNEY, AND TRAVIS PECK	Convention Center, Mezzanine Level, Jackson E
1508 & 1608	The Value and Importance of Mentoring New Teachers	AMY LOCKHART	Convention Center, Lower Level, Ryman Studio M
1509 & 1609	Igniting Student Interest in Research	ELLEN LAWRENCE AND KATIE N. AQUINO	Convention Center, Mezzanine Level, Jackson C
1510 & 1610	Increasing Student Voice in the Classroom Using Technology	AMY HARP	Convention Center, Mezzanine Level, Lincoln A

Tweet Along with Other Conference Attendees

Connect and interact with educators by following **#ASCDCTE15** on Twitter to discuss your conference experience. Plug yourself into the back channel to get the most out of ASCD's virtual community.

NUMBER	TITLE	PRESENTER(S)	LOCATION
1511 & 1611	Grit: An Important Factor in Improving School Achievement	NICHOLAS BROWN	Convention Center, Lower Level, Ryman Studio L
1512 & 1612	Virtual Learning Communities Are Changing the Face of Professional Development	ALVIN CRAWFORD AND JACK DEWITT	Convention Center, Mezzanine Level, Lincoln C
1513 & 1613	Project-Based Learning: Bridging the Gap Between the STEM Content Areas	JOY S. DUBINSKI, NANCY D. WEBER, AND LARRY KELLY	Convention Center, Mezzanine Level, Hermitage C
1514 & 1614	Building District-Level Capacity to Improve Learning	DEBORAH CHILDS-BOWEN	Convention Center, Level 2, Presidential Ballroom C
1515 & 1615	Principal Leadership Development and Effective Teacher Practice: What's the Connection?	ANN CUNNINGHAM-MORRIS	Convention Center, Lower Level, Ryman Ballroom A
1516 & 1616	OneNote in Education–The Ultimate Tool for the Ultimate Profession	DAVID S. SQUIRES	Convention Center, Mezzanine Level, Jackson A

Rate your sessions through the app!

Through the conference app, tap on the session title; tap the Rate Session clipboard on the left sidebar; and then rate the content, presenter, and share your feedback. Tap "Submit" to share your rating. Or go to **www.ascd.org/evaluations**. The session evaluations are open until **July 13, 2015**.

sessions at a glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
Networking Breakfast and Discussion	What Is the Power of Motivation and How Much Could Motivated Students Grow and Learn?	MICHAEL RULON	Convention Center, Level 2, Tennessee Ballroom B 7:00-7:45 a.m.
Networking Breakfast and Discussion	A More Deliberate Mission: Cultivating Student Identity	CHAD PRATHER	Convention Center, Level 2, Tennessee Ballroom A 7:00-7:45 a.m.
	3-Hour Morning & Afternoon Sessions 8:00–11:00 a.m. & 1:00–4:00 p.m.		
2101 & 2401	The Core Six: Strategies for Designing Instruction and Assessment	HARVEY F. SILVER	Convention Center, Level 2, Tennessee Ballroom C
2102 & 2402	Teaching Up for Complexity: Making the Strange More Familiar	CHAD PRATHER	Convention Center, Level 2, Tennessee Ballroom A
2103 & 2403	Understanding by Design Framework and GANAG for Unit and Lesson Planning	JANE E. POLLOCK AND JAY MCTIGHE	Convention Center, Level 2, Presidential Ballroom C
2104 & 2404	Curriculum as Storytelling: What Story Will You and Your Students Shape?	SUSAN SANTONE	Convention Center, Level 2, Presidential Ballroom B
	90-Minute Morning Sessions 8:00–9:30 a.m. & 10:00–11:30 a.m.		
2201 & 2301	Just Because It's Not Wrong Doesn't Make It Right: Teaching Kids to Think and Act Ethically	BARBARA COLOROSO	Convention Center, Mezzanine Level, Washington B
2202 & 2302	Innovative Classroom Practices That Support the Whole Child and Increase Achievement	MICHAEL RULON	Convention Center, Level 2, Tennessee Ballroom B

Meeting rooms will have wireless access and limited electrical outlets, so be sure your laptop is charged each day. There will be laptop charging stations on-site.

NUMBER	TITLE	PRESENTER(S)	LOCATION
2203 & 2303	Just the Right Pace: Getting, Keeping, and Using Students' Focus on Success	BOBB DARNELL	Convention Center, Mezzanine Level, Lincoln C
2204 & 2304	Motivating and Engaging Learners: Practical Strategies That Are Seriously Fun	CAROLYN HIRST-LOUCKS AND KIM P. LOUCKS	Convention Center, Mezzanine Level, Hermitage A
2205 & 2305	Freedom to Fail: Creating a Culture of Risk Takers and Innovators	ANDREW MILLER	Convention Center, Level 2, Presidential Ballroom D
2206 & 2306	It's All About Personalization: Marrying the Worlds of Competency and Blended Learning	JOE DIMARTINO AND DANA BORRELLI-MURRAY	Convention Center, Mezzanine Level, Hermitage C
2207 & 2307	Early Literacy Leadership Academy (ELLA): Empowering Early Childhood Teachers	KAREN CAPO, MARGARET IMMEL, DEBRA PAZ, AND PATSY COOPER	Convention Center, Mezzanine Level, Jackson E
2208 & 2308	Developing Leadership: Visible Learning Mind Frames	MICHAEL MCDOWELL AND LAURIE KIMBREL	Convention Center, Mezzanine Level, Lincoln A
2209 & 2309	Achievement Gap? No Problem! Using Common Toys to Depict Mental Models for Writing	NANCY HERTA	Convention Center, Lower Level, Ryman Ballroom C
2210 & 2310	Balancing Critical Inquiry and Written Argument in CCSS–Driven High School Curriculum	ROBERT J. MONSON AND SHERRY REACH	Convention Center, Mezzanine Level, Cheekwood G
2211 & 2311	Scaffolding Close Reading for English Language Learners	BETH SKELTON	Convention Center, Lower Level, Ryman Studio L
2212 & 2312	Seven Principals Share Strategies for Closing the Gap: Risk, Motivation, and Results	DIONNE MCLAUGHLIN	Convention Center, Lower Level, Ryman Studio M
2213 & 2313	Understanding Online Safety	DIANA BIDULESCU	Convention Center, Mezzanine Level, Hermitage D
2214 & 2314	Differentiating the Flipped Classroom	ERIC CARBAUGH AND KRISTINA DOUBET	Convention Center, Level 2, Tennessee Ballroom D
2215 & 2315	Teacher Leaders: Making a Difference by Influencing Every Teacher	ANN CUNNINGHAM-MORRIS	Convention Center, Lower Level, Ryman Ballroom A

sessions at a glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
	90-Minute Afternoon Sessions 1:00–2:30 p.m. & 3:00–4:30 p.m.		
2501 & 2601	One-to-One iPads Can Make Best Practices Better	MICHAEL DAPPOLONE	Convention Center, Mezzanine Level, Hermitage D
2502 & 2602	Getting Started: Strategies for Developing High-Quality Integrated Units	ANN JOHNSON	Convention Center, Mezzanine Level, Washington B
2503 & 2603	Time to Teach: How Do I Get Organized and Work Smarter?	JENNY EDWARDS	Convention Center, Lower Level, Ryman Ballroom C
2504 & 2604	Designing a Modern Literacy Framework	JEANNE TRIBUZZI	Convention Center, Level 2, Tennessee Ballroom B
2505 & 2605	Teaching with Tablets	ALEX GONZALEZ	Convention Center, Mezzanine Level, Hermitage C
2506 & 2606	Academic Language Learning for ALLs and ELLs	JANE HILL	Convention Center, Lower Level, Ryman Ballroom A
2507 & 2607	Effective Behavior Management Strategies	THOMAS GLANTON	Convention Center, Mezzanine Level, Cheekwood A
2508 & 2608	Are Our Kids Ready for Computerized Testing?	KRISTINE GULLEN AND JAMES A. GULLEN	Convention Center, Mezzanine Level, Hermitage A
2509 & 2609	Partnering for Excellence: Achieving Success via Cross-Curricular Teaming	ALLISON BAVA AND ELLEN LAWRENCE	Convention Center, Lower Level, Ryman Studio M
2510 & 2610	Making Generational Differences Work for You: Millennials, Gen X, and the Baby Boomers	DEBORAH BOYD	Convention Center, Mezzanine Level, Lincoln C

Need to download presentation materials?

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- **ASCD Website**: Go to **www.ascd.org/mydownloads** and log in using your ASCD login and password. Click the code next to the 2015 ASCD Conference on Teaching Excellence.
- **Presentation materials will be available until July 28, 2015, via the conference app and the ASCD website.**

NUMBER	TITLE	PRESENTER(S)	LOCATION
2511 & 2611	Personalizing Student Learning: Uncommon Experiences in an Era of Common Standards	ALLISON RODMAN	Convention Center, Mezzanine Level, Jackson E
2512 & 2612	It's Not You, It's Me: How to Tackle the Mind-Set of Failure in an Urban Classroom	FRANCHESCA LANE WARREN	Convention Center, Lower Level, Ryman Studio L
2513 & 2613	Coherence Counts: Math Models for Young Students	KATE AUSTIN	Convention Center, Mezzanine Level, Lincoln A
2514 & 2614	Guiding Principles for Sustainable and Continuous Improvement	PAMELA S. CRAIG	Convention Center, Lower Level, Ryman Studio A
2515 & 2615	High-Tech, High-Touch, High-Thought Classrooms for Our Future Citizens	ROBIN FOGARTY AND BRIAN PETE	Convention Center, Level 2, Tennessee Ballroom D
2516 & 2616	Self-Assessment and the Student Website: Developing a Thoughtful Digital Presence	JONATHAN DAVID	Convention Center, Lower Level, Ryman Studio P

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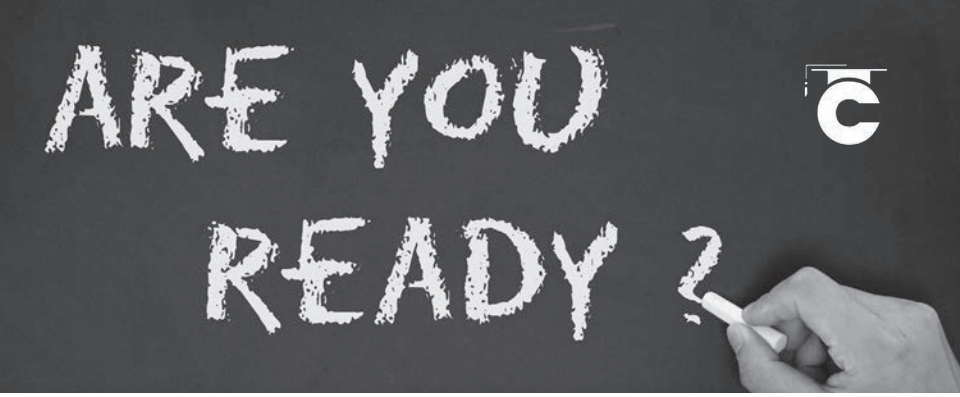
Follow **@ASCD** on Twitter to join the conversation.

Follow **@officialascd** on Instagram to stay connected.

Join ASCD on LinkedIn.

sessions at a glance

NUMBER	TITLE	PRESENTER(S)	LOCATION
	3-Hour Morning Sessions 8:00–11:00 a.m.		
3101	The Engaged and Inspired Framework: Practical Strategies to Engage All Students	ANDREW MILLER AND KRISTEN BUNN OLSEN	Convention Center, Level 2, Presidential Ballroom D
3102	Building Your Capacity for Success	PETE HALL AND ALISA SIMERAL	Convention Center, Level 2, Tennessee Ballroom C
	90-Minute Morning Sessions 8:00–9:30 a.m. & 10:00–11:30 a.m.		
3201 & 3301	Success for Adolescent ELLs in the Mainstream Classroom	JOE DIMARTINO AND LAUREEN AVERY	Convention Center, Level 2, Presidential Ballroom B
3202 & 3302	Learning from Dilemmas in Educational Leadership	DONNA J. REID	Convention Center, Mezzanine Level, Hermitage D
3203 & 3303	Making Mentoring Work to Improve New Teacher Learning	EMILY L. DAVIS	Convention Center, Level 2, Tennessee Ballroom A
3204 & 3304	Teacher Disrupters: Voices from the Cutting Edge of Education	PATRICIA HOGE	Convention Center, Level 2, Tennessee Ballroom B
3205 & 3305	VOICE: Empowering a Positive Climate	RICHARD ALBEIT AND TONY GATTO	Convention Center, Mezzanine Level, Jackson E
3206 & 3306	Differentiating Mathematics Instruction for Common Core	YVETTE C. LATUNDE AND ANGELA CLARK-LOUQUE	Convention Center, Mezzanine Level, Lincoln C
3207 & 3307	The Current Events Classroom: Teaching About Bias, Diversity, and Social Justice	JINNIE SPIEGLER	Convention Center, Mezzanine Level, Hermitage C
3208 & 3308	Using Formative Assessment and the CCSS to Drive Standards-Based Instruction	DONNELL E. GREGORY	Convention Center, Level 2, Tennessee Ballroom D
3209 & 3309	What to Expect from a Digital Content Solution	FRANK JOHNSON, MICHELLE LOUDERMILK, AND KRISTY WILLIAMSON-JACKSON	Convention Center, Mezzanine Level, Jackson A



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DAY ONE

Networking Breakfasts and Discussions 7:00–7:45 a.m.

Capacity-Building Professional Development

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM B

Capacity-building professional development can inspire teachers to implement meaningful change in their instructional practices. Learn more about this PD model and teacher leadership at this networking breakfast.

PRESENTER: *Lynda C. Wood, Southfield Public Schools, Southfield, MI*

Enhancing Professional Practice with Collaborative Work

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM C

Attend this networking breakfast for a lively discussion of job-embedded structures and strategies that foster enhanced professional practices through collaboration. Participate in collaborative activities designed to extend instructional repertoires and examine approaches to problem solving that augment the resources staff members possess to address learners' needs. Leave the session with practical, collaborative work structures that you can implement immediately in your own school.

PRESENTER: *Pam Robbins, ASCD Author and Leadership and Learning Consultant, Staunton, VA*

Keynote Luncheon 12:00 noon–1:30 p.m.

How to Motivate Reluctant Learners

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM D

There is a lot of research out there about motivation, but most of it is theoretical and fuzzy. If you need real answers on how to motivate reluctant learners, then you'll want to attend this keynote luncheon, where you'll learn the four biggest motivation mistakes you can make and what you should be doing instead. You'll also learn how to motivate yourself in the process.

Price is $45 per person. Please note that seating is limited. You must be pre-registered to attend.

PRESENTER: *Robyn Jackson, Mindsteps Inc., Washington, DC*

3-Hour Morning and Afternoon Sessions

8:00–11:00 a.m.
Repeated from 1:00–4:00 p.m.

1101 & 1401

Causes and Cures of Academic Behavior Problems

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM A

What looks like lazy and unmotivated behavior from students could actually be a delay in executive function skill development. Learn what new brain research suggests parents and teachers can do to have a positive influence on problems such as acting out, poor focus, and disorganization.

PRESENTER: *Margaret A. Searle, Searle Enterprises, Inc., Perrysburg, OH*

AU: ALL | **AL**: ALL | **SL**: ALL

1102 & 1402

Using Formative Assessment to Drive Instruction in Middle and High School Classrooms

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM C

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 and ideas for using assessment results to generate feedback, differentiate instruction, and improve student learning.

PRESENTER: *Kristina Doubet, James Madison University, Harrisonburg, VA*

AU: TEACHERS | **AL:** SECONDARY | **SL:** EXPERIENCED

1103 & 1403

A Systems Approach to the Common Core Writing Process

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM B

New standards have once again established writing as a key study discipline. To maintain excellence, many schools must establish an increasingly sophisticated, process-oriented approach to writing that includes narrative, informational, and argumentative writing in grades K–8. This session will focus on the writing process, best practice writing instruction, and curriculum plans that vertically align students' work.

PRESENTER: *Jeanne Tribuzzi, Global Concepts Charter School, Lackawanna, NY*

AU: ALL | **AL**: ALL | **SL**: ALL

1104 & 1404

Teachers as Makers: Taking Ownership of the Common Core

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE D

Teachers attending this session will learn how they can take the Common Core State Standards and their professional learning practices into their own hands by using online maker tools and processes from the Literary Design Collaborative (LDC). LDC online tools guide teachers through a supported design experience that embeds Common Core literacy standards into content-area lessons that inspire students to exceed standards while meeting content demands. Through interactive session activities and hands-on exploration, participants will leave the session with new curriculum in hand and ownership of their own professional learning process.

PRESENTERS: *Holly D. Wood, Washington County High School, Springfield, KY; Barb Smith, Literacy Design Collaborative, New York, NY*

AU: ALL | **AL:** ELEMENTARY, MIDDLE, AND SECONDARY | **SL:** ALL

90-Minute Morning Sessions

8:00–9:30 a.m.

Repeated from 10:00–11:30 a.m.

1202 & 1302

Building A Network to Support Teacher Leaders

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM B

Teacher leaders are essential in developing and implementing strategies to meet the changing needs of our diverse learners. Participants will examine the challenges of leading while teaching. As your district builds a teacher leader cadre, learn the vital keys to keeping the team together. Participants will also explore ways to create and sustain a productive teacher leader network.

PRESENTER: *Lynda C. Wood, Southfield Public Schools, Southfield, MI*

AU: TEACHER LEADERS | **AL:** ALL | **SL:** EXPERIENCED

1203 & 1303

Understanding the Minds of Boys: Critical Information for Increasing Student Success

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, WASHINGTON B

Boys are the common ingredient in every achievement gap we face. Across all racial and socioeconomic groups, too many boys and young men are checked out, have dropped out, or are kicked out. This interactive session equips educators with strategies to confront the institutional structures that confine boys and the classroom instruction that fails to connect with their hearts, bodies, and brains. Through a combination of lecture, discussion, movement, and audiovisuals, participants will leave with concrete strategies for increasing student success—especially for boys.

PRESENTER: *Dakota Hoyt, Gurian Institute, Colorado Springs, CO*

AU: ALL | **AL**: ALL | **SL**: ALL

1204 & 1304

First Steps to Creating a Coaching Practice in Your School

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN A

This session provides a step-by-step guide for coaches who are setting up or redesigning their school practice. Participants will learn practical tips for introducing coaching, organizing time, soliciting teacher "clients," following up with teachers, setting up communication structures, and keeping records. Participants will also receive a guide to using *Learning from Coaching: How do I work with an instructional coach to grow as a teacher?* (ASCD, 2014) to inform and excite other teachers about the professional benefits of coaching.

PRESENTER: *Nina Jones Morel, Lipscomb University, Nashville, TN*

AU: TEACHER LEADERS | **AL:** ALL | **SL:** ALL

1205 & 1305

Creating the Environment for Learning: Implementing a New Instructional Planning Framework

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN C

Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement, 2nd Edition presents the new McREL Instructional Planning Framework, along with the now-familiar nine categories of instructional strategies. This session, facilitated by the lead author of *Using Technology with Classroom Instruction That Works*, will focus on the first component of that framework: creating the environment for learning. Bring your laptop or mobile device and experience these strategies hands on. Participants will leave this session with hundreds of free online resources they can use in their classrooms immediately.

PRESENTER: *Howard Pitler, McRel International, Denver, CO*

AU: TEACHERS | **AL:** ALL | **SL:** INTRODUCTORY

1206 & 1306

How to Improve Feedback in the Classroom

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE C

Feedback is one of the most important links connecting the teacher to the student. As students become more engaged, they provide feedback to teachers, who use that insight to make deliberate decisions about instruction and assessment differentiation. Using lessons from her book, *Feedback: The Hinge That Joins Teaching and Learning* (Corwin, 2012), Pollock will teach participants to use formative assessment techniques to achieve curriculum goals in daily lessons, goal accounting templates to increase classroom engagement, notebook organization strategies to increase interaction, programs to track student progress, and reporting practices for standards-based scoring.

PRESENTER: *Jane E. Pollock, ASCD Author, Fort Collins, CO*

AU: ALL | **AL**: ALL | **SL**: ALL

1207 & 1307

Achieving Excellence in Teaching and Learning: Brain Research Matters

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM C

Exciting discoveries in neuroscience and cognitive psychology offer new ways of thinking about the brain, perceptions, emotions, and their implications for teaching and learning. Explore how the brain processes information to create powerful lessons that result in student achievement. Discuss how emotions influence learning, practice brain-compatible teaching strategies, and engage in experiments that yield compelling data about how to increase student attention and retention. Gain implementation examples and lesson-planning templates that promote student success.

PRESENTER: *Pam Robbins, ASCD Author and Leadership and Learning Consultant, Staunton, VA*

AU: ALL | **AL**: ALL | **SL**: ALL

1208 & 1308

Pre-Assessment 2.0 in K–12 Classrooms

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN BALLROOM A

Finding out what students know before a unit begins is one of the most valuable things a teacher can do to plan effective instruction. Standardized tests provide some starting points, but in reality, only classroom-level pre-assessments can uncover misconceptions and skill gaps, as well as advanced knowledge and understanding. This session will explore the purpose, design, and power of pre-assessment through vivid examples from a range of grade levels and subject areas. Participants will upgrade their understanding of how and why to pre-assess, and leave with valuable tools and models for designing and implementing their own pre-assessments.

PRESENTER: *Jessica Hockett, ASCD Faculty, Evanston, IL*

AU: ALL | **AL:** ALL | **SL:** EXPERIENCED

1209 & 1309

Increasing Student Achievement by Influencing School Culture

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON A

Teaching today can be stressful and draining with the increase in high-stakes testing, accountability measurements, and rigorous coursework. Motivating and inspiring teachers has a powerful effect on student achievement, and as leaders, we can work to improve morale and school culture to increase educators' efficacy and job satisfaction. We'll provide practical strategies that you can use immediately to positively influence any school culture by focusing on how to support, recognize, communicate, and appreciate staff at any level.

PRESENTERS: *Charles Woods, Brookview Elementary/MSD Warren Township, Indianapolis, IN; Robin LeClaire, Eastridge Elementary/MSD Warren Township, Indianapolis, IN*

AU: ALL | **AL**: ALL | **SL**: ALL

1210 & 1310

Using Writer's Notebooks to Empower Students as Thinkers, Writers, and Readers

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON E

Through the use of writer's notebooks, students can not only develop motivation, rigor, confidence, and reading stamina but also show improvements in thinking and problem solving. Participants will learn new ways to use writer's notebooks as instructional tools to increase learning and to foster a classroom community that values diversity, empathy, and reflection.

PRESENTER: *Keely Potter, Jackson County School District, Gainesboro, TN*

AU: ALL | **AL**: ALL | **SL**: ALL

1211 & 1311

When Do I Sleep? Surviving the Principalship

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO M

This session will describe strategies for taking over a struggling school, communicating with stakeholders, managing personnel, using data to improve instruction, connecting with students, developing business partnerships, and dealing with the media. Principal leaders assigned to failing schools by No Child Left Behind (NCLB) standards have limited time and resources to develop a turnaround strategy. A 2011 ASCD Outstanding Young Educator Award (OYEA) honoree who has improved both a rural and urban high school will lead this session, describe strategies to make the job easier, and share lessons learned along the way.

PRESENTERS: *Susan Kessler and April Snodgrass, Hunters Lane High School, Nashville, TN*

AU: ALL | **AL:** SECONDARY | **SL:** ALL

1212 & 1312

Creating a Positive and Collaborative Classroom Culture

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, CHEEKWOOD A

Collaborative learning is a fundamental best practice, yet all too often, its execution is encumbered by a flawed classroom culture. Aside from a few icebreakers to start the year, how are you developing and nurturing a positive and collaborative classroom culture? Learn a few new ways to create a classroom climate and culture that will support collaborative and rigorous learning.

PRESENTER: *Nancy Doda, Alliance for Powerful Learning, Burke, VA*

AU: ALL | **AL:** MIDDLE | **SL:** ALL

1213 & 1313

Classroom Assessment and Grading Practice Myths

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM D

This session will begin with the claim that, despite what the general public may believe, classroom assessment and grading practices in most U.S. schools are inaccurate, inconsistent, and thus grossly unfair to students. This session will explore seven highly questionable and traditional grading practices common in most schools in support of this claim. Participants will gain an understanding of the realities of the current "point system" and learn strategies to continue the classroom assessment and grading conversation at their schools.

PRESENTER: *Tim Westerberg, Westerberg Education Consulting, Dillon, CO*

AU: ALL | **AL**: ALL | **SL**: ALL

1214 & 1314

Teaching Speaking: A Framework and Lessons to Exceed the Standards

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN BALLROOM C

Now that state standards include speaking requirements, all teachers need to refocus their instruction on communication skills. Participants will learn a multiple-trait framework for teaching the skills involved in all effective oral communication. The presenter will demonstrate and present successful and effective lessons, activities, and rubrics that will enable teachers to more purposefully teach students important communication skills for the classroom and beyond.

PRESENTER: *Erik Palmer, Education Consultant, Denver, CO*

AU: TEACHERS | **AL:** ALL | **SL:** ALL

1215 & 1315

Using AWSM to Improve Formative Assessment Practices

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO L

The Assessment Work Sampling Method (AWSM) is a job-embedded, professional development program that focuses on the power of formative assessment to improve teacher practice and increase student learning. It features supportive peer review of colleagues' assessment practices, focuses on the use of authentic student work samples, and fosters teacher collaboration. Learn how one district is developing the teacher capacity to implement and sustain high-quality assessment processes in middle school math and the implications for student self-efficacy, motivation, and learning. The session includes video presentations and tools from the PD program.

PRESENTERS: *Kathleen Dempsey, Tedra F. Clark, and Anne Tweed, McREL International, Denver, CO*

AU: CENTRAL OFFICE STAFF, SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** ALL | **SL:** ALL

1216 & 1316

Core Six Strategies for Understanding and Addressing the Common Core Tapestry

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO P

If we try to address the Common Core standards by only focusing on outcomes and assessments, then we'll be in danger of teaching to the test instead of building the core skills our students need for future success. That's why it is helpful to view the Common Core standards as a tapestry of interwoven skills so that we can strategically target those core skills that all students need to develop. This session will explore six practical strategies that were selected and refined to build these core skills.

PRESENTER: *Tom Dewing, Silver Strong & Associates LLC, HoHoKus, NJ*

AU: TEACHERS | **AL:** ALL | **SL:** EXPERIENCED

90-Minute Afternoon Sessions

1:00–2:30 p.m.
Repeated from 3:00–4:30 p.m.

1501 & 1601

Blended Learning Models to Meet 21st Century Learning Challenges

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO A

Powerful blended learning models can create highly effective classroom environments. Blending the face-to-face classroom with a virtual classroom environment has compelling advantages at both the primary and secondary levels. Learn how job-embedded, differentiated professional development and blended learning communities of practice helped teachers in one school district become proficient in advanced content knowledge, current pedagogical practices, and the most effective technology to advance student achievement.

PRESENTERS: *Grace Magley, Peter Sanchioni, and Anna P. Nolin, Natick Public Schools, Natick, MA*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

1502 & 1602

A Structured Approach to Develop Common Core Reading and Writing Skills in English Language Learners

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, CHEEKWOOD G

Teachers will learn a framework and a five-step strategy to help students develop reading and writing skills with informational text. The process addresses all the English language arts shifts in the Common Core State Standards. After using the process for five months, English language learners (ELLs) began to rely less on native speakers for classroom help. Teachers will use a specified framework and the Natural Approach (naturalistic language acquisition in a classroom setting) to develop Common Core skills and concepts and to build reading and writing confidence in ELLs.

PRESENTER: *Martha Joseph Watts, Heritage High School, Brevard Public Schools, Cocoa, FL*

AU: TEACHERS | **AL:** SECONDARY | **SL:** ALL

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1503 & 1603

Creating the Optimal Learning Environment for Every English Learner

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN BALLROOM C

Research has shown that creating the optimal classroom environment is crucial for ELLs to succeed in U.S. classrooms. Schools face enormous challenges teaching to increasingly diverse student populations, and ELLs often struggle when confronting a new classroom culture. Educators need to familiarize themselves with their students' various cultures, how they were taught, and what learning styles they bring to the U.S. classroom. This session will provide participants with essential information about diverse classroom dynamics and show them how to set up the classroom to meet the academic needs of all their students.

PRESENTER: *Barbara Beaverson, Fulton County Schools, Atlanta, GA*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

1504 & 1604

Designing Lessons with Student Engagement in Mind

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE A

Student engagement is at the heart of Danielson's framework for teaching. In this interactive session, you will learn the difference between "hands on" and "minds on" and what true student cognitive engagement looks like in the classroom. Use the framework for teaching as a road map for designing engaging lessons. Walk away with a clearer definition of student intellectual engagement and management, as well as instructional strategies you can use in any lesson to inspire your students' best work.

PRESENTERS: *Darlene Axtell, Danielson Group, Green Bay, WI; Ann Cummins Bogan, Danielson Group, Evanston, IL*

AU: ALL | **AL**: ALL | **SL**: ALL

1505 & 1605

The Metacognitive Coach: Building Professional Learning from Within

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM B

An effective coach is a metacognitive generator, one who has the skills to develop metacognitive learners. Metacognitive learners recognize what they understand, what information they need, and what their strengths and weaknesses are related to learning. This session will provide participants with strategies to help them take control of their learning by recognizing what they understand, what they need to learn, how to assess their own understanding, how to build their own individual theories, and how to uncover their intellectual strengths and weaknesses.

PRESENTER: *Daniel R. Moirao, South Monterey County Joint Union High School District, King City, CA*

AU: ALL | **AL:** ALL | **SL:** EXPERIENCED

1506 & 1606

Performance-Based Assessments: Connecting Curriculum, Instruction, and Student Learning

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, WASHINGTON B

A focus on 21st century skills and college and career readiness signifies a shift away from standardized assessments and toward more authentic methods of evaluating student learning, namely through performance-based assessments (PBAs). After focusing on standardized measures of achievement for more than a decade, many educators feel compelled to strengthen their ability to create and use PBAs in light of new research emphasizing the importance of classroom assessment. This session presents a framework to guide teachers' development of PBAs that has proven successful in other educational systems.

PRESENTER: *Christopher Gareis, College of William & Mary, Williamsburg, VA*

AU: ALL | **AL**: ALL | **SL**: ALL

1507 & 1607

Together for Tomorrow: Transforming Student Achievement

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON E

Together for Tomorrow, a partnership between Messiah College and the Harrisburg School District, focuses on the goals of student improvement in academics, behavior, course completion, employability, leadership, and college access at Downey Elementary School. The presenters will share the process, the data, the program's effect on the school, and the successes and failures of this exciting partnership between the college, the school, and the community.

PRESENTERS: *Donald A. Murk, Messiah College/Downey School, Mechanicsburg, PA; Sybil Knight-Burney, Harrisburg School District, Harrisburg, PA; Travis Peck, Downey School/Harrisburg School District, Harrisburg, PA*

AU: ALL | **AL:** ALL | **SL:** EXPERIENCED

1508 & 1608

The Value and Importance of Mentoring New Teachers

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO M

Teacher preparation programs are integral in establishing a foundation for effective teaching practices. However, teaching is complex work that takes time to learn through practical applications in clinical field experiences. As standards for learning continue to evolve and grow more demanding, hiring and preparing quality teachers is becoming increasingly important for our schools. Session attendees will learn about the benefits and barriers of mentoring future teachers during field experiences in an elementary classroom.

PRESENTER: *Amy Lockhart, University of Northern Iowa, Cedar Falls, IA*

AU: ALL | **AL:** ELEMENTARY | **SL:** EXPERIENCED

1509 & 1609

Igniting Student Interest in Research

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON C

Looking to ignite student interest in research projects? Presenters will share their model lessons for combining digital sources with print resources to spark student engagement in research. This session will provide participants with an outline and a framework, including an annotated bibliography of sources, guided annotation sheets, an online source evaluation tool, and discussion prompts for student research projects, so that educators can structure similar research lessons in their own classrooms.

PRESENTERS: *Ellen Lawrence and Katie N. Aquino, Hinsdale South High School, Darien, IL*

AU: TEACHERS | **AL:** SECONDARY | **SL:** ALL

1510 & 1610

Increasing Student Voice in the Classroom Using Technology

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN A

In Lewisville Independent School District, students have access to various digital devices. This session explores how one diverse classroom uses digital tools to give all students a voice in their own learning through iTunes U®, blogging, and formative and alternative summative assessments. Through student interviews and clips demonstrating online tool use in the classroom, participants will learn more about engaging in formative assessment through technology.

PRESENTER: *Amy Harp, Lewisville High School, Lewisville, TX*

AU: ALL | **AL**: ALL | **SL**: ALL

1511 & 1611

Grit: An Important Factor in Improving School Achievement

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO L

The presenter will examine what it takes to have grit and how it is essential in raising achievement in low-performing schools. The presenter will discuss how teachers demonstrate grit as they take on the role of a learner, actively seek improvement, and consistently aim to meet their students' needs. Students demonstrate grit as they persevere through difficult tasks or even failures. The presenter will share how one turnaround school has attempted to instill grit in both its staff and students.

PRESENTER: *Nicholas Brown, City Neighbors Charter School, Baltimore, MD*

AU: SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** ELEMENTARY, MIDDLE, AND SECONDARY | **SL:** INTRODUCTORY

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1512 & 1612

Virtual Learning Communities Are Changing the Face of Professional Development

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN C

While virtual learning communities (VLCs) can't take the place of formal PD, research shows that they are a highly effective way to improve teaching practice. VLCs provide a forum for teachers to learn from one another and for districts to leverage and unlock teacher knowledge. Widespread collaboration, coaching, and community interaction are effective ways to engage teachers as they work towards transforming their practice. Learn the secrets of successful learning communities that actually influence student achievement.

PRESENTERS: *Alvin Crawford and Jack DeWitt, Knowledge Delivery Systems, New York, NY*

AU: ALL | **AL:** ELEMENTARY, MIDDLE, AND SECONDARY | **SL:** ALL

1513 & 1613

Project-Based Learning: Bridging the Gap Between the STEM Content Areas

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE C

Educators can use project-based learning (PBL) to create lessons that foster teacher and student collaboration across STEM content areas. PBL allows students to explore how knowledge and skills can transcend not only the academic disciplines but also the contexts beyond the classroom environment. We will share an example project that addresses STEM standards while engaging students in hands-on exploration. We'll also discuss how to expand the project by integrating other disciplines.

PRESENTERS: *Joy S. Dubinski, Alamo Heights High School, San Antonio, TX; Nancy D. Weber and Larry Kelly, Texas A&M University, College Station, TX*

AU: SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** MIDDLE AND SECONDARY | **SL:** ALL

1514 & 1614

Building District-Level Capacity to Improve Learning

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM C

Teachers, schools, and districts want to integrate effective teaching practices that lead to learning for all students. What is the district's role in supporting systemic change to improve teaching and learning? Partnering with principals to deepen instructional leadership practices, providing targeted professional learning for district-level staff, and reframing mind-sets to promote stewardship and support are all critical levers. This session will explore these dimensions and the innovative work of districts in support of educational improvements.

PRESENTER: *Deborah Childs-Bowen, Creative Mind Enterprise, Atlanta, GA*

AU: SUPERINTENDENTS, CENTRAL OFFICE STAFF, SCHOOL-BASED ADMINISTRATORS, AND TEACHER LEADERS | **AL:** ALL | **SL:** INTRODUCTORY

1515 & 1615

Principal Leadership Development and Effective Teacher Practice: What's the Connection?

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN BALLROOM A

How can supporting the leadership development of principals as coaches, collaborators, and learners affect classroom instruction and student learning? What responsibilities do principal supervisors have in making sure that the right policies, practices, and tools are in place at the district and school levels? Participants in this session will examine these questions and best practice examples as they apply their learning to their own school situations. Participants will leave with an action plan to move leadership development for principals and their supervisors forward.

PRESENTER: *Ann Cunningham-Morris, ASCD, Alexandria, VA*

AU: CENTRAL OFFICE STAFF, SCHOOL-BASED ADMINISTRATORS, AND TEACHER LEADERS | **AL:** ALL | **SL:** ALL

1516 & 1616

OneNote in Education—The Ultimate Tool for the Ultimate Profession

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON A

Want to go paperless? Looking for a way to revolutionize your teaching and learning? Learn how to create interactive and collaborative digital notebooks and e-portfolios by organizing your documents digitally with OneNote. Whether you have never heard of OneNote or you consider yourself a OneNote® software power user, participants will get new ideas and see demonstrations of recently released features to this educational game-changing program. We will look at how individuals can get organized, teams can collaborate, teachers can differentiate, and students can take control of their own learning—all from any web-endabled device.

PRESENTER: *David S. Squires, Microsoft Corporation, Houston, TX*

AU: ALL | **AL**: ALL | **SL**: ALL

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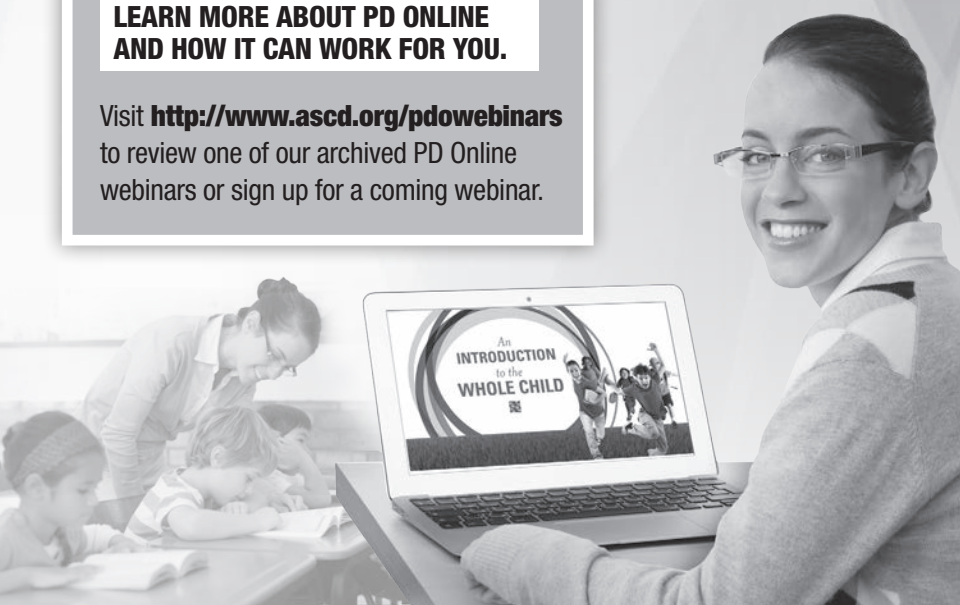

DAY TWO

Networking Breakfasts and Discussions 7:00–7:45 a.m.

What Is the Power of Motivation and How Much Could Motivated Students Grow and Learn?

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM B

These are questions that we, as educators, need to really delve into. At this networking breakfast, you'll hear some examples of schools that put student motivation first and what kinds of results ensue. Then participate in an open discussion about motivated students.

PRESENTER: *Michael Rulon, United Providence, Providence, RI*

A More Deliberate Mission: Cultivating Student Identity

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM A

Way too many kids walk into and away from our classrooms feeling like outsiders, believing that they are unsuccessful, insignificant, or both. This is not unique to underperforming kids; many of the highest achievers also feel stuck—at best unprepared, at worst unprepared and afraid. Ultimately, we have to give our students opportunities to explore new identities and equip them with the tools necessary to enact those identities successfully and significantly. We have to help kids grow more hopeful feelings of confidence and belonging. This networking breakfast will explore several questions, such as to what extent do we put process ahead of mission? What might it look like to orient curricula and instruction around the cultivation of identity? What resources do kids already bring to their learning, and how can we leverage those resources to further develop their thinking and expertise?

PRESENTER: *Chad Prather, Pearl-Cohn High School, Nashville, TN*

3-Hour Morning and Afternoon Sessions

8:00–11:00 a.m.
Repeated from 1:00–4:00 p.m.

2101 & 2401

The Core Six: Strategies for Designing Instruction and Assessment

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM C

In schools across the country, the Core Six strategies are helping educators address the challenges of implementing the Common Core State Standards. Now, take your knowledge of the Core Six strategies to the next level. In this session, learn how to use these strategies to design engaging and rigorous instructional units, create local assessments aligned with the demands of PARCC and Smarter Balanced, and develop PLCs focused on manageable goals and meaningful learning.

PRESENTER: *Harvey F. Silver, Silver Strong & Associates LLC, HoHoKus, NJ*

AU: TEACHERS | **AL:** ALL | **SL:** EXPERIENCED

2102 & 2402

Teaching Up for Complexity: Making the Strange More Familiar

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM A

Too many kids are pressed to think too simply. The challenge of moving your students from dependent to independent learning is ultimately linked to the challenge of inspiring kids to think more complexly. Achieving complexity requires that students have access to and find fulfillment in the rigor of critical thinking. This session will focus on the architecture of complexity—on framing and delivering instruction that will help learners access "challenge" through strategies that move them from knowledge to understanding and application.

PRESENTER: *Chad Prather, Pearl-Cohn High School, Nashville, TN*

AU: ALL | **AL**: ALL | **SL**: ALL

2103 & 2403

Understanding by Design Framework and GANAG for Unit and Lesson Planning

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM C

The Understanding by Design® framework offers a standards-based curriculum tool to help students acquire knowledge and skills, make meaning of big ideas, and transfer their learning to new situations. But, teachers still need to plan lessons for Monday. GANAG is a research-based, lesson-planning schema that guides instructional delivery and assessment with a focus on teaching students to use high-yield strategies that increase engagement and achievement. In this

session, participants will explore the integration of the lesson preparation and delivery schema, GANAG, in the context of an Understanding by Design® unit.

PRESENTERS: *Jane E. Pollock, ASCD Author, Fort Collins, CO; Jay McTighe, ASCD Author and Education Consultant, Columbia, MD*

AU: ALL | **AL**: ALL | **SL**: ALL

2104 & 2404

Curriculum as Storytelling: What Story Will You and Your Students Shape?

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM B

Students can't engage in deep learning if lessons are isolated and disconnected. Structuring units as extended stories provides the depth and breadth needed for a robust understanding of complex issues. This session will provide a process for designing units and courses that unfold as narratives—stories in which students are the characters, communities are the setting, and real-world issues form interdisciplinary plot lines. Learn to plan your story at the unit or course level, and then align outcomes, assessment, and instruction at the lesson level.

PRESENTER: *Susan Santone, Creative Change Educational Solutions, Ypsilanti, MI*

AU: ALL | **AL:** ALL | **SL:** EXPERIENCED

90-Minute Morning Sessions

8:00–9:30 a.m.

Repeated from 10:00–11:30 a.m.

2201 & 2301

Just Because It's Not Wrong Doesn't Make It Right: Teaching Kids to Think and Act Ethically

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, WASHINGTON B

Gain solid, practical advice on nurturing and guiding children's ethical lives from toddlerhood through the teen years using everyday situations at school, in social settings, and in the world at large. Topics include how to develop an ethic rooted in deep caring, how rigid moral absolutism and shifting moral relativism interfere with raising ethical human beings, and how young people can use media tools without being consumed by them.

PRESENTER: *Barbara Coloroso, kids are worth it! Inc., Littleton, CO*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

2202 & 2302

Innovative Classroom Practices That Support the Whole Child and Increase Achievement

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM B

Many of today's schools are founded on an outdated factory model. Teachers need opportunities to develop and support student-led learning, student voice, authentic learning, and engagement in and outside of the classroom so that all students can achieve. In this informative and interactive session, we will learn how processes such as project-based learning, mentoring/internship programs, portfolios, and service learning can lead to a sustainable Whole Child–focused model and provide a catalyst to increase student learning.

PRESENTER: *Michael Rulon, United Providence, Providence, RI*

AU: ALL | **AL**: ALL | **SL**: ALL

2203 & 2303

Just the Right Pace: Getting, Keeping, and Using Students' Focus on Success

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN C

Learn how to unleash the power of struggling, defiant, and disinterested learners. Create a learning environment that provides attainable challenges, inspires curiosity, and increases motivation and achievement. Discover how and when to use just the right amount of challenge at the right pace. Learn how you can create the illusion of speed and command attention from beginning to end so that no one gets lost or bored. Discover five strategies to improve a student's willingness and ability to monitor and adjust learning and achieve rigorous standards.

PRESENTER: *Bobb Darnell, Achievement Strategies, Lake Zurich, IL*

AU: ALL | **AL**: ALL | **SL**: ALL

2204 & 2304

Motivating and Engaging Learners: Practical Strategies That Are Seriously Fun

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE A

Laugh, play, and learn while uncovering the ways humor and fun can seriously and positively affect ALL of us who work in stress-filled, fast-paced environments. Collaborate with your colleagues as you explore how to develop an esprit de corps and become healthier, happier, and more successful in whatever you do! Take away entertaining, exciting, and productive strategies that promote success for students AND for the adults who lead them.

PRESENTERS: *Carolyn Hirst-Loucks and Kim P. Loucks, Teaching and Learning Connected, Sunset Beach, NC*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

2205 & 2305

Freedom to Fail: Creating a Culture of Risk Takers and Innovators

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM D

With the right mind-set, we can turn failure into a powerful and meaningful opportunity. But how do we help reframe failure in the classroom for our students and create a culture where failure is valued? Learn how to design lessons and units that leverage the freedom to fail and walk away with practical classroom strategies to use every day. In addition, learn how assessment and grading can make or break a classroom that leverages the freedom to fail.

PRESENTER: *Andrew Miller, Education Consultant, Tacoma, WA*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

2206 & 2306

It's All About Personalization: Marrying the Worlds of Competency and Blended Learning

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE C

Isn't blended learning just plugging students into a motherboard? Doesn't competency-based learning, where students move at their own pace, create more work for teachers and more stress for students? This session will dispel these myths and misconceptions and demonstrate how to create the ideal student-centered learning environment where students of all ages have a say in their learning path, pace, and place. This session will show how combining competency and blended learning provides all students with the individualization they need for success in school and in life.

PRESENTERS: *Joe DiMartino, Center for Secondary School Redesign, West Warwick, RI; Dana Borrelli-Murray, Highlander Institute, Providence, RI*

AU: ALL | **AL:** ALL | **SL:** EXPERIENCED

2207 & 2307

Early Literacy Leadership Academy (ELLA): Empowering Early Childhood Teachers

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON E

ELLA is an innovative, three-year forum that brings together 40 public, private, and charter school teacher leaders to design and analyze authentic classroom practices using imagination, creativity, and higher-level thinking strategies that promote early literacy development. The forum also uses classroom mentoring, video analysis, and Understanding by Design® backward design standards to encourage teacher reflection and growth. Using lessons from ELLA, session participants will discover innovations for adult learning and specific literacy strategies for English students, ELLs, and bilingual children so that they can serve as change agents in their schools.

PRESENTERS: *Karen Capo, Margaret Immel, and Debra Paz, Rice University School Literacy and Culture, Houston, TX; Patsy Cooper, Queens College, City University of New York, Queens, NY*

AU: ALL | **AL:** ELEMENTARY | **SL:** ALL

2208 & 2308

Developing Leadership: Visible Learning Mind Frames

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN A

Tamalpais Leadership Collaborative (TLC) is a leadership model developed in 2010 that encourages all school members to model what is expected at each level of the organization to enhance the systemwide academic performance of all students. Through this presentation, participants will learn how to embed VL mind frames and research across a school system, understand the implementation pathway (introduction, initiation, application, and capacity building) for the relational and tactical aspects of leadership development, and review implementation milestones and challenges associated with leadership work.

PRESENTERS: *Michael McDowell and Laurie Kimbrel, Tamalpais Union High School District, Larkspur, CA*

AU: SCHOOL-BASED ADMINISTRATORS AND TEACHER LEADERS | **AL:** ALL | **SL:** ALL

2209 & 2309

Achievement Gap? No Problem! Using Common Toys to Depict Mental Models for Writing

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN BALLROOM C

In her book *Understanding Learning: the How, the Why, the What*, Ruby Payne writes about the obstacles that stand in the way of student success in school. She stresses the need for real-world mental models as a means of closing the achievement gap. This session uses toys to depict mental models for writing success. When educators provide known mediums or toys as teaching tools, the opportunity for learning is enhanced for children with different learning styles, intellectual capabilities, and backgrounds.

PRESENTER: *Nancy Herta, Independent Consultant, Perry, MI*

AU: SUPERINTENDENTS, SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** ELEMENTARY AND MIDDLE | **SL:** ALL

2210 & 2310

Balancing Critical Inquiry and Written Argument in CCSS–Driven High School Curriculum

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, CHEEKWOOD G

How can a high school curriculum prepare students to research emerging global challenges that align with the CCSS assessments in a way that also develops individual responsibility for learning? In this session, participants will learn about a two-year program that teaches a model for critical inquiry and written argument. Participants will hear a university researcher identify the professional development implications of this educational model and a high school teacher discuss student work samples graded by the University of Cambridge International Examinations.

PRESENTERS: *Robert J. Monson, Teachers College, Columbia University, New York, NY; Sherry Reach, Cambridge International Examinations, Cambridge, United Kingdom*

AU: ALL | **AL:** SECONDARY | **SL:** ALL

2211 & 2311

Scaffolding Close Reading for English Language Learners

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO L

Asking students to access complex text is a disruptive shift for many teachers, especially for those who work with English language learners. Participants in this interactive session will learn innovative and effective scaffolding strategies to help ELLs make this shift. After participants experience close reading in the role of a student, they will create a list of strategies that worked for engaging ELLs in close reading, including partner reading, cooperative learning, and questioning. Finally, they will build the skills necessary for creating purposeful, text-based questions that uncover students' comprehension levels.

PRESENTER: *Beth Skelton, Beth Skelton Consulting, Crawford, CO*

AU: SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** ELEMENTARY, MIDDLE, AND SECONDARY | **SL:** INTRODUCTORY

2212 & 2312

Seven Principals Share Strategies for Closing the Gap: Risk, Motivation, and Results

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO M

Motivated by core values, principals knowingly replaced traditions that unfairly advantaged their most entitled students. Seven principals—part of a study of 21 principals in Massachusetts, North Carolina, and Maryland—addressed school policies and practices that perpetuated the achievement gap. The results are promising: zero minority failure rate, a six-fold increase in the Maryland High School assessment pass rate, U.S. Department of Education recognition, 90 percent graduation rates, and 95 percent minority college placement. Discover ways to close the achievement gap in your own district.

PRESENTER: *Dionne McLaughlin, North Carolina Central University, Durham, NC*

AU: SCHOOL-BASED ADMINISTRATORS | **AL:** SECONDARY | **SL:** ALL

2213 & 2313

Understanding Online Safety

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE D

In a young digital world that is continuously redefining itself to best serve diverse market needs, the boundaries of privacy are also changing. This session will discuss cyberbullying issues, third-party data sharing via websites and apps for education, and the purpose of location services. Administrators and teachers will learn how they can protect students online while making the most of digital tools and how to ask the right questions before purchasing or using them. Do you know what your students are doing online? Join us to learn about the signs of cyberbullying in your school or class, what tools students are using to communicate privately, and how to protect them from sites that track their online activity.

PRESENTER: *Diana Bidulescu, Houston Independent School District, Houston, TX*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

2214 & 2314

Differentiating the Flipped Classroom

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM D

A flipped instructional model allows teachers, through the use of technology, to proactively respond to diverse student needs. By recording lectures for students to view at home, teachers can dedicate class time to facilitating small group or individual activities, monitoring student progress, and providing appropriate feedback and assistance. Properly designed, a flipped classroom can effectively support differentiation. Participants will learn to create learning tasks that meet the needs of diverse learners and to use technology (i.e., a flipped classroom) to support differentiation.

PRESENTERS: *Eric Carbaugh and Kristina Doubet, James Madison University, Harrisonburg, VA*

AU: ALL | **AL:** ALL | **SL:** EXPERIENCED

2215 & 2315

Teacher Leaders: Making a Difference by Influencing Every Teacher

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN BALLROOM A

The research is clear! Great teacher leaders influence their colleagues' practices and make a difference in student learning. But how do schools and districts support and develop teacher leaders? What professional learning content and practices should be in place for teacher leaders? What district and school policies promote real teacher leadership? How can district supervisors make sure that teacher leaders are empowered to make a difference in the school community? Join your colleagues for a deep dive into teacher leadership practices that you can apply in your school and district.

PRESENTER: *Ann Cunningham-Morris, ASCD, Alexandria, VA*

AU: CENTRAL OFFICE STAFF, SCHOOL-BASED ADMINISTRATORS, AND TEACHER LEADERS | **AL:** ALL | **SL:** ALL

ASCD's 2014 Annual Report

Learn all the ways ASCD is supporting educators as they learn, teach, and lead by visiting the association's 2014 Annual Report at **www.ascd.org/annualreport**.

90-Minute Afternoon Sessions

1:00–2:30 p.m.
Repeated from 3:00–4:30 p.m.

2501 & 2601

One-to-One iPads Can Make Best Practices Better

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE D

This session will offer a detailed synopsis of our team's 2014–2015 one-to-one iPad initiative, including our own research and experiences in these areas based on real data collected during our work, our successes and failures, and our professional development strategies. The session's overarching goal is to report on improvements to lesson design, student engagement pedagogy, and digital citizenship. This workshop will also provide insights from our experience to help guide educators considering a one-to-one or similar initiative in their own districts.

PRESENTER: *Michael Dappolone, Haddon Township Public Schools, Haddon Township, NJ*

AU: ALL | **AL**: ALL | **SL**: ALL

2502 & 2602

Getting Started: Strategies for Developing High-Quality Integrated Units

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, WASHINGTON B

How can you develop high-quality integrated units? How can you use the curriculum mapping process to integrate the Common Core standards, strengthen alignment, and upgrade units for 21st century learners? During this session, Ann will share coaching strategies she's used with teachers across the country to help them develop high-quality, integrated unit maps for STEM, STEAM, or regular classroom instruction.

PRESENTER: *Ann Johnson, Education Consultant, Ames, IA*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

2503 & 2603

Time to Teach: How Do I Get Organized and Work Smarter?

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN BALLROOM C

Being an excellent teacher takes time . . . and time is at a premium. Learn how to gain time in your day by focusing on what really matters—helping your students achieve. Explore and apply time management principles and strategies when planning and completing daily tasks, and get information about apps that facilitate the process. This seminar is based on *Time to Teach: How Do I Get Organized and Work Smarter?* (ASCD Arias, 2014).

PRESENTER: *Jenny Edwards, Fielding Graduate University, Santa Barbara, CA*

AU: TEACHERS | **AL:** ELEMENTARY | **SL:** INTRODUCTORY

2504 & 2604

Designing a Modern Literacy Framework

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM B

Meet the challenges the new standards pose to writing instruction by attending this session focused on the writing process, best practice writing instruction, and curriculum plans that vertically align students' work. Based on lessons learned at the Teachers College at Columbia University, participants will investigate the curriculum model and experience some of the work as writers.

PRESENTER: *Jeanne Tribuzzi, Global Concepts Charter School, Lackawanna, NY*

AU: ALL | **AL**: ALL | **SL**: ALL

2505 & 2605

Teaching with Tablets

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE C

Have you ever wondered how to integrate tablets with effective instruction? Session participants will learn both instructional strategies and technology tips based on the gradual release of responsibility model by coauthors Nancy Frey and Douglas Fisher. As a technology coordinator, coauthor Alex Gonzalez will provide examples on how to effectively integrate tablet use with teaching strategies to help facilitate and augment instruction.

PRESENTER: *Alex Gonzalez, Health Sciences High & Middle College, San Diego, CA*

AU: ALL | **AL**: ALL | **SL**: ALL

2506 & 2606

Academic Language Learning for ALLs and ELLs

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN BALLROOM A

Today's classrooms consist of ALLs (academic language learners) and a subset called ELLs (English language learners). Both groups need to have targeted academic language conversations that support the content they are learning. This workshop will simulate what academic talk looks like, sounds like, and feels like as participants work in groups of four to discuss a reading using a structure for academic talk. You will walk away with ideas on how to use academic conversations for reading, writing, and math.

PRESENTER: *Jane Hill, McREL International, Denver, CO*

AU: ALL | **AL**: ALL | **SL**: ALL

2507 & 2607

Effective Behavior Management Strategies

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, CHEEKWOOD A

Learn assertive skills to manage disruptive and severe behavior. Develop a classroom plan that includes effective rules and procedures, positive responses for appropriate behavior, and a hierarchy of consequences for negative behavior. Students stay in school with an immediate reduction of office referrals when the plan is implemented correctly. Participants will benefit from decades of proven behavioral strategies implemented by The Education Company in more than

3,000 schools and districts nationwide.

PRESENTER: *Thomas Glanton, The Education Company, Atlanta, GA*

AU: ALL | **AL**: ALL | **SL**: ALL

2508 & 2608

Are Our Kids Ready for Computerized Testing?

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE A

Computerized assessments can be more than an alternative version of a multiple-choice, paper-and-pencil test. New technologies allow for the creation and scoring of items that require students to chart, create, synthesize, justify, and evaluate—items that move beyond simply recognizing and identifying the correct answer from a list of four responses. Exploring student, parent, and educator perspectives on this assessment format uncovered a set of academic digital literacy skills needed to navigate these more rigorous items. This interactive session will explore a variety of assessment items, examine many of the academic digital literacy skills students will need, and share perceptions that were captured via post-testing conversations about the challenges and opportunities of this testing format.

PRESENTERS: *Kristine Gullen, Spring Arbor University, Spring Arbor, MI; James A. Gullen, Macomb Intermediate School District, Clinton Township, MI*

AU: ALL | **AL**: ALL | **SL**: ALL

2509 & 2609

Partnering for Excellence: Achieving Success via Cross-Curricular Teaming

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO M

Partnering can result in great success in schools. Implementing cross-curricular teaming can address state and national goals and elevate student engagement and skill growth. Audience members will learn about the multiple areas of our program, our successes and roadblocks, and our future goals, as well as take away resources, assessments, and ideas that they can implement in their schools. Participants can use this philosophy, including our framework and resources, to build collaborative relationships that will ultimately strengthen student learning.

PRESENTERS: *Allison Bava and Ellen Lawrence, Hinsdale South High School, Darien, IL*

AU: ALL | **AL**: ALL | **SL**: ALL

2510 & 2610

Making Generational Differences Work for You: Millennials, Gen X, and the Baby Boomers

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN C

As part of a school community, we learn to work with children of different ages and developmental stages, but navigating adult generational differences is often an unexpected daily challenge! The different generations working in schools today have specific preferences, expectations, beliefs, and work styles. This interactive session will explore these generational differences, including ways

to communicate effectively and achieve multigenerational workplace success. Leave with resources and strategies you can implement immediately.

PRESENTER: *Deborah Boyd, Lipscomb University, Nashville, TN*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

2511 & 2611

Personalizing Student Learning: Uncommon Experiences in an Era of Common Standards

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON E

Holding students accountable to common standards is not synonymous with providing one path for them to get there. Drawing upon students' passion and life experiences is critical to creating lifelong learners rather than annual test takers. Explore ways to personalize students' learning experiences through the use of tiered transfer tasks, various multimedia tools, and peer collaborations (both face-to-face and virtual). Student goal-setting and self-monitoring tools will also be shared.

PRESENTER: *Allison Rodman, Mariana Bracetti Academy, Philadelphia, PA*

AU: TEACHERS | **AL:** ALL | **SL:** ALL

2512 & 2612

It's Not You, It's Me: How to Tackle the Mind-Set of Failure in an Urban Classroom

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO L

In urban classrooms across America, there are children who are comfortable not only failing classes but also dropping out of school. This session will give teachers, administrators, and district-level leaders strategies to use in the classroom and policy ideas that will help students. Teachers will learn how they can use project-based learning, frequent formative assessments, community-based partnerships, and a host of other resources to connect students to their learning and make them accountable for their actions. Participants will leave more prepared to teach their classes, ready to connect with their students, and with a better understanding of how to help the students in their urban classrooms.

PRESENTER: *Franchesca Lane Warren, Atlanta Public Schools, Atlanta, GA*

AU: SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** HIGHER EDUCATION | **SL:** INTRODUCTORY

2513 & 2613

Coherence Counts: Math Models for Young Students

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN A

Repeated use of familiar math models builds vertical links between the topics of one grade level and the next. Introducing models in an age-appropriate way across grade levels increases the depth of awareness that students have with the models and their ability to use them as problem-solving tools. In addition, consistent use of the models facilitates a more rapid and multifaceted understanding of new concepts as they are introduced. Learn to implement three

simple math models in preK–2 classrooms.

PRESENTER: *Kate Austin, Eureka Math, Washington, DC*

AU: SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** ELEMENTARY | **SL:** INTRODUCTORY

2514 & 2614

Guiding Principles for Sustainable and Continuous Improvement

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO A

This session will focus on how to build a foundation of continuous improvement through the implementation of four guiding principles: begin with data, establish systems, ensure transparency, and promote excellence. The presenter will provide specific examples of how to effectively implement these principles and share her experiences working with low-performing schools. There will also be time for audience participation.

PRESENTER: *Pamela S. Craig, Manatee County School District, Bradenton, FL*

AU: ALL | **AL**: ALL | **SL**: ALL

2515 & 2615

High-Tech, High-Touch, High-Thought Classrooms for Our Future Citizens

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM D

Keeping our eyes on the big picture, the ultimate goal of a fine education is that students leave our schools as self-directed, self-reliant, and independent learners ready for life's challenges. The skills learned through a high-tech, high-touch, high-thought education prepare youngsters for college, careers, on-the-job training, entrepreneurships, or a host of other real-world opportunities. Learn how to thread these three differentiation elements into lessons, teaching activities, and learning tools in your classroom.

PRESENTERS: *Robin Fogarty and Brian Pete, Robin Fogarty & Associates, Chicago, IL*

AU: ALL | **AL**: ALL | **SL**: ALL

2516 & 2616

Self-Assessment and the Student Website: Developing a Thoughtful Digital Presence

LOCATION: CONVENTION CENTER, LOWER LEVEL, RYMAN STUDIO P

Geared toward the elementary and middle school classroom, this session tackles building student capacity for self-assessment within the context of digital literacy. Learn how to use student website design as a framework for authentic peer and self-evaluation. Participants will receive customizable lessons and resources for building self-assessment skills, analyzing digital impact, and designing effective student websites.

PRESENTER: *Jonathan David, Saint Jo Independent School District, Saint Jo, TX*

AU: SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** ELEMENTARY AND MIDDLE | **SL:** INTRODUCTORY

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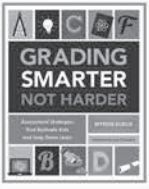


Grading Smarter, Not Harder

presented by Myron Dueck

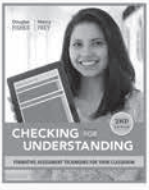
Get assessment strategies that motivate students and ensure that your grades measure what students know.

A Close Look at Close Reading

Understand how close reading in the elementary grades provides a foundation for students to develop skills in thinking, speaking, and writing, which are essential for academic communication and required by the Common Core State Standards.

Productive Group Work

Based on the work of authors Douglas Fisher and Nancy Frey, this session will help you create the right circumstances for group learning so that students build on one another's understanding and end up knowing more than they would have working alone.



Checking for Understanding

Learn Douglas Fisher and Nancy Frey's formative assessment techniques for any subject area and grade level.

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DAY THREE

3-Hour Morning Sessions

8:00–11:00 a.m.

3101

The Engaged and Inspired Framework: Practical Strategies to Engage All Students

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM D

Student engagement levels, one of the only factors educators can influence, often have a large effect on achievement. The engaged and inspired framework connects the roles of the teacher, student, and the content to create an engaging learning experience that encourages tenets of the Whole Child approach. Participants will explore research-based strategies and leave with the ability to understand, evaluate, and increase engagement in their own classrooms.

PRESENTERS: *Andrew Miller, Education Consultant, Tacoma, WA; Kristen Bunn Olsen, ASCD, Eagle, CO*

AU: ALL | **AL:** ALL | **SL:** ALL

3102

Building Your Capacity for Success

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM C

Research has shown that teacher quality is the primary determinant of student success. With increased pressure to meet rigorous standards under public scrutiny and a new evaluation system, teachers are often at the mercy of external forces. It's time to take back the reins! This interactive and collaborative session includes multiple tools and strategies to help educators build their reflective tendencies, increase their reflective accuracy, hone their intentionality, and build their overall capacity for success. Based on the 2015 ASCD book by the same title, this session will provide teachers with practical tips to drive their own professional growth and design their relationships with instructional coaches, administrators, and PLC teammates.

PRESENTERS: *Pete Hall, EducationHall, Coeur d'Alene, ID; Alisa Simeral, Washoe County School District, Reno, NV*

AU: TEACHERS | **AL:** ALL | **SL:** INTRODUCTORY

90-Minute Morning Sessions

8:00–9:30 a.m.
Repeated from 10:00–11:30 a.m.

3201 & 3301

Success for Adolescent ELLs in the Mainstream Classroom

LOCATION: CONVENTION CENTER, LEVEL 2, PRESIDENTIAL BALLROOM B

Two New York districts (Tarrytown and Ossining) have successfully improved academic outcomes for English language learners (ELLs) in middle and high schools. Since ELLs spend the majority of their time with mainstream classroom teachers, these teachers need the chance to learn about and implement best practices in a collaborative, supportive team atmosphere. Learn how to adopt these best practices to better meet the needs of ELLs in your school.

PRESENTERS: *Joe DiMartino, Center for Secondary School Redesign, West Warwick, RI; Laureen Avery, UCLA Center X Northeast Region, Trumbull, CT*

AU: ALL | **AL:** SECONDARY | **SL:** EXPERIENCED

3202 & 3302

Learning from Dilemmas in Educational Leadership

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE D

Although facilitative leadership and collaboration are hallmarks of effective schools, educators struggle with developing and sustaining ongoing learning communities. In this session, explore how work teams can build habits that maximize learning while minimizing strife. Discuss a sample narrative case that highlights dilemmas in facilitative leadership. Leave with a toolkit of resources and activities to build your capacity for facilitative leadership and enhance the professional conversations in your teams, clusters, departments, and PLCs.

PRESENTER: *Donna J. Reid, Consultant, Houston, TX*

AU: CENTRAL OFFICE STAFF, SCHOOL-BASED ADMINISTRATORS, AND TEACHER LEADERS | **AL:** ALL | **SL:** ALL

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**.

3203 & 3303

Making Mentoring Work to Improve New Teacher Learning

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM A

While research tells us that coaching and mentoring make a difference in the retention and success of new teachers, many schools and districts struggle to develop effective induction programs. This session will introduce participants to a series of often-overlooked research-based strategies for making mentoring work. Using these strategies, leaders can create a new teacher induction program tailored to meet the needs of their schools to improve teacher retention, accelerate the development of new teachers, and create cultural change in schools so that all students have access to the high-quality teachers they deserve. Participants will have a chance to examine these constructs and consider their applications to their own contexts.

PRESENTER: *Emily L. Davis, New Teacher Center, Santa Cruz/Silicon Valley New Teacher Project, Santa Cruz, CA*

AU: ALL | **AL:** ALL | **SL:** ALL

3204 & 3304

Teacher Disrupters: Voices from the Cutting Edge of Education

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM B

What does teaching look like when your students are all over the United States, texting you while you run a chemical titration lab via the Internet? What does it take to use daily data streams to personalize learning for each student on the fly? How does it feel to inhabit a telepresence robot to work with a student 2,000 miles away? Hear from teachers in today's most innovative virtual and blended public schools about what it's like to be "education disrupters."

PRESENTER: *Patricia Hoge, Connections Education, Baltimore, MD*

AU: SUPERINTENDENTS, SCHOOL-BASED ADMINISTRATORS, TEACHER LEADERS, AND TEACHERS | **AL:** ELEMENTARY, MIDDLE, AND SECONDARY | **SL:** ALL

3205 & 3305

VOICE: Empowering a Positive Climate

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON E

Funded by a U.S. Department of Education dissemination grant, VOICE allows the Arts and College Preparatory Academy (ACPA) to examine and define its best practices for fostering a positive and inclusive school environment that promotes academic achievement. This program gives participants information, tangible advice, and tools from ACPA on what administrators and teachers can do to encourage an inclusive environment within the student body. If your school is facing challenges with issues of marginalization, bullying, or other school culture and climate concerns, this is a must-see presentation.

PRESENTERS: *Richard Albeit and Tony Gatto, The Arts and College Preparatory Academy, Columbus, OH*

AU: ALL | **AL:** ALL | **SL:** INTRODUCTORY

3206 & 3306

Differentiating Mathematics Instruction for Common Core

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, LINCOLN C

Of the students ages 6–21 receiving services under the Individuals with Disabilities Education Act, a majority spend 80 percent of their day in the general education classroom, according to the National Center for Education Statistics. Although Common Core mathematics standards provide grade-specific goals, they do not provide methods or the supplements necessary for the students who need extra support. To address this problem, the speaker will present brain-based teaching and learning strategies to maximize the learning of all students. This session offers evidenced-based strategies for differentiating mathematics and is based on Gardner's theory of multiple intelligences and Genesee's research on how the brain works.

PRESENTERS: *Yvette C. Latunde, Azusa Pacific University, Azusa, CA; Angela Clark-Louque, California State University, San Bernadino, CA*

AU: TEACHER LEADERS AND TEACHERS | **AL:** ELEMENTARY, MIDDLE, AND SECONDARY | **SL:** INTRODUCTORY

3207 & 3307

The Current Events Classroom: Teaching About Bias, Diversity, and Social Justice

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, HERMITAGE C

This session will show educators how to use controversial issues and current events to teach students about bias, diversity, and social justice. Topics will include understanding the principles of antibias education, setting the stage for a safe classroom climate, integrating critical-thinking and problem-solving skills, developing action steps and projects, learning the components of an inquiry-based lesson, and aligning your curriculum with Common Core standards.

PRESENTER: *Jinnie Spiegler, Anti-Defamation League, New York, NY*

AU: TEACHERS | **AL:** ELEMENTARY, MIDDLE, AND SECONDARY | **SL:** INTRODUCTORY

The digital, online-only, summer issue of *Educational Leadership®* magazine is free to all.

Check it out at **www.educationalleadership-digital.com**.

3208 & 3308

Using Formative Assessment and the CCSS to Drive Standards-Based Instruction

LOCATION: CONVENTION CENTER, LEVEL 2, TENNESSEE BALLROOM D

How can educators realistically differentiate in a standards-based world? The first step may be to rethink classroom assessment. Educators must use the Common Core standards as the foundation for designing high-quality curricula and assessments to support influential 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 the standards; generating essential questions; creating recurring, cornerstone assessments; integrating 21st century skills with academic content; and using web-based resources.

PRESENTER: *Donnell E. Gregory, University of Dayton, Dayton, OH*

AU: TEACHER LEADERS AND TEACHERS | **AL:** ELEMENTARY, MIDDLE, AND SECONDARY | **SL:** INTRODUCTORY AND EXPERIENCED

3209 & 3309

What to Expect from a Digital Content Solution

LOCATION: CONVENTION CENTER, MEZZANINE LEVEL, JACKSON A

Making the move to digitize content can help students achieve Common Core State Standards and make learning more enjoyable by allowing students to access content on their own devices. Join OverDrive, a digital content provider for schools, and Kingsport City Schools to learn best practices and hear a firsthand account of how schools are currently using OverDrive's digital content solutions to engage and educate their students and staff. This presentation will take a deep dive into what you can and should expect when implementing a digital content solution—no matter where you are along your path.

We hope to show you the benefits of digital learning by highlighting these key points:

- How eReading can help young students read at their own pace and make reading more accessible.
- How access to digital content helps teachers achieve their professional development requirements.
- How audiobooks can help users better understand difficult dialects and learn foreign languages.

PRESENTERS: *Frank Johnson, OverDrive, Cleveland, OH; Michelle Loudermilk and Kristy Williamson-Jackson, Kingsport City Schools, Kingsport, TN*

AU: ALL | **AL:** ALL | **SL:** ALL

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Position Development

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 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.

ASCD's

positions

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.

For a full list of positions, please visit **www.ascd.org/positions.**

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Presenter index

Albeit, Richard 51
Aquino, Katie N. 31
Austin, Kate 46–47
Avery, Laureen 50
Axtell, Darlene 29
Bava, Allison 45
Beaverson, Barbara 29
Bidulescu, Diana 41
Borrelli-Murray, Dana 39
Boyd, Deborah 45–46
Brown, Nicholas 31
Capo, Karen 39
Carbaugh, Eric 42
Childs-Bowen, Deborah 32
Clark,Tedra F. 27
Clark-Louque, Angela 52
Coloroso, Barbara 37
Cooper, Patsy 39
Craig, Pamela S. 47
Crawford, Alvin 32
Cummins Bogan, Ann 29
Cunningham-Morris, Ann 33, 42
Dappolone, Michael 43
Darnell, Bobb 38
David, Jonathan 47
Davis, Emily L. 51
Dempsey, Kathleen 27
Dewing, Tom 27
DeWitt, Jack 32
DiMartino, Joe 39, 50
Doda, Nancy 26
Doubet, Kristina 21, 42
Dubinski, Joy S. 32
Edwards, Jenny 43
Fogarty, Robin 47
Gareis, Christopher 30
Gatto, Tony 51
Glanton, Thomas 44–45
Gonzalez, Alex 44
Gregory, Donnell E. 53
Gullen, James A. 45
Gullen, Kristine 45
Hall, Pete 49
Harp, Amy 31
Herta, Nancy 40
Hill, Jane 44
Hirst-Loucks, Carolyn 38
Hockett, Jessica 24
Hoge, Patricia 51
Hoyt, Dakota 23
Immel, Margaret 39
Jackson, Robyn 8, 20
Johnson, Ann 43
Johnson, Frank 53
Kelly, Larry 32
Kessler, Susan 25
Kimbrel, Laurie 40
Knight-Burney, Sybil 30
Latunde, Yvette C. 52
Lawrence, Ellen 31, 45
LeClaire, Robin 25
Lockhart, Amy 30
Loucks, Kim P. 38
Loudermilk, Michelle 53
Magley, Grace 28
McDowell, Michael 40
McLaughlin, Dionne 41
McTighe, Jay 36–37
Miller, Andrew 39, 49
Moirao, Daniel R. 29
Monson, Robert J. 40
Morel, Nina Jones 23
Murk, Donald A. 30
Nolin, Anna P. 28
Olsen, Kristen Bunn 49
Palmer, Erik 26
Paz, Debra 39
Peck, Travis 30
Pete, Brian 47
Pitler, Howard 23
Pollock, Jane E. 24, 36–37
Potter, Keely 25
Prather, Chad 35, 36
Reach, Sherry 40
Reid, Donna J. 50
Robbins, Pam 20, 24
Rodman, Allison 46
Rulon, Michael 35, 38
Sanchioni, Peter 28
Santone, Susan 37
Searle, Margaret A. 21
Silver, Harvey F. 36
Simeral, Alisa 49
Skelton, Beth 41
Smith, Barb 22
Snodgrass, April 25
Spiegler, Jinnie 52
Squires, David S. 33
Tribuzzi, Jeanne 21, 44
Tweed, Anne 27
Warren, Franchesca Lane 46
Watts, Martha Joseph 28
Weber, Nancy D. 32
Westerberg, Tim 26
Williamson-Jackson, Kristy 53
Wood, Holly D. 22
Wood, Lynda C. 20, 22
Woods, Charles 25

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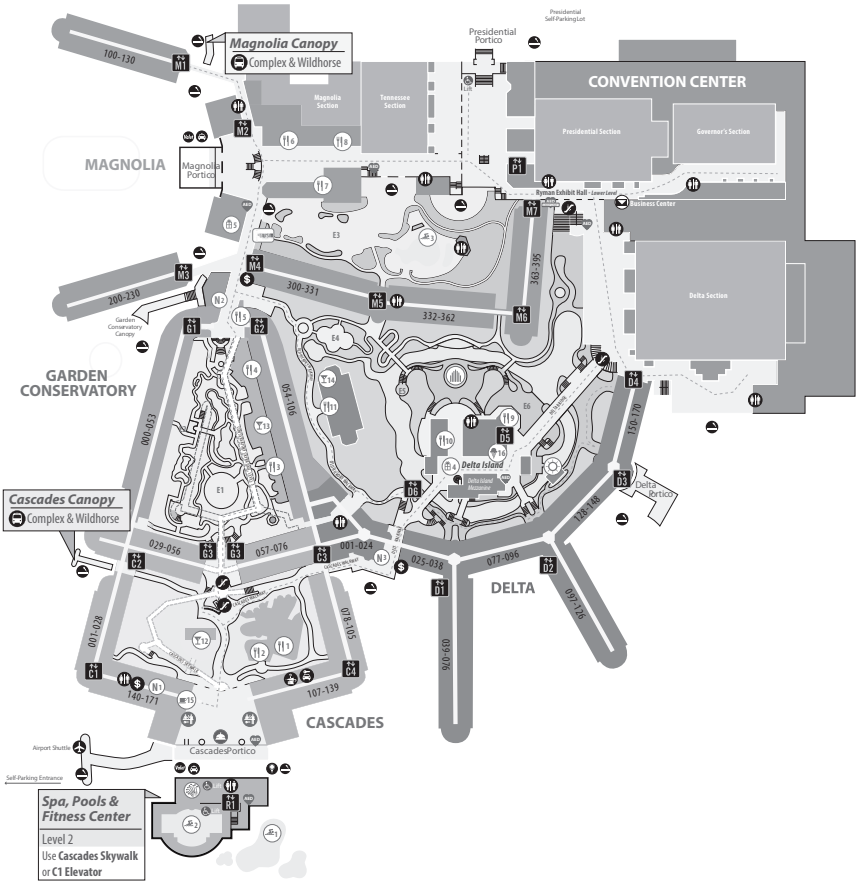


FOOD & DRINK

- Cascades American Café
- Wasabi's Sushi Bar
- Solario Cantina *(Lower Level)*
- Ravello *(Lower Level)*
- Conservatory Café
- Fuse Sports Bar
- Jack Daniel's
- Findley's Irish Pub
- Stax Burgers
- Paisano's Pizzaria & Vino
- Old Hickory Steakhouse
- The Falls
- Conservatory Wine Bar *(Lower Level)*
- Library Lounge
- Cocoa Bean Coffee House
- Delta Delight Frozen Yogurt

RECREATION

- Spa, Salon & Fitness Center
- Cascades Outdoor Pool *(Access through Spa)*
- Indoor Pool *(Access through Spa)*
- Magnolia Outdoor Pool
- Delta Riverboats
- Delta Fountain Show
- Gaylord Springs Golf Pick-Up

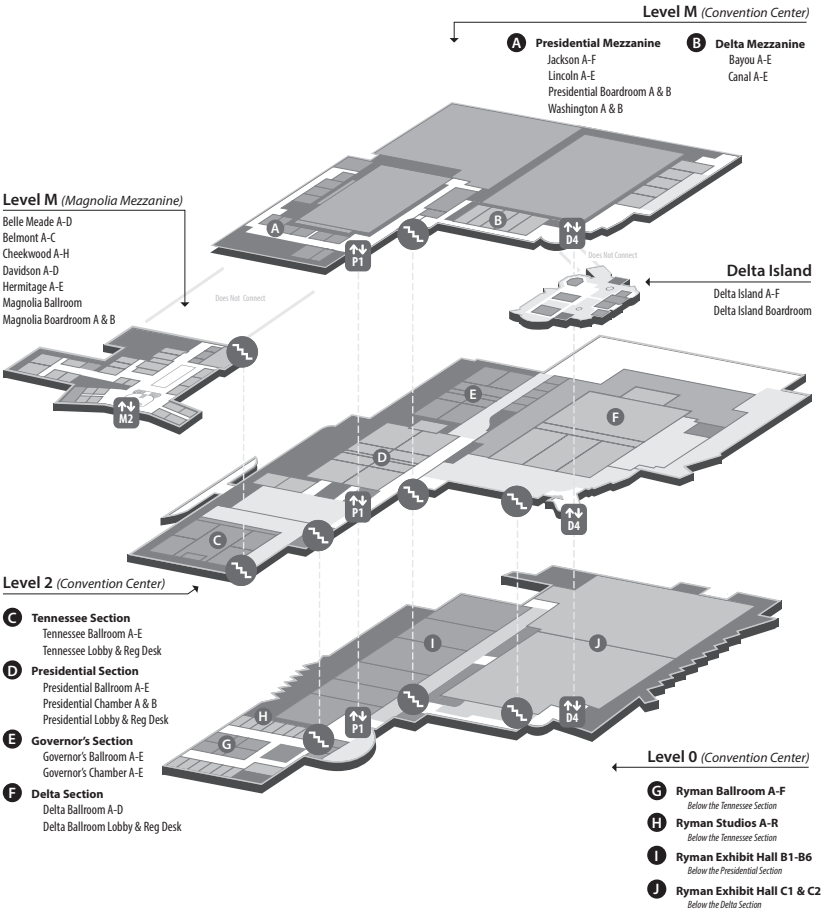
EVENT LOCATIONS

- E1 Crystal Gazebo
- E2 Lion's Head Fountain
- E3 Magnolia Courtyard
- E4 Delta Pavilion
- E5 Delta Landing
- E6 Water's Edge

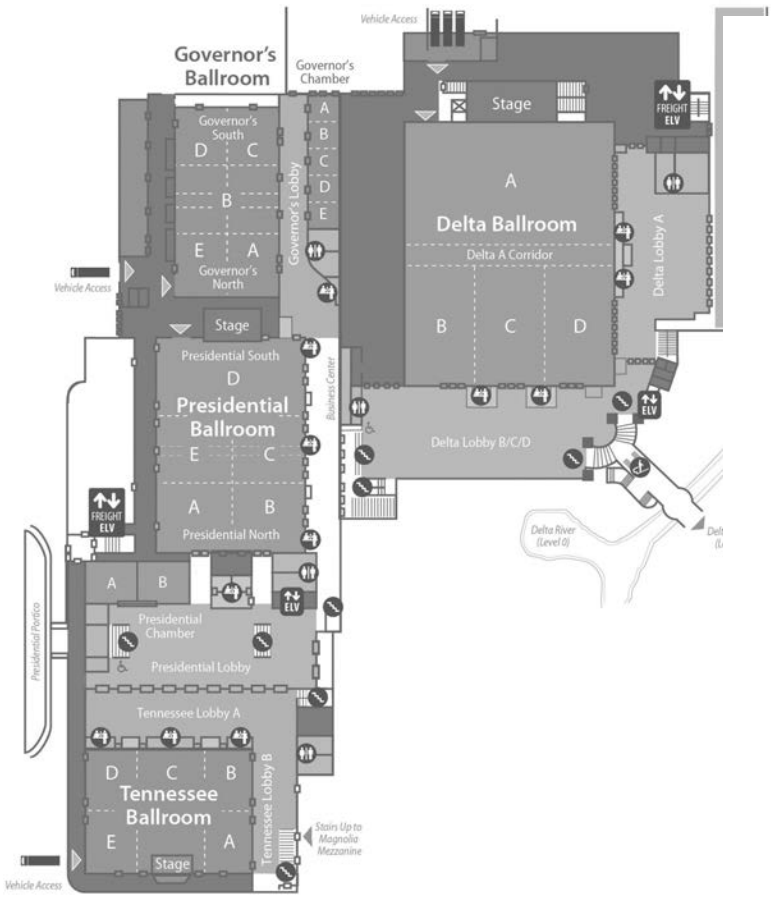
SHOPPING

- N1 Cascades Necessities
- N2 Magnolia Necessities
- Magnolia Shops
  - Nashville Market
  - Johnston & Murphy
  - Swarovski
  - Savannah's
  - Cowboys & Angels
- N3 Delta Necessities
- Delta Island Shops
  - The Opry Shop
  - Bushels & Baskets
  - Southern Home & Décor
  - Amelia's Boutique
  - Kids' Korral

Convention Center Level Map



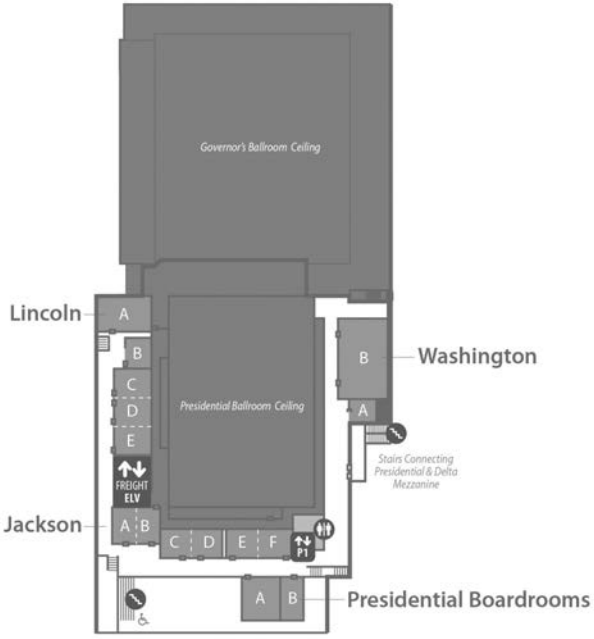
Convention Center Level 2 Map

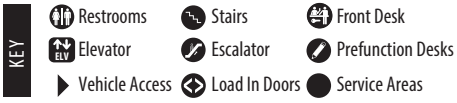


KEY

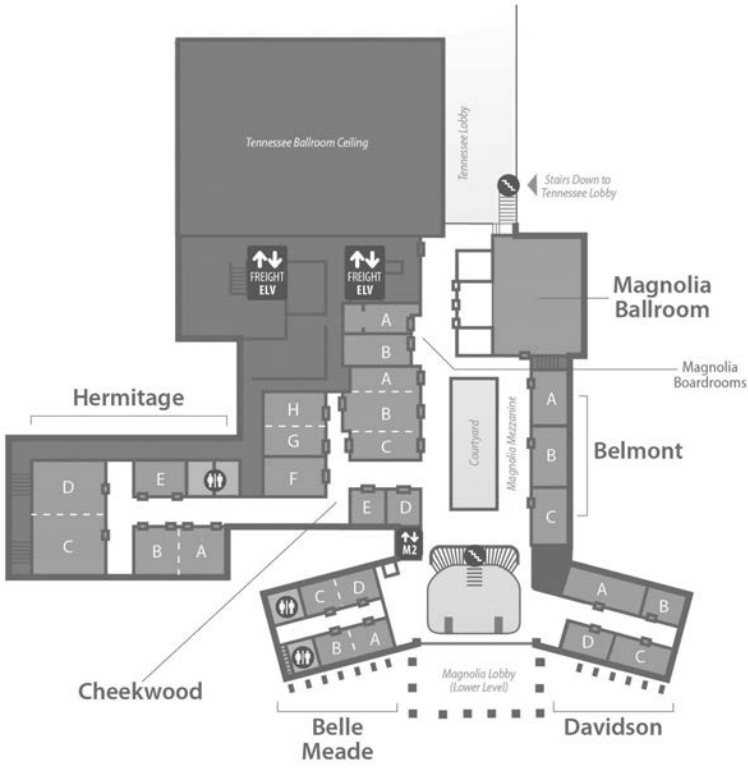
Restrooms · Elevator · Vehicle Access · Stairs · Escalator · Load In Doors · Front Desk · Prefunction Desks · Service Areas

Convention Center Mezzanine Level Map

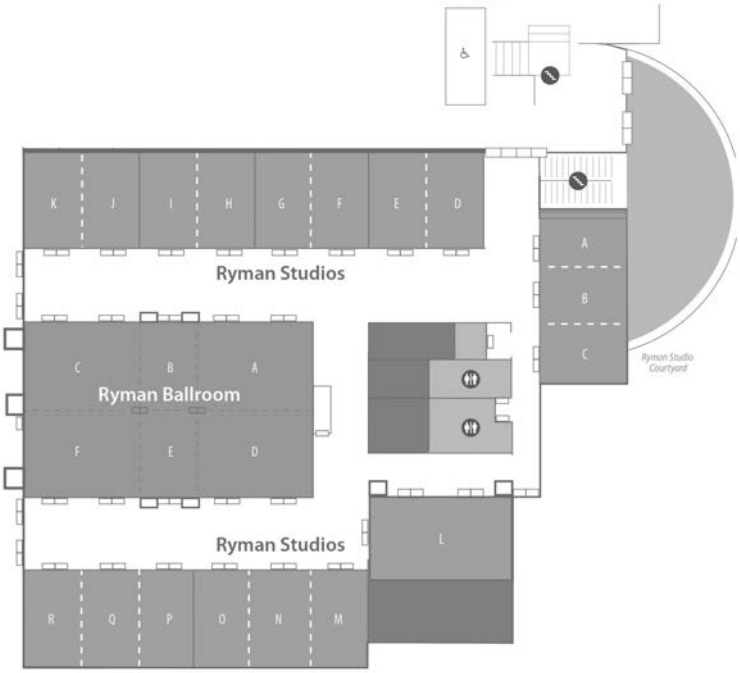




Convention Center Mezzanine Level Map



Convention Center Lower Level Map



KEY

Restrooms
Elevator
Vehicle Access
Stairs
Escalator
Load In Doors
Front Desk
Prefunction Desks
Service Areas

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.

See you next year!

We look forward to seeing you next year in **New Orleans, Louisiana**, July 8–10, 2016, for the 2016 ASCD Conference on Teaching Excellence. Pre-conference institutes will be held on July 7.

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8:00 am - 9:30 am & 10:00 am - 11:30 am

Convention Center, Mezzanine Level, Jackson A

PRESENTER: **Frank Johnson,** OverDrive Education
CO-PRESENTERS: **Kristy Williamson-Jackson & Michelle Loudermilk,** Kingsport City Schools

This presentation will take a deep dive into what you can and should expect when implementing a digital content solution – no matter where you are along your path.

See the benefits of digital learning:

- **eBooks** — Help students read at their own pace.
- **Professional development** — Help teachers achieve their requirements.
- **Audiobooks** — Help with difficult dialects and foreign language learning.

eBooks | audiobooks | streaming video | periodicals | music

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