

# ASCD CONFERENCE ON **TEACHING EXCELLENCE** | **2016**

## Conference Preview & Registration Information

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**July 8-10, 2016**

Pre-Conference Institutes on July 7  
New Orleans, Louisiana  
Hilton New Orleans Riverside  
[www.ascd.org/CTE](http://www.ascd.org/CTE)



# Explore Layers of Learning at ASCD's Energizing Conference on the **best in teaching practice.**

**Choose from more than  
150 SESSIONS to custom-fit  
your professional learning and  
career growth.**

**JOIN YOUR COLLEAGUES** and the entire ASCD community in exciting New Orleans for two-and-a-half days of career-empowering knowledge, practices, networking, and practical teaching solutions. The **ASCD Conference on Teaching Excellence** is designed with your specific needs in mind—providing strategies you can use immediately across all grade levels and subjects.

**Are you wondering about this year's best practices and innovations in teaching?**

**No association delivers what works best in classrooms and school districts the way ASCD does.**

Dramatically expand your professional skill set, uncover teacher-proven secrets, and advance your results by learning from teachers and teacher leaders who can save you time, money, and mistakes by sharing their knowledge. Then, spend your new-found time experimenting in more efficient and effective ways, to enrich your professional development.

## **Bring a Team and Save!**

Learning together and collaborating with your colleagues is the best way to advance your practice.

**Every fifth person from your school or organization can attend for FREE!**

See the order form at center spread for details.

“ This was one of the best conferences that I have attended in 30 years in education. ”

—K-12 Classroom Teacher

## CELEBRATE AND LEARN FROM THESE ASCD AUTHORS AT CONFERENCE:

- Marie Alcock
- Darlene Axtell
- Kathleen Budge
- Arthur Costa
- Joe DiMartino
- Kristina Doubet
- Tony Frontier
- Pete Hall
- Jessica Hockett
- Heidi Hayes Jacobs
- Bena Kallick
- Andrew Miller
- Sandi Novak
- Erik Palmer
- William Parrett
- Howard Pitler
- Jane Pollock
- Margaret Searle
- Harvey Silver
- Alisa Simeral
- Carol Ann Tomlinson
- Tim Westerberg
- Allison Zmuda

### ASCD CONFERENCE ON TEACHING EXCELLENCE APP

Search for sessions, get news alerts, rate sessions, and access social media with the 2016 ASCD Conference on Teaching Excellence App. The app will be available for download in April 2016 and is compatible with Apple/iOS devices (iPhone and iPad) and Android devices (phones and tablets).

### REGISTRATION CONFIRMATION AND PRESENTATION MATERIALS

Registered participants will receive registration confirmation and notification of presentation materials via e-mail. All presentation materials will be posted on the ASCD website and will be available to download

beginning June 23, 2016. Details will be sent via e-mail in June, including the web address (URL). We encourage you to download the materials to your laptop or mobile device.

**IPAD AND IPHONE USERS:** Conference materials will also be available via the conference app. You may need a special app to view handouts or take notes. Several apps are available for interactive PDF use; however they may require a purchase fee. We appreciate your assistance in helping us make this conference an earth-friendly event.

**Please Note:** Meeting rooms will have wireless access but limited electrical outlets, so be sure your laptop and mobile device are charged each day.

# CONFERENCE **AT A GLANCE**

## **ASCD Bookstore & Resource Center Hours**

Thursday, July 7.....	5:00-7:00 p.m.
Friday, July 8.....	8:30 a.m.-1:30 p.m. and 2:30-5:00 p.m.
Saturday, July 9.....	8:30 a.m.-1:30 p.m. and 2:30-5:00 p.m.
Sunday, July 10.....	8:00 a.m.-12:00 noon

## **Registration Hours**

Thursday, July 7.....	7:00 a.m.-12:00 noon and 1:00-7:00 p.m.
Friday, July 8.....	7:00 a.m.-5:00 p.m.
Saturday, July 9.....	7:00 a.m.-5:00 p.m.
Sunday, July 10.....	8:00 a.m.-12:00 noon

## **Thursday, July 7**

Pre-Conference Institutes.....	8:30 a.m.-3:30 p.m.
Making Connections	
Welcome Reception.....	5:00-7:00 p.m. (no ticket required)

## **Friday, July 8**

7:00-7:45 a.m. ....	Networking Breakfasts and Discussions
8:00-11:00 a.m. ....	3-Hour Morning Sessions
8:00-9:30 a.m. ....	90-Minute Morning Sessions
10:00-11:30 a.m. ....	90-Minute Morning Sessions
12:00 noon-1:30 p.m. ....	Keynote Luncheon (must be preregistered)
1:00-4:00 p.m. ....	3-Hour Afternoon Sessions
1:00-2:30 p.m. ....	90-Minute Afternoon Sessions
3:00-4:30 p.m. ....	90-Minute Afternoon Sessions

## **Saturday, July 9**

7:00-7:45 a.m. ....	Networking Breakfasts and Discussions
8:00-11:00 a.m. ....	3-Hour Morning Sessions
8:00-9:30 a.m. ....	90-Minute Morning Sessions
10:00-11:30 a.m. ....	90-Minute Morning Sessions
1:00-4:00 p.m. ....	3-Hour Afternoon Sessions
1:00-2:30 p.m. ....	90-Minute Afternoon Sessions
3:00-4:30 p.m. ....	90-Minute Afternoon Sessions

## **Sunday, July 10**

8:00-9:30 a.m. ....	90-Minute Morning Sessions
10:00-11:30 a.m. ....	90-Minute Morning Sessions

# Come early and choose from three **PRE-CONFERENCE INSTITUTES!**

## REGISTRATION FEES PER INSTITUTE:

**\$269** (ASCD Member) | **\$333** (Nonmember)  
**8:30 a.m.–3:30 p.m.**

### Disrupting Poverty: How Successful Teachers Do It

William Parrett and Kathleen Budge, Boise State University, Boise, ID



Some teachers have better success with students who live in poverty than other teachers. Why

is that so? The answer goes well beyond the curricula selected or teaching strategies employed. While these factors are important, the teacher-student relationship—the way teachers relate to students and engage them in the learning process—is key to helping students who live in poverty succeed. Participants will learn how to develop classroom cultures in which both they and their students thrive.

 **Materials Fee:** \$28 for *Turning High-Poverty Schools into High-Performing Schools*

**Registration Code:** PD16GB001

### Strategies for Developing Every Teacher's Instructional Know-How

Harvey Silver, Silver Strong & Associates, Franklin Lakes, NJ



With today's rigorous standards and new assessments, educators work under tremendous pressure. But schools that see the greatest gains don't "teach to the test." Instead, these schools focus on a simple but powerful concept

called "know-how." So developing know-how among teachers is more important than ever. Participants will explore the concept of know-how and learn strategies to enhance every teacher's instructional know-how and bring about positive change in their schools.

 **Materials Fee:** \$16 for *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*

**Registration Code:** PD16GB002

### Teach, Reflect, Learn . . . and Repeat! Reflective Strategies to Improve Instruction

Pete Hall, EducationHall, Coeur d'Alene, ID; Alisa Simeral, ASCD Consultant, Reno, NV



Teachers are the number-one determinant of student success, yet this work is challenging! How

do we stay abreast of the changes; survive the scrutiny from parents, students, and our peers; and meet our students' needs? By focusing our thoughts and energy on the task at hand. In this engaging and interactive session, participants will apply two tools (The Continuum of Self-Reflection and the Reflective Cycle) to build their own reflective capacity. Based on the ASCD book of the same title, this session is practical and growth-oriented.

 **Materials Fee:** \$25 for *Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom*

**Registration Code:** PD16GB003

**Please Note:** Registration for the 2016 ASCD Conference on Teaching Excellence DOES NOT include registration for a pre-conference institute. If you are registering more than one person, please fax your registration forms to 1-703-575-5414.

# CONFERENCE

## Session Planner

### Volunteer at the 2016 ASCD Conference on Teaching Excellence

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. When completing your online or paper registration for this conference, please indicate that you would like to volunteer. You will receive an e-mail notification closer to the conference with online session selection information. You must be a registered attendee to volunteer. Questions? Please e-mail us at [volunteer@ascd.org](mailto:volunteer@ascd.org).

### Earn College Credit

For more information, visit [www.ascd.org/academiccredit](http://www.ascd.org/academiccredit)

### How to Target Your Learning Needs

Each session is designated with an experience level to guide you in attending sessions that target your learning needs. Unless otherwise indicated, sessions are pertinent to all levels and types of educators.

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#### Audience (AU):

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

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#### Audience Level (AL):

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

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#### Session Level (SL):

**Introductory:** Designed for participants with limited or no previous experience with content.

**Experienced:** Designed for participants who are familiar with the content but want more information.

**Advanced:** Designed for participants who are very familiar with the content but want more advanced information.

**All:** Designed for all levels.

# SPECIAL EVENTS

## for all conference attendees

### Thursday, July 7

#### Making Connections Welcome Reception

5:00–7:00 p.m.

Visit the ASCD Bookstore and Resource Center and attend the Making Connections Welcome Reception. Pick up your conference materials, enjoy light hors d'oeuvres and a cash bar, meet ASCD authors and presenters, and network with colleagues from around the world.

(No advance reservation required.)

### Friday, July 8

#### Networking Breakfasts and Discussions

7:00–7:45 a.m.

#### Building a Growth Mindset for Teacher Excellence

Andrew Miller, Miller Educational Consulting, Tacoma, WA



Take part in a free-flowing facilitated conversation with Andrew Miller, and learn how to create environments and mindsets where teachers and administrators embrace and model the “freedom to fail” to enable a growth mindset for teacher excellence.

7:00–7:45 a.m.

#### Building Teacher Effectiveness: Beyond Teacher Evaluation

Darlene Axtell, Danielson Group, Green Bay, WI



To really improve, teachers need to be able to accurately reflect, self-assess, and have professional conversations about their work. Join the discussion with Darlene Axtell to learn how to establish an atmosphere of trust and truly commit to continuous learning in schools where real adult learning takes place.

#### Keynote Luncheon

12:00 noon–1:30 p.m.

#### “You Taught Me Real Good”—Lessons from 20 Years in the Classroom

Carol Ann Tomlinson, University of Virginia, Charlottesville, VA



In this keynote presentation, Carol Ann Tomlinson will share insights about highly effective teaching that she garnered from 20 years as a public school teacher. Her stories and insights from students about teaching excellence will, no doubt, help you reflect on what it means to represent excellence in students' lives.

Registration Fee: \$45 per person. Register using the enclosed registration form or online at [www.ascd.org/CTEregister](http://www.ascd.org/CTEregister). Please note that seating is limited.

### Saturday, July 9

#### Networking Breakfasts and Discussions

7:00–7:45 a.m.

#### NOLA as Classroom: Travel as a Resource for Excellent Education

Erik Powell, Joel E. Ferris High School and ASCD Faculty, Spokane, WA



What will you tell your students about New Orleans when you return to school in the fall? Join Erik Powell to discuss travel as a resource for excellent education. Consider how your travel experiences inform your teaching practices overall and discover the most effective ways to draw on your travel experiences to enhance your students' learning.

7:00–7:45 a.m.

#### Keys to Teacher Excellence: What It Takes to Develop Teacher Leaders

Nicole Clifton, Walker Mill Middle School, Capitol Heights, MD



Learn key ways to create structures that value and build important skills for teacher leader success. Explore innovative strategies that allow potential teacher leaders to engage in teacher excellence opportunities and intentional learning that will produce results.

“ Great choices for sessions.  
Quality speakers. Great ideas! ”  
—K-12 Classroom Teacher

# Conference Sessions for Day One **FRIDAY, July 8**

## 3-Hour Morning and Afternoon Sessions

8:00–11:00 a.m. and 1:00–4:00 p.m.

*This program is subject to change without notice.*

1101 & 1401

### Designing PBL Activities for Rigorous Learning

Andrew Miller, Miller Educational  
Consulting, Tacoma, WA



Learn the components  
of designing a project-  
based learning (PBL)

activity and the steps for designing  
rigorous performance tasks that hit  
multiple standards and learning  
outcomes.

**AU:** All | **AL:** Elementary, Middle,  
and Secondary | **SL:** Introductory and  
Experienced

1102 & 1402

### Designing Curricula with Dispositional Thinking in Mind

Arthur Costa, California State  
University, Sacramento, CA; Bena  
Kallick, Institute for Habits  
of Mind, Westport, CT



Designing a  
curriculum  
focused on

dispositional thinking requires a  
different mindset. This session will  
focus on the real purposes of 21st  
century education by defining  
dispositions, describing their place  
in a curriculum, and offering ways  
to assess their growth over time.

**AU:** All | **AL:** All | **SL:** Introductory

1103 & 1403

### Designing Lessons with Student Engagement in Mind

Darlene Axtell, Danielson Group,  
Green Bay, WI



Student engagement is  
the heart of Charlotte  
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.

**AU:** All | **AL:** All | **SL:** All

## 90-Minute Morning Sessions

8:00–9:30 a.m. and  
10:00–11:30 a.m.

*This program is subject to  
change without notice.*

### 1201 & 1301

#### Traditional Grading Practices Are Objective, and Other Myths

Tim Westerberg, Westerberg Education Consulting, Dillon, CO



Explore seven highly questionable traditional grading practices common in most schools in this country. Gain a realistic understanding of the current “point system” and walk away with the tools to continue the classroom assessment and grading conversation at your school.

**AU:** All | **AL:** All | **SL:** All

### 1202 & 1302

#### Clarifying the Learning Objective

Naphtali Hoff, Impactful Coaching & Consulting, Passaic, NJ



This session will review key components of setting objectives and present participants with practical, easy-to-apply strategies that will help them deliver targeted, assessable instruction that produces the maximum benefit for the learners in their classrooms.

**AU:** Superintendents, School-Based Administrators, Teacher Leaders, and Teachers | **AL:** All | **SL:** All

### 1203 & 1303

#### Collaboration and Leadership Skills for Teacher Leaders

Jennifer Abrams, Jennifer Abrams Consulting, Palo Alto, CA



In this interactive session, participants will discuss the teacher leader roles of group facilitator and coach, and learn about the skill sets required by these new roles as well as resources and key ways to increase their capacity to be effective in these positions.

**AU:** All | **AL:** All | **SL:** Introductory

### 1204 & 1304

#### Causes and Cures for Academic and Behavior Concerns

Margaret Searle, Searle Enterprises, Inc., Perrysburg, OH



When students come to class with reading and writing difficulties compounded by executive function delays, teachers are often at a loss as to what to do. This practical session shares interventions teachers use to support the executive function delays that often keep students from making progress.

**AU:** All | **AL:** All | **SL:** All

### 1205 & 1305

#### Visible Thinking Routines for ELLs

Elizabeth Skelton, Beth Skelton Consulting, Crawford, CO



Participants in this interactive session will experience several Visible Thinking Routines that can be used with English language learners (ELLs), watch video clips of these routines in action with diverse learners, and modify each routine to different content areas and language proficiency levels.

**AU:** All | **AL:** All | **SL:** All

### 1206 & 1306

#### The Mindset of a Maker Educator

Jackie Gerstein, Boise State, American InterContinental, and Western Governors Universities, Santa Fe, NM



Learn why we are in a perfect storm for maker education in both formal and informal learning environments, and then take a self-assessment to discover the mindset characteristics and qualities of an educator who is embracing making education.

**AU:** All | **AL:** All | **SL:** All

### 1207 & 1307

#### Differentiating the Flipped Classroom

Eric Carbaugh and Kristina Doubet, James Madison University, Harrisonburg, VA



In this bring-your-own-device session, learn how to structure flipped learning experiences to promote engagement and differentiation, and choose appropriate tools and strategies to build community, formatively assess, and differentiate instruction in the flipped environment.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Middle, Secondary, and Higher Education | **SL:** Experienced

“ The conference offered a variety of sessions that were very engaging. The presenters were well prepared and very open to answering questions and sharing. ”

—Curriculum Coordinator

1208 & 1308

**Active Learning: This Is Your Brain on Games**

John Felling, Box Cars and One-Eyed Jacks, Edmonton, Alberta, Canada



When students are actively engaged while learning, more of their brains are involved, which helps them learn a concept or skill faster and more thoroughly, retain it longer, and recall it more quickly. Participants will learn games and activities for math and English language arts they can use or adapt immediately.

**AU:** All | **AL:** Elementary and Middle | **SL:** All

1209 & 1309

**Improve School Culture to Improve Student Achievement**

Robin LeClaire, Eastridge Elementary MSD Warren Township, Indianapolis, IN; Charles Woods, Brookview Elementary MSD Warren Township, Indianapolis, IN



In this session, you will focus on practical solutions and strategies to improve school culture and learn how culture can positively affect a school's data. Gain practical strategies to support, recognize, communicate, and appreciate staff at any level and turn around any school culture.

**AU:** All | **AL:** Elementary, Middle, and Secondary | **SL:** All

1210 & 1310

**Data Driven: Promoting Rigor, Accountability, and Differentiated Teaching**

Kimberly Rodriguez, KIPP Memphis Collegiate High, Memphis, TN



Join this interactive session to learn about effective data analysis, including student reflections of assessments and progress, teacher reflections, and administrative data review. Participants will engage in strategies for facilitating data reflection and see examples of increased student and teacher accountability.

**AU:** Superintendents, School-Based Administrators, and Teacher Leaders | **AL:** Middle and Secondary | **SL:** All

1211 & 1311

**Using Current Events to Teach About Bias, Diversity, and Social Justice**

Stacy Davison, Anti-Defamation League, New York, NY



This session will help educators use controversial issues and current events to teach students about bias, diversity, and social justice. Topics will include research on, and the impact of, current events instruction, the relevance of current events to social justice issues, and an overview of antibias mastery skills.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Elementary, Middle, and Secondary | **SL:** Introductory and Experienced

1212 & 1312

**Coaching the Advanced Teacher**

Carlton Glassford and Nathan Foor, Hammond High School, Hammond, IN



In this session, learn proven strategies for coaching the advanced teacher. Using the “five-minute walkthrough” and “teacher-growth plan” methods, the presenters will demonstrate how to build a culture of support that focuses on growth and improvement.

**AU:** School-Level Administrators, Teacher Leaders, and Teachers | **AL:** All | **SL:** All

1213 & 1313

**Understanding the Minds of Boys to Increase Academic Success**

Dakota Hoyt, Gurian Institute, Colorado Springs, CO



Through a combination of lecture, discussion, movement, and audiovisuals, this interactive session equips educators with concrete strategies to confront the institutional structures that confine boys and the classroom instruction that fails to connect with their hearts, bodies, and brains.

**AU:** All | **AL:** All | **SL:** All

## 90-Minute Afternoon Sessions

1:00–2:30 p.m. and 3:00–4:30 p.m.

*This program is subject to change without notice.*

1501 & 1601

### Culturally Relevant Teaching and Learning for Diverse Populations

Wil Parker, Bowie State University, Bowie, MD;  
Donnell Gregory, ASCD Faculty, Dayton, OH



This session will teach participants how to transform teachers' mindsets and model tools that

support urban students in building deep understandings. Tools include planning templates, protocols, lesson study formats, showcase classrooms, study groups, essential questions, and performance tasks.

**AU:** All | **AL:** All | **SL:** Experienced

1502 & 1602

### Designing Worthy Student Competencies

Allison Zmuda, The Competent Classroom, Virginia Beach, VA; Kate Bean, Aveson Charter Schools, Altadena, CA



In this session, gain practical advice on the design and implementation of competencies. Learn what

competencies are and how to draft competencies based on state, provincial, or national standards.

**AU:** All | **AL:** Elementary, Middle, and Secondary | **SL:** All

1503 & 1603

### Teacherpreneurship: Discovering Ways to Lead Without Leaving the Classroom

Allison Rodman, Mariana Bracetti Academy, Philadelphia, PA



Discover ways to drive your own growth as a teacher leader without leaving the classroom. Strategies will include building a professional learning network, sharing the best practices, contributing to the school's vision, and taking instructional risks.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Elementary, Middle, and Secondary | **SL:** All

1504 & 1604

### Creating a Classroom Environment Focused on the Whole Child

Ann Cummins Bogan and Robert Bogan, Ann Cummins Bogan Consulting LLC, Evanston, IL



As schools across the country become more and more affected by poverty, it is imperative to understand the impact of poverty on today's learners. In this session, explore strategies for cultivating high expectations and student ownership for learning as well as managing behavior among diverse learners.

**AU:** All | **AL:** All | **SL:** Introductory

1505 & 1605

### Leveraging Technology to Strengthen Communication

Allison Bava, Hinsdale South High School, Darien, IL; Alicia Duell, Lombard School District 44, Lombard, IL



Explore how to creatively leverage technology to facilitate understanding, collaboration, and creativity among your staff and students. Leave with a toolbox of professional development and classroom-based strategies, including collaborative online programs, faculty YouTube playlists, Google+ communities, and others.

**AU:** All | **AL:** All | **SL:** All

1506 & 1606

### Ensuring Educational Equity in the Classroom

Alvin Crawford, Knowledge Delivery Systems, New York, NY



Teachers have been tasked with addressing the disparity in educational opportunity in their classrooms, but not necessarily provided the resources and tools to do so. Learn how knowledge delivery systems, which offer research-based, blended-model professional development opportunities for school districts and states, can address this issue.

**AU:** Superintendents, Central Office Staff, School-Based Administrators, and Teacher Leaders | **AL:** All | **SL:** All

1507 & 1607

**iTunes U: Creating Purposeful Content and Collaboration**

**Amy Harp, Lewisville High School, Lewisville, TX; Eric Simpson, Lewisville Independent School District, Lewisville, TX**



This session explores the advantages of using iTunes U at the district, campus, and classroom levels. Participants will learn how to explore the content and collaborative tools within iTunes U and create a course framework. For an interactive experience, bring an iPad or MacBook.

**AU:** All | **AL:** Middle, Secondary, and Higher Education | **SL:** Introductory

1508 & 1608

**Engaging Parents in Student Success**

**Dawn Marie Baletka, WR Services, College Station, TX**



If educators were asked to list the top barriers standing in the way of student success, most would include parental involvement. This interactive session will include methods for motivating even the most unmotivated parents to become active in school activities.

**AU:** All | **AL:** All | **SL:** All

1509 & 1609

**Lesson Planning for Creative and Critical Thinking Skills**

**Jane Pollock, Learning Horizon, Inc., Fort Collins, CO**



In this session, discover how to use GANAG, a schema that guides instructional delivery and assessment, to support your lesson planning. Learn from examples of units and lessons that result in gains in grades, test scores, and even ACT scores.

**AU:** All | **AL:** All | **SL:** All

1510 & 1610

**Engaging Students in Ideas**

**Sandra Page, Education Consultant, Chapel Hill, NC**



Explore practical strategies that help students at different levels of readiness to engage with key principles, concepts, and vocabulary of various school subjects. Demonstrations and examples will include vocabulary development, discussion ideas, and questioning techniques.

**AU:** Teachers | **AL:** All | **SL:** Introductory

1511 & 1611

**Is This the Right Time? Evolving from Teacher to Administrator**

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



This session, presented by a turnaround principal and author who received ASCD's 2011 Outstanding Young Educator Award, will review a variety of topics, including the skill set required for each administrative job, strategies for picking the right job, and tips for navigating the first years.

**AU:** All | **AL:** All | **SL:** All

1512 & 1612

**Designing a Modern and Balanced Literacy Program**

**Jeanne Tribuzzi, Tribuzzi Educational Consulting, Orchard Park, NY**



Learn how your school can take a systems approach to designing and implementing literacy curricula that includes the components of modern literacy instruction outlined by the Common Core State Standards (CCSS).

**AU:** All | **AL:** Elementary and Middle | **SL:** Introductory

1513 & 1613

**Seriously Fun, Practical Strategies for Motivating and Engaging Learners**

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



Take an opportunity to laugh, play, and learn while uncovering more ways humor and fun can positively affect educators and students who work in stress-filled environments. Explore how to become healthier, happier, and more successful in what you do.

**AU:** All | **AL:** All | **SL:** All

# Conference Sessions for **Day Two** **SATURDAY, July 9**

## 3-Hour Morning and Afternoon Sessions

8:00–11:00 a.m. and 1:00–4:00 p.m.

*This program is subject to change without notice.*

2101 & 2401

### Mapping a Modern Curriculum: Becoming an Active Cyber Faculty

Heidi Hayes Jacobs, Curriculum Designers and Learning Systems Associates, Rye, NY; Marie Hubley Alcock, Learning Systems Associates, Towaco, NJ



The session will focus on replacing dated curricula and providing students assessment and instruction with contemporary, engaging, and innovative learning experiences. Learn how to integrate standards, digital-media literacy skills, and modern content into curriculum maps.

**AU:** All | **AL:** Elementary, Middle, and Secondary | **SL:** All

2102 & 2402

### Engagement, Interaction, and Grouping in the Differentiated Classroom

Kristina Doubet, James Madison University, Harrisonburg, VA; Jessica Hockett, ASCD Faculty, Evanston, IL



In this session, learn how to plan, implement, and manage meaningful interactive and differentiated learning experiences that optimize time and technology and attend to diverse learning needs.

**AU:** All | **AL:** All | **SL:** All

2103 & 2403

### Student-Led Discussions: Giving Voice and Leadership to Students

Sandi Novak, Education Consultant, Lakeville, MN; Cara Slattery, ISD 191 Burnsville-Eagan-Savage, Eagan, MN



This session will show examples of students in meaningful, high-quality discussions that emulate the skills necessary to be productive citizens today. Learn the skills necessary to engage students in more meaningful dialogue.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Elementary, Middle, and Secondary | **SL:** Introductory and Experienced

**2104 & 2404**

**Empowering Teachers in a System of Evaluation, Supervision, and Reflection**

**Tony Frontier, Cardinal Stritch University, Milwaukee, WI**



This session will introduce teachers and leaders to protocols that empower teachers as active agents in a system that better balances evaluation and judgment with reflection and improved practice.

**AU:** All | **AL:** All | **SL:** Introductory

**90-Minute Morning Sessions**

**8:00-9:30 a.m. and 10:00-11:30 a.m.**

*This program is subject to change without notice.*

**2201 & 2301**

**Oh, the Math That They'll Know: An Introduction to Primary Math Games**

**Jane Felling, Box Cars and One-Eyed Jacks, Edmonton, Alberta, Canada**



Come learn how implementing math games as a teaching strategy in preschool through primary grades can lay the foundation for building competent math students. Participants will learn how to use games daily for the whole class, small groups, differentiated instruction, and assessment.

**AU:** Central Office Staff, School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Elementary | **SL:** All

**2202 & 2302**

**Engage Students Through Interdisciplinary Thematic Units**

**Michelle Butler, Tulsa MET Jr. High & High School, Tulsa, OK**



Are you looking for a way to create rigorous, relevant, and engaging curricula? What about adding student choice and voice to your lessons? In this session, learn how to develop curriculum units that address multidisciplinary objectives through a centralized theme.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Middle and Secondary | **SL:** Introductory

**2203 & 2303**

**Consistency, Consistency, Consistency: Strategies for a Disciplined and Engaged Classroom**

**Grace Dearborn, Conscious Teaching, San Rafael, CA; Julie Berlin, Paradise Valley Unified School District-Professional Development, Phoenix, AZ**



How do we increase our teaching consistency without becoming inflexible and robotic? In this fun and lively session for K-12 educators, learn how to use key consistency strategies to end classroom chaos, increase student engagement, and reduce arguing and blurting.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** All | **SL:** All

**2204 & 2304**

**Write Justice: Strategies to Empower Writers in the Urban Classroom**

**Francesca Lane Warren, The Educator's Room, Atlanta, GA**



In urban classrooms, students often come with poor writing skills and no motivation to read or write. During this session, participants will learn how one teacher used research-based strategies to engage low-performing learners and help them become confident writers.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Middle and Secondary | **SL:** Introductory

**2213 & 2313**

**Fifty Ways to Leave Your Lecture**

**Rick Smith, Conscious Teaching, Fairfax, CA; Katie Anderson, Conscious Teaching, Apex, NC**



In this lively session, discover practical, interactive brain-compatible strategies that teachers can use to break up lectures and actively engage students. Learn how to engage reluctant learners in the classroom, as well as reluctant participants in staff meetings or workshops.

**AU:** All | **AL:** All | **SL:** All

**2206 & 2306****Developing Student Confidence****Michael McDowell, Ross School District, Ross, CA**

This session focuses on successful research-based practices that educators can use at the classroom, school, and district levels to ensure students develop confidence in themselves as learners and in their learning.

**AU: All | AL: All | SL: All****2207 & 2307****The Art of Intentional Influence: Leveraging and Building Teacher Capacity****Nicole Clifton, Walker Mill Middle School, Capitol Heights, MD**

Gone are the days when administrative leaders ran the school without teacher input. Greater teacher capacity can move a school in the right direction. This session will provide examples of how teacher leaders can significantly affect school culture and community.

**AU: All | AL: All | SL: All****2208 & 2308****Personalize Learning to Engage Students Intellectually****Robert Monson, Teachers College, Columbia University, New York, NY; Sherry Reach, Cambridge International Examinations, Cambridge, England**

As test-based accountability increases, so will the need to personalize learning that is intellectually challenging to high school students. In this session, participants will examine an interdisciplinary critical inquiry into emerging global issues and review scored analytic essays.

**AU: All | AL: Secondary | SL: All****2209 & 2309****What Happens When Lesson Planning Doesn't Work?****Erik Powell, Joel E. Ferris High School and ASCD Faculty, Spokane, WA**

You've read articles, attended professional development sessions, or completed a book study. You've planned lessons to engage students and provide meaningful experiences. So why did they flop, and how can you recover and regain a successful class? Attend this session to explore several strategies.

**AU: School-Based Administrators, Teacher Leaders, and Teachers | AL: Middle and Secondary | SL: Introductory****2210 & 2310****Innovative and Intentional Integrating Technology with Instructional Integrity****Holly Zimmerman, Wylie E. Groves High School, Birmingham, MI; Kristine Gullen, Spring Arbor University, Spring Arbor, MI**

In this session, the presenters will model strategies, techniques, and tools to preserve the integrity of the content standards and engagement in our classrooms while cultivating a student's desire to create and learn using technology for academic inquiry.

**AU: All | AL: All | SL: All****2211 & 2311****Struggling Learners: Four Causes and Five Cures****Bob Darnell, Achievement Strategies, Lake Zurich, IL**

Increased rigor in new standards has also increased challenges for struggling learners and teachers. Come to this session to learn how to motivate struggling learners to become engaged, empowered, and ready to achieve high standards.

**AU: All | AL: All | SL: All****2212 & 2312****Defining Differentiation in Cyberschools: What Online Teachers Say****Jennifer Beasley and Dennis Beck, University of Arkansas, Fayetteville, AR**

What does differentiation look like in an online setting? In this session, we will discuss the findings of a survey and interviews with teachers in cyberschools, and share strategies and methods for differentiating in an online classroom.

**AU: All | AL: All | SL: All****2205 & 2305****Achievement Gap? No Problem! Toys as Mental Models for Writing****Nancy Herta, International Literacy Association, Perry, MI**

Discover how to use toys to depict mental models for writing success. When educators provide known mediums or toys as teaching tools, they expand the opportunities for learning among children with different learning styles, intellectual capabilities, and backgrounds.

**AU: Superintendents, School-Based Administrators, Teacher Leaders, and Teachers | AL: Elementary and Middle | SL: All**

## 90-Minute Afternoon Sessions

1:00–2:30 p.m. and 3:00–4:30 p.m.

*This program is subject to change without notice.*

2501 & 2601

### University-School Partnerships to Prepare Teachers to Support Students with Disabilities

Sally Barton-Arwood and Lauren Lunsford, Belmont University, Nashville, TN



Minority students with disabilities experience negative outcomes, including disciplinary exclusions and education in restrictive settings. Participants in this session will gain information on how K–12 schools can partner with universities to better prepare teachers to support diverse students with disabilities.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** All | **SL:** Introductory

2502 & 2602

### Using Student Voice and Choice in the Classroom to Improve Student Outcomes

Joe DiMartino, Center for Secondary School Redesign, West Warwick, RI; Diane Kruse, Francis W. Parker Charter Essential School, Devens, MA



In this session, participants will learn how 13 New England high schools successfully changed their classroom practices by focusing on inquiry and performance-based assessments.

**AU:** All | **AL:** Secondary | **SL:** All

2503 & 2603

### Classroom Practices That Inspire Achievement

Bobb Darnell, Achievement Strategies, Lake Zurich, IL



Discover an instructional design framework intended to get, keep, and use the attention of today's hands-on, minds-on, and interactive students. Become familiar with ways to create a learning environment where curiosity, challenge, and achievement thrive.

**AU:** All | **AL:** All | **SL:** All

2504 & 2604

### Introducing the Humanities in Middle School

Carrie Woods and Katie McCray, Creek Valley MS, Lewisville ISD, Carrollton, TX



The humanities help students understand the big picture and connect to a subject through human culture. In this session, learn why all students can benefit from this perspective and how to begin a humanities program in middle school.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Middle and Secondary | **SL:** All

2505 & 2605

### Elevating School Success: Shaping Behavior and Restoring Sanity

Cheryl Turner, Reach TLS, LLC, Atlanta, GA



This session focuses on using strategies to intervene early in the behavior cycle and diminish misbehavior before it becomes destructive. The presenter shares a framework for a practical approach to shaping behavior and restoring sanity.

**AU:** Superintendents, School-Based Administrators, Teacher Leaders, and Teachers | **AL:** All | **SL:** Introductory and Experienced

2506 & 2606

### Teaching Dance to Engage Students, Explore Cultures, and Reduce Prejudice

Fuad Elhage, University of Georgia, Athens, GA; Bernadette Musetti, Loyola Marymount University, Los Angeles, CA



Presenters will share the positive effects of using dance in schools as a powerful vehicle for prejudice reduction and cultural exploration, as well as ways to use dance during teacher preparation to differentiate instruction that helps students develop their identities.

**AU:** Superintendents, School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Middle and Higher Education | **SL:** All

2507 & 2607

**Curiouser and Curiouser: Teaching Creativity in the Classroom**

Howard Pitler, Instructional Excellence Partners, LLC, Aurora, CO



Learn how to adapt your curriculum to reawaken students' (and your own) curiosity and foster creativity. This workshop will step through a process to build creativity and show real examples of student work.

**AU:** All | **AL:** All | **SL:** All

2508 & 2608

**Strategies for Engaging ELL Parents and Guardians in Their Child's Learning**

Ignacio Lopez, National Louis University, Chicago, IL



This presentation is designed to help school leaders understand how low-performing schools can engage parents of ELLs to improve student achievement while empowering those parents with job skills and postsecondary success opportunities.

**AU:** All | **AL:** All | **SL:** All

2509 & 2609

**How to Improve Feedback in the Classroom**

Jane Pollock, Learning Horizon, Inc., Fort Collins, CO



Using lessons from her book, *Feedback: The Hinge That Joins Teaching and Learning*, Jane Pollock will share how to use formative assessment to achieve curriculum goals, student self-assessment, and standards-based scoring and reporting.

**AU:** All | **AL:** All | **SL:** All

2510 & 2610

**Assessing and Reporting Student Growth in a Standards-Based Classroom**

Thomas Rye, ASCD Faculty, Spokane, WA



Formative assessments allow teachers to track student growth, differentiate instruction, and ensure success for every child. Learn to align assessments, instruction, and reporting with standards and learning targets in a practical and manageable way.

**AU:** Central Office Staff, School-Based Administrators, Teacher Leaders, and Teachers | **AL:** All | **SL:** All

2511 & 2611

**Using Backward Design to Develop Motivational and Rigorous Instruction**

Michael Rulon, Providence Public Schools Consultant, Providence, RI



Learn how to incorporate project-based learning, mentoring and internship programs, portfolios, and service learning into rigorous standards and accurate assessment. Explore how backward design strategies can ensure a high-quality unit of instruction.

**AU:** All | **AL:** Elementary, Middle, and Secondary | **SL:** All

2512 & 2612

**The Bully, the Bullied, and the Not-So-Innocent Bystander: Breaking the Cycle**

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



The presentation will cover verbal, physical, social, and cyberbullying, as well as their effects on a school community. Participants will receive tips, tools, strategies, and handouts to bring back to their schools and larger communities.

**AU:** All | **AL:** All | **SL:** Introductory

2513 & 2613

**Student Work Analysis: The Missing Link to Ensure Comprehension**

Opal Davis Dawson, Dawson and Associates, Louisville, KY



This session will teach you how to analyze student work at the classroom, grade, department, or school level. Participants will use actual student work samples and a work analysis protocol as a model for looking at instructional practice outcomes.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Elementary | **SL:** Introductory

# Conference Sessions for **Day Three** **SUNDAY, July 10**

## 90-Minute Morning Sessions

8:00–9:30 a.m. and 10:00–11:30 a.m.

*This program is subject to change without notice.*

### 3101 & 3201

#### English Language Learning in a 21st Century Classroom

Maria Montalvo-Balbed, Metro Resa, Atlanta, GA;  
Djamel Balbed, Clarke County Schools, Athens, GA



This session will combine strategies to engage English language learners from a

traditional classroom with those from a digital classroom in the areas of receptive language skills (listening and reading) as well as productive skills (speaking and writing).

**AL:** Elementary, Middle, and Secondary | **SL:** Introductory and Experienced

### 3102 & 3202

#### Tools to Develop Student Engagement, Critical Thinking, and Comprehension

Julie Adams, Adams Educational Consulting, Sacramento, CA



Discover powerful strategies that increase student engagement, critical thinking, and comprehension of both fiction and nonfiction texts across all grade levels. Leave with a toolkit of differentiated strategies for implementing the Common Core State Standards immediately!

**AU:** All | **AL:** All | **SL:** All

3103 & 3203

### Culturally Responsive Student Management

Vernita Mozelle Mayfield, Leadervation Learning, Denver, CO



Examine how culture influences the way teachers instruct and students learn. Explore research-proven strategies for creating an environment that acknowledges and supports individual cultures while holding students to high behavioral and academic expectations.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Elementary, Middle, and Secondary | **SL:** Introductory

3104 & 3204

### Teaching Students to Master the Argumentative Essay

Martha Joseph Watts, Heritage High School, Palm Bay, FL; Nurseen Davis, Buddinwriters, Charlotte Amalie, Virgin Islands



The Common Core State Standards require students to master the argumentative essay. Participants will learn a successful process for teaching the nuts and bolts of developing and articulating an argument on paper.

**AU:** Teachers | **AL:** Elementary, Middle, and Secondary | **SL:** Experienced

3110 & 3210

### ASCD's Teacher Leader Professional Learning Program: A Blueprint for Success

Susan Race, ASCD, Alexandria, VA



Build and sustain a system of teacher leaders by developing the right teacher leader teams and the right skills to enhance the instructional practices in your school or district with ASCD's Teacher Leader Professional Learning Program!

**AU:** All | **AL:** All | **SL:** All

3106 & 3206

### Roots to Results: ELLs in the Mainstream Classroom

Laureen Avery, UCLA Center X Northeast Region, Trumbull, CT; Elyse Ward, Ossining UFSD, Ossining, NY



Learn how teachers in a New York State middle school developed a process to meet the educational needs of their English language learners by identifying the students with the most urgent needs and then exploring interventions, referrals, and new instructional approaches with these students.

**AU:** School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Middle | **SL:** Experienced

3107 & 3207

### Media Literacy and Digital Presentation for Students

Erik Palmer, Author and Consultant, Aurora, CO



Learn about several digital tools and websites that encourage and showcase oral communication. Additionally, the presenter will introduce a framework for teaching speaking skills as well as modifications for digital speaking.

**AU:** Teacher Leaders and Teachers | **AL:** All | **SL:** All

3108 & 3208

### Building Mentoring Programs for New Teachers

Emily Davis, New Teacher Center, Santa Cruz/Silicon Valley New Teacher Project, Los Gatos, CA



This session introduces a series of often overlooked research-based strategies for making mentoring work. Using these strategies, leaders can improve teacher retention, accelerate new teacher development, and ensure all students have access to high-quality teaching.

**AU:** All | **AL:** All | **SL:** All

3109 & 3209

**Show Me the Math! Unique Finger-Counting Techniques to Build Math Skills**

Melanie Gutierrez, Eureka Math, Washington, DC;  
Kate Austin, Great Minds, Washington, DC



Participants will learn a progression of unique finger-counting techniques that deepen students' number sense and increase their speed and accuracy with operations. Participants will return to the classroom ready to implement these techniques with confidence.

**AU:** Teachers | **AL:** Elementary | **SL:** All

3105 & 3205

**How to Reach All Students Through Differentiation**

Carolyn Parham, Ladue School District, St. Louis, MO; Caroline McDonald, Conway Elementary-Ladue School District, St. Louis, MO



In this session, two elementary teachers from a fully differentiated school share language arts and mathematics lessons aligned to the Common Core State Standards and designed to reach all levels of learners. Explore examples of differentiation techniques and strategies that succeed with students.

**AU:** Superintendents, School-Based Administrators, Teacher Leaders, and Teachers | **AL:** Elementary | **SL:** All

3111 & 3211

**Leveling Up: How Gamification Can Energize your Teaching**

Cari Harris, Graduation Alliance, Portland, OR



Learn how gaming changes the way our students learn, and how to integrate gamification into your practice for a more dynamic learning environment, more opportunity for equity, and as an avenue for social justice.

**AU:** Teacher Leaders and Teachers | **AL:** All | **SL:** Introductory

3112 & 3212

**Nurturing a Culture of Feedback to Encourage Professional Learning**

Donna Reid, School Reform Initiative, Houston, TX;  
Kari Thierer, School Reform Initiative, Lacey, WA



In this highly interactive session, participants will address the pitfalls of giving and receiving feedback, practice how to request and deliver effective feedback, and learn how to create a schoolwide culture of respect where reflective feedback grounded in relationships can advance learning.

**AU:** All | **AL:** All | **SL:** Introductory

3113 & 3213

**Partnering with Parents: Keeping Kids In School and Out of the Office**

Thomas Glanton, The Education Company, Atlanta, GA



Learn how to communicate effectively with students and parents to ensure a positive relationship between the home and the school that results in greater student success. Discover effective, ongoing communication techniques and proactive, practical skills for working with all parents.

**AU:** All | **AL:** All | **SL:** All

Welcome  
to the



# BIG EASY

## LAISSEZ LES BON TEMPS ROLLER!

ASCD has selected vibrant, culturally diverse New Orleans as the 2016 Conference on Teaching Excellence venue to help you have an exceptional experience that combines the high quality of ASCD professional learning with the world-class city life of New Orleans.

The Big Easy, as it is known, lingers on the threshold between the Old World and the New, between history and legend. Here, in this corner of the American South, where European traditions blend with Caribbean influences, the history is as colorful as the local architecture, and the food is the stuff of legend.

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# Conference Registration

## HOW TO REGISTER

You can register online at [www.ascd.org/CTEregister](http://www.ascd.org/CTEregister) or by phone, fax, mail, or e-mail. If you are registering more than one person, please fax your registration forms to 1-703-575-5414.

**Note:** Credit card payments cannot be accepted via fax or e-mail. Please submit your credit card payment via phone, mail, or online.

## ON-SITE REGISTRATION

The 2016 ASCD Conference on Teaching Excellence may sell out. On-site registration is not guaranteed. Please contact ASCD for availability. When space is available, you may register on-site for an additional \$25 fee. On-site registration begins July 7, 2016, for both the pre-conference institutes and the conference.

## TERMS

Registrations are accepted on a full-payment, first-come, first-served basis only. Registration confirmations are e-mailed within 48 hours after processing of registration. Attendees must be 18 years of age or older to attend the 2016 ASCD Conference on Teaching Excellence. ASCD has a strong commitment to high standards of scholarship and professional development. Commercial solicitation is entirely prohibited in all conference sessions. Please immediately report any violations to ASCD staff.

**Note:** If you do not receive a confirmation e-mail, please call the ASCD Service Center at 1-800-933-ASCD (2723), and then press 1, to determine the status of your registration.

## SPECIAL SERVICES

Please notify ASCD at the time of registration if you need special services.

## TEAM DISCOUNTS

Every fifth person you register from the same school or organization may attend without paying a registration fee.

**Note:** Registrations must be submitted together and include payment of all materials fees.

## EARN COMPLIMENTARY PROFESSIONAL DEVELOPMENT

If you attend three of our pre-conference institutes in a two-year period, you can receive registration to your fourth pre-conference institute free. (You will be responsible for materials fees.)

## PROGRAM CANCELLATION

ASCD reserves the right to cancel programs because of low registration. In the unlikely event of a cancellation, all registrants will be notified and will receive full refunds. ASCD is not responsible for reimbursing airline tickets.

## CAN'T ATTEND?

If you are unable to attend an event you have registered for, contact ASCD by e-mail or regular mail no later than 14 calendar days prior to the start of the event, to request a gift certificate that can be used for ASCD products or events, or a refund. After the 14-day timeframe, you are ineligible for a gift certificate or refund, but you may send a nonregistered person in your place, with registration confirmation or written authorization from you. For all cancellations, there is a \$50 processing fee for a single conference or institute and a \$100 processing fee for both conference and pre-conference institutes. E-mail: [cancel@ascd.org](mailto:cancel@ascd.org)

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# Hotel Registration

## Hilton New Orleans Riverside

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The Hilton provides easy access to the Riverwalk and is just a short walk to the French Quarter; the city's famous streetcar line; and countless restaurants, art galleries, music venues, and shopping.

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### Hilton New Orleans Riverside

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New Orleans, LA 70130

1-504-561-0500

\$158 (single/double occupancy, plus tax)

**Cut-off Date: June 6, 2016**

### Travel, Meals, and Lodging

Participants are responsible for securing their own transportation, meals, and lodging. Check the ASCD website at [www.ascd.org/CTE](http://www.ascd.org/CTE) for more travel and lodging information. Make your reservations early for the best prices.

Complimentary light breakfast will be available each morning. Participants are responsible for all other meals during the conference.

Please make hotel reservations by the cut-off date, June 6, 2016, to secure ASCD group rates. After the cut-off date, or if the room block is full, the hotel may not accept your reservation at the group rate.

**All pre-conference institute and conference sessions will be held at the Hilton New Orleans Riverside.**

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



## Register Today!

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# ASCD CONFERENCE ON TEACHING EXCELLENCE

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## Conference Preview & Registration Information

**July 8-10, 2016**

Pre-Conference Institutes on July 7  
New Orleans, Louisiana  
Hilton New Orleans Riverside  
[www.ascd.org/CTE](http://www.ascd.org/CTE)



## Conference Preview and Registration Information

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