

ASCD
LEARN. TEACH. LEAD.

LEARNING
The Story. Our Time. Our Future.

ASCD ANNUAL CONFERENCE

AND EXHIBIT SHOW

CHICAGO, ILLINOIS
March 16-18, 2013

PROGRAM BOOK





New assessment tools from GlobalScholar. Designed by educators, for educators.

GlobalScholar offers a range of rigorous assessment tools specifically written to Common Core State Standards (CCSS). Designed by educators and curriculum experts, you'll find them valid and reliable to develop customized formative and interim assessments for your classroom, school, district or state. Our assessment technology tools include computer-adaptive tests, assessment management, our new progress monitoring item bank and new premium reporting. All of our assessment and item banks work with our instructional management system (IMS) or yours.

***Come visit us at
ASCD booth #501, or at
www.globalscholar.com***

About Us

GlobalScholar® provides technology to accelerate student growth in K-12 education. We offer software and services with a focus on Standards-based Education, Personalized Learning and Educator Effectiveness delivered with the award-winning product brands of Scantron®, Pinnacle and EXCEED®.



LEARNING

Our Story. Our Time. Our Future.

68TH ANNUAL CONFERENCE AND EXHIBIT SHOW

McCormick Place West • Chicago, Illinois USA • March 16—18, 2013

ASCD

1703 North Beauregard Street, Alexandria, VA 22311-1714 USA

Phone: 1-800-933-2723 or 1-703-578-9600

E-mail: member@ascd.org • Internet: www.ascd.org • Fax: 1-703-575-5400

TABLE OF CONTENTS

THE 68TH ANNUAL CONFERENCE AND EXHIBIT SHOW PROGRAM

ASCD Mission and Vision Statements	3
Conference Greetings	4
Overview of Conference Events.....	9

CONFERENCE INFORMATION

ASCD and Convention Center On-Site Services	13
<i>Show Office</i>	14
<i>Information Kiosks</i>	15
Registration and Check-In.....	15
Policies.....	17

CONFERENCE HIGHLIGHTS

Where's My Wi-Fi?	19
First Time at Conference?.....	19
Tools and Resources.....	20
<i>Map Your Show</i>	20
<i>Program Schedule Changes</i>	20
<i>Virtual Conference</i>	21
<i>Where Do I Find Presentation Materials?</i>	21
<i>Academic Credit</i>	21
<i>Session Evaluations</i>	21
Network at #ASCD13	23

COOL THINGS AT CONFERENCE THIS YEAR

ASCD Constituent Services, Programs, and Initiatives....	24
Celebrating ASCD Authors.....	27
ASCD Center and Bookstore	28
<i>Where and What Is the ASCD Center?</i>	28

SESSION GUIDE

Guide to Using This Program Book.....	30
Saturday, March 16	33
Day at a Glance	33
Invited Speakers.....	34
Concurrent Sessions.....	37

Sunday, March 17	83
Day at a Glance	83
Invited Speakers.....	84
Concurrent Sessions.....	87
Monday, March 18	121
Day at a Glance	121
Invited Speakers.....	122
Concurrent Sessions.....	125

UPCOMING ASCD PROFESSIONAL DEVELOPMENT OPPORTUNITIES

2014 Annual Conference Proposal Invitation	150
Upcoming Conferences & Institutes.....	150

GUIDE TO THE EXHIBIT SHOW

Exhibit Show Information	152
<i>Exhibit Hall Floor Plan</i>	153
<i>Exhibitor Workshops</i>	154
<i>Exhibitor Directory</i>	158

ABOUT ASCD

ASCD 2012–13 Board of Directors.....	180
ASCD Executive Staff	183
Former Executive Secretaries and Directors	184
Former Presidents	184

Speakers Index	186
Food Venues	193
Convention Center Floor Plans	194

Information in the program guide is current as of January 2013. For the most up-to-date information, please visit Map Your Show, ASCD's online conference program planner, at www.ascd.org/mapyourshow or www.ascd.org/ascd13app. You can also visit ASCD's Annual Conference website at www.ascd.org/annualconference.

ASCD MISSION AND VISION

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

VISION STATEMENT

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

In Memoriam



Harold D. Drummond

ASCD is saddened to announce the death of Harold D. Drummond, who passed away on March 26, 2012.

Dr. Drummond served as ASCD president from 1964 to 1965. He was a board member and laureate of Kappa Delta Pi, an emeritus professor at the University of New Mexico, and a nationally known author.

The ASCD community sends condolences to Dr. Drummond's widow, Josephine, and family. We join them in mourning his loss.

GREETINGS

FROM THE PRESIDENT



Greetings, colleagues from all segments of the educational community.

I am humbled, honored, and delighted to extend a heartfelt welcome to each of you attending ASCD's 68th Annual Conference and Exhibit Show here in my home town:

Chicago, Illinois. Get ready for one of the most exceptional educational experiences you are likely to find anywhere on the planet.

This year's conference theme of "Learning: Our Story. Our Time. Our Future." is all about you. Learning is a never-ending process that occurs at home, in classrooms, and in every conceivable environment. It is the key that unlocks many doors and is the stair step into the future. As learners, teachers, and leaders, you have stories to tell that have been crafted by your past experiences. Stories that are vibrant in this current time of controversy. Stories that are crucial in our quest to transform and revolutionize educational experiences.

OUR STORY IS YOUR STORY.

We invite you to give voice to your story. Share it and learn from others' stories. We can no longer afford to let others tell our stories; together, we must celebrate and affirm good and sound practices for teaching the whole child. We must promote the self-esteem and success of the teaching profession and recognize that we have the tools to successfully educate 21st century learners.

OUR TIME IS YOUR TIME.

It's time for all educators to come together to revolutionize learning. The explosion of the technology and information age has provided an unprecedented opportunity to push the lifelong learning paradigm forward. Test scores

alone cannot define this new generation of learners. Creativity; problem solving; global linkages; and ensuring that each child is healthy, safe, engaged, supported, and challenged will be the turning point in the education landscape. Yesterday has passed; we must reinvigorate our passion to prevail in the future.

"We can no longer afford to let others tell our stories; together, we must celebrate and affirm good and sound practices for teaching the whole child."

OUR FUTURE IS YOUR FUTURE.

We encourage you to help visualize what education should look like in the future where customization for each learner is the rule, not the exception. Help us explore innovative ideas, contributions to global society, and strategies that will enable us to support engaged, resilient learners who are contributors in shaping the future.

We need you to be an active partner in a revolution to transform the way we learn, teach, and lead. Thank you for allowing me to be a part of your story.

Your Partner in Education,

A handwritten signature in dark ink that reads "Debra A. Hill".

Debra Hill
ASCD President, 2012-13

GREETINGS FROM THE EXECUTIVE DIRECTOR



Dear Conference Participants:

Welcome to Chicago, Illinois, and ASCD's 2013 Annual Conference and Exhibit Show! On a personal note, this marks my 20th Annual Conference as ASCD's Executive Director, and as I reflect on the past years, I am proud of the way our conferences have

evolved—through the use of technology, creativity, and innovative content—to address the ever-changing and challenging environments and needs of educators. Our organization has not only been responsive, but we have also been nimble and anticipatory of unforeseen needs and preparing educators for scenarios they may encounter in an unwritten future.

Each year, we at ASCD endeavor to find new ways to offer value and excitement to our members. For the first time, we offer an Annual Conference microsite (www.ascd.org/annualconference) where everything related to the proceedings may be found. Additionally, you can print your badges on-site; plan your activities using Map Your Show, the online digital planner; and enjoy a wide array of sessions on a first-come, first-seat basis. And, if you desire more, our registrants automatically receive access to ASCD's Virtual Conference.

This year's theme, "Our Story. Our Time. Our Future.," underscores the importance of educators being the voices for the profession—after all, we are best equipped to share those experiences from the front lines—and taking an active role to chart the direction that will achieve the best outcome for each learner. Now is the time for us to take charge and shape the playing field that affects our profession and the children we serve. Our children deserve our advocacy and commitment. Our future demands it.

ASCD is pleased to offer a team of respected and leading thinkers who will share their expertise on current ways to use research-based practices to support student-focused learning and teaching. We are confident that this conference will provide you with rich content and opportunities to discourse and network with a diverse group of conferees. We hope you will find many opportunities to network with conferees from around the world during your time in Chicago and encourage you to continue these critical discussions with your colleagues and key stakeholders upon your return to your respective schools and districts.

We realize that these are difficult economic times, and we appreciate that you have chosen ASCD's Annual Conference. We trust that we have delivered an exceptional experience for you. Thank you for joining us. ASCD appreciates your support and your contributions to the education profession. Enjoy your conference!

With warmest personal regards,

Gene R. Carter
Executive Director



2013 Annual Conference Planning Committee

CHAIR

Debra Hill
Chicago, IL

Eric Carbaugh
Harrisonburg, VA

Deana Lopez
Keller, TX

Ellen Bell

Austin, TX

Marc Cohen
Germantown, MD

Gabriel Rshaid
Buenos Aires,
Argentina

Torian White

Conyers, GA

Nicole Clifton
Upper Marlboro, MD

Brian Andrew Peterson
Las Cruces, NM

GREETINGS

FROM THE GOVERNOR OF ILLINOIS



Greetings!

As Governor of the State of Illinois, I am pleased to welcome everyone gathered for ASCD's 68th Annual Conference and Exhibit Show.

ASCD has been committed to enhancing education and advancing teachers and educators into the 21st century. Through these conferences, ASCD is able to bring together innovative ideas that are transferred into the classroom. I am certain that everyone in attendance will find information that will not only help you personally, but will help the students to whom you teach.


I hope that all of you will leave this conference with improved ideas for education. In Illinois, we continue to work hard to ensure that our students get the best education available. I encourage everyone in attendance to take full advantage of all of the presentations offered today, so that together, we can continue to improve education across the State of Illinois.

On behalf of the people of the Land of Lincoln, I offer my best wishes for an enjoyable and productive conference.

Sincerely,

A handwritten signature in dark ink that reads "Pat Quinn". The signature is written in a cursive, slightly slanted style.

Pat Quinn
Governor



"I encourage everyone in attendance to take full advantage of all of the presentations offered today, so that together, we can continue to improve education across the State of Illinois."



Conference Daily Newspaper

Be sure to pick up a *Conference Daily* newspaper each morning, Saturday through Monday, to learn about schedule changes to the conference program. You will find the newspapers on your hotel shuttle bus, at the ASCD Information Kiosk, Level 3, or in the ASCD Center (Booth 277 in the Exhibit Hall, Level 3) located in McCormick Place West.

ASCD Conference
on **Educational
Leadership**
2013

2013

NOVEMBER 1-3

The
COSMOPOLITAN
of LAS VEGAS



LAS VEGAS

Pre-Conference Institutes on October 31

Preview and Registration Information www.ascd.org/CEL

SpringBoard[®]

Prepare ALL students for college and career success... without remediation.



RIGOR AND READINESS ENGLISH LANGUAGE ARTS AND MATHEMATICS, GRADES 6-12.

Providing students access to academic rigor and the Common Core State Standards with...

- Fully integrated curriculum, assessments and professional development
- Flexible teaching and learning strategies
- Culturally relevant, engaging activities
- Knowledge and skills to succeed in AP[®] courses
- Vibrant peer-to-peer online professional learning community

.....
To learn more about SpringBoard, go to
collegeboard.org/springboard
or call toll-free **877-999-7723**.
.....



Recommended as a Curriculum
of Exceptional Quality by
Phi Delta Kappa International.

CONFERENCE

AT A GLANCE



Welcome Reception

Kick off your conference with food, fun, a cash bar, and a chance to network with fellow educators from around the world. Join your colleagues at the ASCD 68th Annual Conference and Exhibit Show Welcome Reception on Friday, March 15, from 5:00 to 7:00 p.m. in McCormick Place West, Level 3, Skyline Ballroom Pre-Function Area.

New networking activities will be included and exciting door prizes will be awarded.

First Timers' Sessions

Is this your first time attending ASCD's Annual Conference? Come to a special First Timers' session just for you.

Friday, March 15, 4:00–5:00 p.m., McCormick Place West, Level 1, Room W183C

Saturday, March 16, 8:00–9:30 a.m., McCormick Place West, Level 1, Room W190B

ON-SITE REGISTRATION

ASCD has one registration location this year. Find us at McCormick Place West, Level 3.

ON-SITE REGISTRATION HOURS

Friday, March 15..... 7:00 a.m.–7:00 p.m.
Saturday, March 16 7:00 a.m.–5:30 p.m.
Sunday, March 17 7:30 a.m.–5:30 p.m.
Monday, March 18 7:30 a.m.–1:00 p.m.

EXHIBIT HALL HOURS

Saturday, March 16 8:30 a.m.–5:00 p.m.
Sunday, March 17 8:30 a.m.–4:00 p.m.
Monday, March 18 8:30 a.m.–1:00 p.m.

ASCD CENTER HOURS

Saturday, March 16 8:30 a.m.–5:00 p.m.
Sunday, March 17 8:30 a.m.–4:00 p.m.
Monday, March 18 8:30 a.m.–1:00 p.m.

GOVERNANCE MEETINGS

Board of Directors Meeting:

Friday, March 15..... 8:30 a.m.–5:00 p.m.

ASCD Forum:

Sunday, March 17 8:30–9:45 a.m.

Annual Meeting:

Sunday, March 17 3:00–4:00 p.m.

SESSION SCHEDULE

AT A GLANCE

SATURDAY, MARCH 16

8:00–9:30 a.m. **More than 40 sessions to choose from**
Special Feature: Michael Fullan and Andy Hargreaves

8:00–9:30 a.m. First Timers' Session

8:30 a.m. Exhibit Hall Grand Opening

9:00–10:00 a.m. Exhibitor Workshops

9:30–10:00 a.m. Free time to explore the Exhibit Hall

10:00–11:45 a.m. **First General Session:**
Freeman A. Hrabowski III

11:45 a.m.–1:00 p.m. Free time to explore the Exhibit Hall

12:00 noon–1:00 p.m. Exhibitor Workshops

1:00–2:30 p.m. **More than 40 sessions to choose from**
Distinguished Lecture: Consuelo Castillo Kickbusch
Cawelti Leadership Lecture: Kevin Kumashiro

1:30–2:30 p.m. Exhibitor Workshops

3:00–3:30 p.m. Free time to explore the Exhibit Hall

3:00–4:00 p.m. Exhibitor Workshops

3:00–4:30 p.m. **More than 40 sessions to choose from**
International Panel: The Future of Education in a Globally Connected World

5:00–6:30 p.m. **More than 40 sessions to choose from**

SUNDAY, MARCH 17

8:00–9:30 a.m. **More than 40 sessions to choose from**
John Dewey Society Lecture: Justice Sandra Day O'Connor

9:00–10:00 a.m. Exhibitor Workshops

9:30–10:00 a.m. Free time to explore the Exhibit Hall

10:00–11:45 a.m. **Second General Session:**
Maya Angelou

11:45 a.m.–1:00 p.m. Free time to explore the Exhibit Hall

12:00 noon–1:00 p.m. Exhibitor Workshops

1:00–2:30 p.m. **More than 40 sessions to choose from**
Special Feature: Charlotte Danielson

1:30–2:30 p.m. Exhibitor Workshops

2:30–3:00 p.m. Free time to explore the Exhibit Hall

3:00–4:00 p.m. Exhibitor Workshops

3:00–4:30 p.m. **More than 40 sessions to choose from**

MONDAY, MARCH 18

8:00–9:30 a.m. **More than 40 sessions to choose from**
Special Feature: Yvette Jackson

9:30–10:00 a.m. Free time to explore the Exhibit Hall

10:00–11:30 a.m. **More than 40 sessions to choose from**
Special Feature: Van Jones

11:30 am–1:00 p.m. Free time to explore the Exhibit Hall

1:00–3:00 p.m. **More than 40 sessions to choose from**
Special Feature: Tim Shriver
Special Feature: Amy Valens and Daniel Schwartz

Standby Speaker**Yvette Jackson**

As standby speaker for this year's Annual Conference, Yvette Jackson will assume the role of General Session speaker if another speaker becomes unavailable at the last moment.



HELPING YOU MEET THE COMMON CORE STATE STANDARDS



HERFF JONES
NYSTROM

LITERACY & SOCIAL STUDIES

Meeting Common Core State Standards



Meeting the demands of the new Common Core State Standards is challenging. We're committed to making it easier by guiding you with resources and dynamic curriculum-based products. Whether it's hands-on programs or ed-tech like StrataLogica®, Herff Jones | Nystrom can help you discover ways to prepare for the Common Core State Standards and ensure success for your students.

DOWNLOAD OUR BROCHURE AT
WWW.HERFFJONESNYSTROM.COM/LITERACY

Visit us at
booth #511.

Proud sponsors of the ASCD Tweetup.
Join us at Buddy Guy's Legends on
Saturday, March 16, 2013 from 5:30 PM to 9:00 PM.



GRADUATION



CLASS RINGS &
JEWELRY



YEARBOOKS



EDUCATIONAL
PUBLISHING

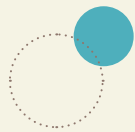


MOTIVATION &
RECOGNITION

ON-SITE SERVICES

MEETING SITE

Most Annual Conference sessions will be held at McCormick Place West; some sessions will be held at McCormick Place South.



Convention Center Address:

McCormick Place West
2301 South Lake Shore Drive
Chicago, IL 60616
1-312-791-7000

SHUTTLE BUS SERVICE

Complimentary shuttle bus service will be available Saturday through Monday to transport conference attendees between the meeting site and conference hotels. Your official conference name badge serves as your boarding pass. Shuttle bus schedules are located in each conference hotel lobby, and individual copies of the shuttle schedule are available at the ASCD Conference Information Kiosk in the registration area within McCormick Place West.

Note that the Hyatt Regency McCormick Place is connected to McCormick Place West. Therefore, no shuttle service will be provided from that hotel.

Shuttle Bus Schedule

Saturday, March 16	7:00 a.m.–6:45 p.m.
Sunday, March 17	7:00 a.m.–5:00 p.m.
Monday, March 18	7:00 a.m.–3:30 p.m.

LUGGAGE AND COAT CHECK

You can check your luggage at McCormick Place West near the transportation center, across from the First Aid station on Level 1. The cost is \$3.00 per item.

Luggage and Coat Check Hours

Saturday, March 16	7:00 a.m.–7:00 p.m.
Sunday, March 17	7:00 a.m.–5:00 p.m.
Monday, March 18	7:00 a.m.–3:30 p.m.



ON-SITE SERVICES

BUSINESS CENTER

The Business Center is located in McCormick Place West, Level 2, across from the Food Court. Services include photocopying, faxing, shipping, and sale of office supplies.

Business Center Hours

Monday–Saturday	8:00 a.m.–6:30 p.m.
Sunday	8:00 a.m.–6:00 p.m.

HOSPITALITY AND RESTAURANT RESERVATIONS

Members from Choose Chicago will be on-site to provide participants with brochures and answer questions about the city, restaurants, and other attractions. They can be found in the ASCD registration area, McCormick Place West, Level 3.

LOST AND FOUND

If you misplace an item during the conference, please go to the ASCD Show Office in McCormick Place West, Level 4, Room W471B, to file a report on your lost item.

ASCD Show Office Hours

Saturday, March 16	7:00 a.m.–6:00 p.m.
Sunday, March 17	7:00 a.m.–4:00 p.m.
Monday, March 18	7:00 a.m.–3:00 p.m.

SERVICES FOR PERSONS WITH DISABILITIES

ASCD works to provide an accessible conference for all attendees with disabilities. All general sessions will be interpreted for deaf and hearing-impaired participants.

WHEELCHAIRS

Scoutaround Mobility Solutions offers manual and motorized scooters for rental. Reservations can be made by calling Scoutaround at 1-888-441-7575. Your mobility device can be reserved in advance and will be waiting for you during your event. To view daily and weekly rental rates, please go to <http://www.scootaround.com/rentals/a/ascd/>. Operators are available 24 hours per day, 7 days per week.

MEDICAL EMERGENCIES

Emergency Medical Service (EMS) providers will be on duty in McCormick Place West. First aid services include full, basic life support as well as AED (automated external defibrillation) capacity in the event of a sudden cardiac arrest. The first aid station is located in McCormick Place West, Level 1, near the Transportation Center.

If you are made aware of an emergency in McCormick Place West, you should contact McCormick Place West Security by calling ext. 6060 on a house phone or 1-312-791-6060 from a cell phone. When you call in an emergency, you should indicate where you are in the center. EMS providers will come to that location as quickly as possible. If possible, we ask that you stay with the victim until an EMS provider or McCormick Place West staff member arrives.

In case of an activated fire/smoke alarm in the building, an audible alarm will automatically initiate. McCormick Place West staff will advise you if it is clear to re-enter the building or if you need to move to another location.



A Friendly Request

General Session participants are asked to remain seated until the session concludes. Early departures disturb closing remarks and announcements.

HOUSING

Travel Planners Inc. will be located in McCormick Place West, Level 3, in the ASCD registration area to assist attendees with questions about housing reservations.

ASCD INFORMATION KIOSKS

The ASCD Conference Information Kiosks are located in McCormick Place West in the Registration Area, Level 3; and the ASCD Center, Exhibit Hall, Level 3. The kiosks are staffed throughout the conference by ASCD headquarters staff members who will answer questions about the conference schedule and assist attendees with other conference inquiries.

ASCD ON-SITE REGISTRATION INFORMATION

ASCD Registration is located in McCormick West, Level 3.

On-Site Registration Hours

Friday, March 15	7:00 a.m.–7:00 p.m.
Saturday, March 16	7:00 a.m.–5:30 p.m.
Sunday, March 17	7:30 a.m.–5:30 p.m.
Monday, March 18	7:30 a.m.–1:00 p.m.

CONFERENCE BADGES

In an effort to enhance security, ASCD requires that attendees wear their conference name badge at all times during conference hours. Badges must be worn to gain admission to sessions, the Exhibit Hall, and the shuttle buses. Your badge not only indicates that you are fully registered for conference, but is also a courtesy to other registrants.

Please remember to be safety conscious and take off your badges when you are not on-site at McCormick Place West.



CHECKING IN FOR EXHIBITORS, VOLUNTEERS, AND PRESENTERS

Exhibitors: Exhibitors must check in at the Exhibitor Registration Desk in McCormick Place West, Level 3.

Volunteers: Attendees registered as volunteers must check in and check out at the Volunteer Office, located in McCormick Place West, Level 4, Room W475A, to pick up their ribbons and final assignment paperwork.

The Volunteer Office shares space with the Presenter Ready Room.

If you're interested in learning more about the Conferences and Institutes Volunteer Program, please visit www.ascd.org/conferencevolunteer.



Follow @ASCD on Twitter for critical updates throughout the conference.

Volunteer Office Hours

Friday, March 15	10:00 a.m.–5:00 p.m.
Saturday, March 16	7:00 a.m.–7:00 p.m.
Sunday, March 17	7:00 a.m.–5:00 p.m.
Monday, March 18	7:00 a.m.–4:00 p.m.

PRESENTERS

Concurrent session conference presenters must check in to receive their ribbons and confirm their audiovisual information in the Presenter Ready Room, located in McCormick Place West, Level 4, Room W475A.

Here, presenters will find a place to run through their sessions, test their presentation equipment and materials, or simply relax before or after presenting. Please note that we are unable to store luggage because the room is not secured. The Presenter Ready Room shares space with the Volunteer Office.

Presenter Ready Room Hours

Friday, March 15	10:00 a.m.–5:00 p.m.
Saturday, March 16	7:00 a.m.–7:00 p.m.
Sunday, March 17	7:00 a.m.–5:00 p.m.
Monday, March 18	7:00 a.m.–4:00 p.m.

ASCD POLICIES

Commercial Policy

ASCD has a strong commitment to high standards of scholarship and professional development. Commercial solicitation is entirely prohibited in all Annual Conference sessions (except exhibitor workshops). Solicitation of business within the Exhibit Hall by persons other than exhibitors is strictly prohibited. Please immediately report any violations to the ASCD Staff.

Room Overcrowding

All sessions fill on a first-come, first-served basis. For your safety, and because of fire regulations, meeting rooms that fill to capacity will be restricted. ASCD staff and convention center personnel must follow local fire regulations and will ask participants in an overcrowded room to leave the room. **Standing room is not an option;** only persons occupying a seat will be allowed to remain in the session.

Whenever possible, we have attempted to honor presenters' room-size requests. Although we try, we cannot always accurately anticipate attendance.

There are approximately 40 sessions at any given time during the conference; it is wise to select alternative sessions in advance if you are unable to arrive early enough to get seating at your first choice.

Consent to Use Video or Photographic Images

Registration and attendance at or participation in ASCD meetings, conferences, and other activities constitutes agreement by the registrant to ASCD's use and distribution of the registrant or attendee's image or voice in photographs, videotapes, websites, electronic reproductions, and audiotapes of such events and activities.

If you have questions about our policy, please e-mail us at annuconf@ascd.org.

ASCD Conference on Teaching Excellence 2013

June 28–30, 2013
Pre-Conference Institutes on June 27
National Harbor, MD
(Washington, DC, Metropolitan Area)



Gaylord National Resort and Convention Center



Historic Old Town, Alexandria, VA



Lincoln Memorial, Washington, DC



WHERE'S MY WI-FI?

Member and attendee actions influence ASCD events. To support the goal of providing a positive experience for all participants, we ask that you consider your effect and make good choices when using shared resources at the conference.

With this in mind, we ask that all participants

- Be mindful of the parameters of shared bandwidth.
- When possible or in areas with high network traffic, use only one device at a time to access the web.
- Charge devices to their fullest 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.
- 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.
- Use established wireless network SSID or 4G connections. The wireless network SSID is **ascd2013**.



First Timer at ASCD's Annual Conference?

If you are a first-time attendee to ASCD's Annual Conference, we have some special sessions, presented by ASCD Headquarters Staff, just for you to furnish you with the knowledge you need to make the most of all conference offerings.

First Timers' Sessions

Friday, March 15.....4:00–5:00 p.m.
McCormick Place West, Level 1, Room W183C
Saturday, March 16.....8:00–9:30 a.m.
McCormick Place West, Level 1, Room W190B

TOOLS AND RESOURCES

USING MAP YOUR SHOW: ASCD'S ONLINE CONFERENCE PLANNER

We hope you take advantage of the multiple tools ASCD provides to assist you in planning your experience at the Annual Conference and Exhibit Show.

The print guide features a full list of session titles and locations, current as of January 2013. For the most up-to-date view of all session titles and descriptions, visit this year's online conference planner, Map Your Show.

Map Your Show is an innovative online directory and floor plan. You can use Map Your Show to plan your experience via the web, your mobile device, or on-site in Chicago.

PROGRAM SCHEDULE CHANGES AND CANCELLATIONS

ASCD strives to keep all conference schedule changes and cancellation lists current, but we urge you to double-check your schedule and plan for alternative sessions if your first choice is full or has been canceled.

Schedule Changes (March 16–18)

Schedule changes to the Annual Conference program will appear on-site in the Conference Daily newspaper. You can also track session changes and cancellations through our conference Twitter hashtag: #ASCD13.



*This app is mobile only.

Map Your Show and the ASCD13 App



View full session and event descriptions and add them to your personalized planner using the Agenda Planner. Virtually plot your path through the Exhibit Hall and add the exhibitors you want to visit on your planner. You can access Map Your Show two ways, and we urge you to take advantage of them. For a complete how-to, visit our website, www.ascd.org/annualconference.

1. Visit us on the web at www.ascd.org/mapyourshow.
2. Carry us with you on your mobile device or tablet at www.ascd.org/ascd13app.

Download the **MYASCD2013** Conference App to browse schedules, speakers, and sessions; find exhibitors; view hotel and event maps, important event information, and meeting room locations; receive important updates; and more.

NEW ANNUAL CONFERENCE WEBSITE

For ASCD's 68th Annual Conference and Exhibit Show, we've developed an all-new website where participants can learn more about the full lineup of sessions and speakers, on-site events, exhibits and sponsors, and a city guide to Chicago.

Also, don't forget that all Annual Conference attendees will be able to use the new website to access the Virtual Conference—22 sessions that ASCD will stream live and archive for participants. Check it out now at www.ascd.org/annualconference.

CONFERENCE DAILY

Also available on-site for pickup will be our informative conference newspaper, *Conference Daily*, which will not only feature articles about various sessions, but also list changes to the session schedule.

Pick up a new issue of the *Conference Daily* newspaper each morning. You will find the newspaper at the ASCD Conference Information Kiosks, the ASCD Center, and on the shuttle buses.

VIRTUAL CONFERENCE

As part of the Annual Conference experience, ASCD will have a Virtual Conference: 22 sessions live-streamed on the web with prominent speakers such as Freeman Hrabowski III, Maya Angelou, Sandra Day O'Connor, and Michael Fullan. All attendees of ASCD's Annual Conference will have access to the live-streamed sessions, and you can watch session archives until September 30, 2013. Just go to www.ascd.org/virtualconference and enter the e-mail and password you used to register for the conference.

PRESENTATION MATERIALS

Presentation materials for annual conference sessions are available for download at www.ascd.org/mydownloads. They will be available for four weeks after the conference. Please note that presentation materials are the responsibility of the presenter and may not be available for all sessions.

ACADEMIC CREDIT AND CERTIFICATE OF ATTENDANCE

ASCD will provide CEU clock hours for Pre-Conference Institute attendees and a Certificate of Attendance for Annual Conference attendees. Please visit www.ascd.org/academiccredit for more information.

A Certificate of Attendance will be e-mailed to Annual Conference attendees following the completion of the conference.

EVALUATIONS

As part of our efforts to go green, session participants will be able to go online to evaluate each session's presenter(s) and material. After your sessions, please visit our website at www.ascd.org/evaluations to complete the evaluations. You will also receive an e-mail reminder at the end of each day regarding the evaluations. We greatly appreciate your feedback.

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

Supporting your mission is our mission.

Jostens brings you research-based resources and strategies that align with the school's mission and focus on reinforcing traditions and celebrating education.



RESOURCE
#31

Pause Before You Post™:

What educators need to know about personal publishing.



RESOURCE
#8

Recognition throughout your school: What are the three visuals you see when you enter your school's lobby?



RESOURCE
#17

Graduation Central™:

Planning tools for graduation including online access to diploma ordering and name lists.



We support your efforts to improve academic performance and to actively engage all students through resources that align with the following areas:

- Building Culture and Climate
- Strengthening Traditions
- Increasing Student and Educator Morale
- Involving the Parent Community
- Expanding Recognition to All Students
- Reinforcing College & Career Readiness
- Creating Graduation Experiences

Visit booth #611 to learn more about these resources and others.

Check out all of Jostens resources at jostens.com



NETWORK AT #ASCD13

SPONSORED BY



sham-ROCKS
#ASCD13
CHICAGO

Join us at Buddy Guy's Legends blues bar to show us your green.

WHAT

Join us for good company, St. Patrick's Day fun, and complimentary appetizers at the #ASCD13 Tweet Up, an in-person meet up of Twitter users, to connect with fellow @ASCD followers and educators. Use hashtag #ASCD13!

WHEN

Saturday, March 16, from 5:30 p.m. to 9:00 p.m.

WHERE

Buddy Guy's Legends, 700 S. Wabash Ave.

Conference attendees may take the Route 1 (Hilton Hotel) shuttle directly from McCormick Place to Buddy Guy's Legends.

CONNECT WITH ASCD:

ASCD's social media channels are a great place for educators to grow enriching, inspiring, and informative professional learning communities. Among our dynamic social media channels are:

ASCD EDge®

See what topics our more than 50,000 users are talking about at <http://edge.ascd.org>. The platform, supported by ASCD, is free and open to all—teachers, principals, administrators, researchers, school staff, authors, and any professional who works in or has an interest in education.

Twitter

Follow ASCD's official Twitter channel, @ASCD, for up-to-the-minute updates on everything education. While you're on site at Annual Conference, use the hashtag #ASCD13 to join in on the backchannel conversation, add anything you've learned from sessions, and connect with other attendees.

Facebook

Connect with other educators and discover more about ASCD's programs, products, and services. "Like" us at www.Facebook.com/ASCD.org.

ASCD Inservice

Keep up with the latest news and ideas in education from ASCD with blog posts from staff, members, and leading education experts. Read more at inservice.ascd.org.

Pinterest

Join ASCD on Pinterest to share pins and resources about professional development, the Common Core State Standards, supporting the whole child, and more. Follow us at www.pinterest.com/officialascd.

ASCD PROGRAMS

CONSTITUENT SERVICES, PROGRAMS, AND INITIATIVES



AFFILIATES

www.ascd.org/affiliates

Located in the United States, Canada, the Caribbean, and East Asia, ASCD affiliates are independent organizations that work collaboratively as part of the ASCD community.



CONNECTED COMMUNITIES

www.ascd.org/connectedcommunities

ASCD Connected Communities are geographically based entities that bring together educators who wish to align with ASCD. Each connected community determines its focus and definition.



EDUCATOR ADVOCATES

www.ascd.org/actioncenter

Educator Advocates is a grassroots network that works to ensure that education policy supports what is best for students. Advocates receive action alerts on important issues; e-mail updates when Congress is in session; and access to the ASCD Action Center to learn about legislation, contact representatives, and influence education policy. To join Educator Advocates, visit www.ascd.org/edadvocates_signup.



EMERGING LEADERS

www.ascd.org/emergingleaders

ASCD's Emerging Leaders program prepares younger educators for influence and ASCD leadership. This program equips new leaders to advance ASCD positions, become involved in ASCD governance, and explore multiple pathways toward ASCD leadership.



HEALTHY SCHOOL COMMUNITIES (HSC)

www.healthyschoolcommunities.org

HSC is a worldwide effort to promote the integration of health and learning and the benefits of school–community collaboration. HSC provides schools with a needs assessment and school improvement tool—the Healthy School Report Card—to help move the school and its community to a more whole child approach.



LEADERSHIP INSTITUTE FOR LEGISLATIVE ADVOCACY (LILA)

www.ascd.org/lila

LILA is designed to leverage educators’ knowledge and passion to influence federal policy through effective advocacy. Participants learn from national leaders and Washington insiders about initiatives being debated on Capitol Hill and actively engage federal policymakers on issues of greatest concern to education leaders.



OUTSTANDING YOUNG EDUCATOR AWARD PROGRAM (OYEA)

www.ascd.org/oyea

ASCD is proud to sponsor an award program that salutes a new generation’s passion for excellence. Every year ASCD recognizes educators for excellence in education, leadership, effect on student achievement, and contributions to the education community.



PROFESSIONAL INTEREST COMMUNITIES

www.ascd.org/profinterestcom

ASCD professional interest communities are member-initiated groups designed to unite people around a common area of interest in the field of education. These groups allow participants to exchange ideas, share information, identify and solve problems, and grow professionally.



STUDENT CHAPTERS

www.ascd.org/chapters

The ASCD Student Chapter program accelerates the professional growth of preservice educators and their self-identification as education professionals. Chapters may be formed on the campuses of colleges and universities with accredited education programs.



WHOLE CHILD INITIATIVE

www.ascd.org/wholechild

ASCD’s Whole Child Initiative calls upon educators, families, communities, policymakers, and business leaders to ensure that, in their own community, each child is healthy, safe, engaged, supported, and challenged. Visit the Whole Child website to learn more and find out how you can help your school and community take a whole child approach to education.

Improve TEACHER EFFECTIVENESS



PD ONLINE®

Award-Winning Online Courses from ASCD

PD Online courses make it easier and more affordable to learn from ASCD's renowned authors and experts.

CHOOSE FROM MORE THAN 80 COURSES

We've added new courses on the Common Core State Standards, Understanding by Design®, and Differentiated Instruction. Each course in the PD Online catalog features

- Succinct learning modules developed by ASCD's authors and experts.
- Job-embedded applications that link course material to real-world practice.
- Assessments at the beginning and end of each course.
- An integrated Learning Management System (LMS) for monitoring progress at the Administrator and Learner levels—also compatible with most institutional LMS products.

**JUST \$99
PER COURSE!**

Even less for school
or district orders!

EARN PROFESSIONAL DEVELOPMENT CREDIT

- Access and complete the courses anytime and anywhere.
- Every course is designed to be equal to at least 10 seat hours.
- All courses conclude with a certificate of completion to exchange your time for CEUs or college hours (depending on your program, state, or district).

REGISTER ONLINE!

Or explore our course catalog at www.ascd.org/pdonline

For school- and districtwide purchases, contact
ASCD Program Director at jpride@ascd.org,
1-800-933-ASCD (2723), or 1-703-578-9600, ext. 5634.

CELEBRATING ASCD'S AUTHORS AT CONFERENCE

Susan Allan

Harvey Alvy

Mike Anderson

Thomas Armstrong

Mark Barnes

Meir Ben-Hur

Jon Bergmann

Susan Brookhart

Kathleen Budge

Lynell Burmark

Geoffrey Caine

David Campos

Amy Colton

Kathleen Conn

Peter Cookson

Art Costa

Gini Cunningham

Linda D'Acquisto

Charlotte Danielson

Ceri Dean

Joseph DiMartino

Eleanor Dougherty

Myron Dueck

Jenny Edwards

Maurice Elias

Douglas Fisher

Mike Fisher

Mike Ford

Dana Frazee

Nancy Frey

Tony Frontier

Bryan Goodwin

Laura Greenstein

Janet Hale

Douglas Harris

Tom Hoerr

Elizabeth Hubbell

Gay Ivey

Joyce Jackson

Robyn Jackson

Yvette Jackson

Heidi Hayes Jacobs

Ann Johnson

Donald Kachur

Baruti Kafele

Bena Kallick

Clare Kilbane

ReLeah Lent

Laura Lipton

Jeff Marshall

Giselle Martin-Kniep

Robert Marzano

Bill McBride

Veronica McDermott

Thomas McGreal

Jay McTighe

Allen Mendler

Brian Mendler

Susan Morris

Connie Moss

Michael Opitz

Wendy Ostroff

Bill Parrett

Debra Pickering

Howard Pitler

Jane Pollock

Jim Rickabaugh

Pam Robbins

Regie Routman

Aaron Sams

Margaret Searle

Harvey Silver

Bob Sornson

Marilee Sprenger

Bill Sterrett

BJ Stone

Carol Ann Tomlinson

Cathy Vatterott

Bruce Wellman

Tim Westerberg

Grant Wiggins

Rick Wormeli

Allison Zmuda

ASCD CENTER



EXPLORE THE ASCD CENTER

The ASCD Center is located in the Exhibit Hall.

ASCD Center Hours

Saturday, March 16	8:30 a.m.–5:00 p.m.
Sunday, March 17	8:30 a.m.–4:00 p.m.
Monday, March 18	8:30 a.m.–1:00 p.m.

DISCOVER THE WORLD OF ASCD

At the ASCD Center, you will be able to explore the world of ASCD. ASCD associates will provide you with an overview or an in-depth review of the innovative programs, products, and services that empower educators to support the success of each learner. Recognized as the leader in K–12 professional development, ASCD serves the needs of educators from more than 134 countries worldwide.

ENJOY THE ASCD BOOKSTORE

Spend time in the ASCD Bookstore. Browse and select from more than 200 books and DVDs from the leading minds in the education industry. Add to your personal or school PD library with proven resources from ASCD, priced at or below member prices. And interact with many of your favorite authors during our scheduled book signing events.

ENGAGE IN AUTHOR TALKS AND BOOK SIGNINGS

Meet some of your favorite ASCD authors who are featured at the conference. At Author Talks, distinguished authors will share personal insights in the ASCD Whole Child Theater. In the bookstore, you will be able to have your new ASCD books

autographed by selected authors for you or for someone you know who was not lucky enough to be able to attend the ASCD Annual Conference.

Author Talks

Saturday and Sunday, 12:00–12:45 p.m., in the ASCD Whole Child Theater

Book Signings

Saturday, Sunday, and Monday, 9:30–10:15 a.m., in the ASCD Bookstore

Saturday and Sunday, 1:30–2:15 p.m., in the ASCD Bookstore

ASCD School Improvement Forums

Saturday and Sunday, 3:00 p.m., in the ASCD Whole Child Theater

CHART A COURSE FOR SCHOOL IMPROVEMENT

At the ASCD Whole Child Theater, you will learn how schools and districts are using the free, online **ASCD School Improvement Tool** as part of a comprehensive needs assessment of each school. ASCD experts will demonstrate this powerful evaluation tool that was designed to support the needs of educators committed to a Whole Child approach to education that will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.

PARTICIPATE IN ASCD EDUCATOR SERVICES WORKSHOPS AND DEMONSTRATIONS

The ASCD Center will offer free user workshops and demonstrations throughout each day of the conference.

See how the PD In Focus® on-demand professional development system tool brings successful teaching practices to life! Discover how PD In Focus enables teachers and teacher leaders to engage in brief PD activities that continuously drive school improvement and assist in the advancement of effective classroom instruction.

Attend a Leadership Improvement Workshop to learn how to develop a framework of success for your school, district, or system. ASCD will showcase blended professional development solutions that are proven to build the competencies of principals, administrators, and teacher leaders. Learn about strategies that drive the highest levels of academic achievement and teacher retention.

PD In Focus Workshops

Saturday and Sunday at 10:30, 12:30, and 2:30 in the PD Demonstration Zone

Monday at 10:30 in the PD Demonstration Zone

Leadership Improvement Workshops

Saturday and Sunday at 11:30 and 3:30 in the PD Demonstration Zone

Monday at 11:30 in the PD Demonstration Zone

Personal Demonstrations

Available upon request at our PD Personal Demonstration Stations

Win A New iPad!

Come by the ASCD Bookstore and enter a drawing to win a new iPad. Drawings will be held at 3:45 p.m. on Saturday and Sunday.*

*One iPad to be given away each day; you must be present at the drawing to win.



VISIT THE MEMBERSHIP SERVICES CENTER

In appreciation of your membership with ASCD and your attendance at this year's Annual Conference, please be sure to take part in the many activities we have planned for you. Visit us at the Member Services desk to take part in any or all of our member activities, including these:

- Have your picture taken at the *Educational Leadership*® magazine photo booth.
- Participate in daily raffles for fabulous educator resources.
- Collect free gifts as a special thank you to all our members.

SHARE FEEDBACK AND INSIGHT

Please be sure to visit the ASCD Research Zone to share your insight and feedback with our research experts. At ASCD we are making every effort to ensure that ASCD is building the programs, products, and services that will empower you to support the success of each learner. Your time will be invaluable as we continue to build resources designed to support your needs. Stop by to take our brief interactive survey.

SESSION GUIDE



This program book is your guide to ASCD's 68th Annual Conference and Exhibit Show. To make the most effective use of the resources presented to you in Chicago, we recommend that you use the following tools in planning your conference experience.



SESSION FORMATS

Four kinds of sessions are scheduled during the conference:

GENERAL SESSIONS

Featuring prominent speakers, these daily plenary sessions are scheduled without conflicting activities.

DISTINGUISHED LECTURES AND SPECIAL FEATURES

These sessions feature lectures by prominent scholars and practitioners and others with content of special interest. We offer speakers from diverse cultures with varying viewpoints on topics that span the entire field of education.

CONCURRENT SESSIONS

These sessions are intended to provide an opportunity for participants to learn about innovative, effective programs and practices, including instructional practices, supervisory and staff development techniques, assessment procedures, curricular innovations, cultural and social phenomena, research, and theory. These sessions cover a wide range of timely topics.

EXHIBITOR WORKSHOPS

These workshops are opportunities for exhibitors to demonstrate the strengths and benefits of their products and services. The sessions are designed to give participants an opportunity to learn about products, services, and technologies in a setting free from the distractions of the exhibit floor. Please see page 154 for a listing of all the exhibitor workshops.

HELPFUL TERMINOLOGY

SESSION NUMBER

All concurrent conference sessions are numbered according to their schedule time blocks.

Each session number has four digits; the first two digits convey important information. The first digit indicates the day of the conference on which the meeting takes place:

1 for Saturday | **2 for Sunday** | **3 for Monday**

For example, session 1220 will take place on Saturday; session 3340, on Monday.

The second digit indicates a distinct meeting time block. Session 3205 will begin on Monday during the second time block. Make sure you check actual start times in the program book.

The third and fourth digits are used by ASCD for tracking purposes and do not indicate special information about when the sessions occur.

Two types of session numbers include letters:

GSI: This is a general session. It takes place on day one of the conference (Saturday).

236EW: This is an exhibitor workshop. It takes place on day two (Sunday).

Please note: Not all gatherings are numbered. The Annual Meeting, receptions, and the like are not numbered, but they do appear in the daily program schedule.



Friend us at www.facebook.com/ascd.org and keep us in your feed!

DESCRIPTION

The session description provides a synopsis of what the presentation will cover.

SPEAKERS INDEX

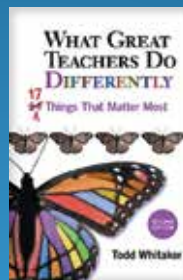
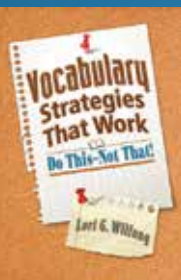
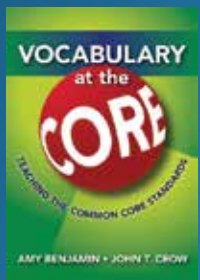
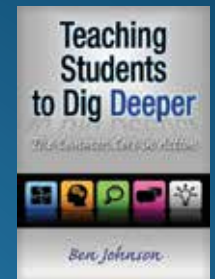
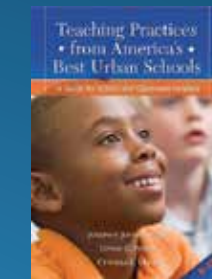
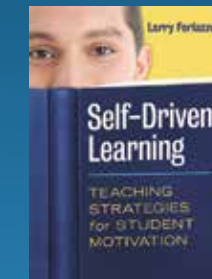
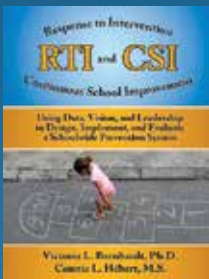
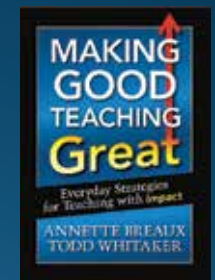
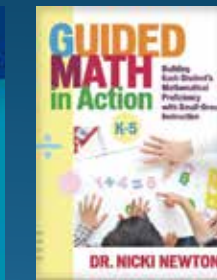
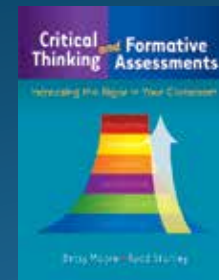
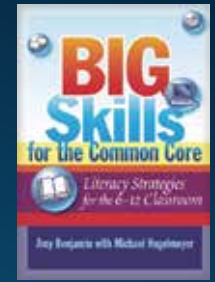
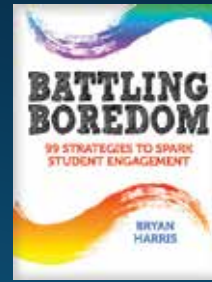
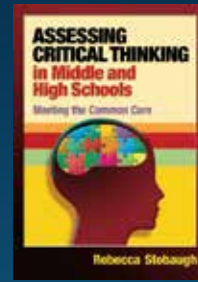
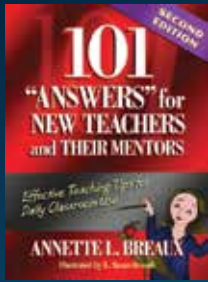
You can use the Speakers Index (see page 186) to find out when and where specific presenters' sessions will occur so that you can plan other activities around these sessions.



SAMPLE SESSION LISTING

Session Number	3306
Session Title	Increasing the Likelihood of Having Your ASCD Annual Conference Proposal Accepted
Room Location	McCormick Place West, Level 1, Room W177
Description	Are you interested in presenting at a future ASCD Annual Conference and Exhibit Show? Have you submitted a proposal in the past that was not selected? The online proposal system is now live for ASCD's 69th Annual Conference and Exhibit Show in 2014. We encourage you to attend this session to learn some helpful tips on increasing the likelihood that your proposal will be accepted.
Presenter(s) Information	<i>Presenter(s): Sari Houston, ASCD, Alexandria, VA</i>

New and Best-Selling Resources for Your Professional Development Needs



www.eyoneducation.com

Visit Us at Booth 413 for 20% Off and Free Shipping!

SATURDAY, MARCH 16

8:00–9:30 a.m.	<p>More than 40 sessions to choose from <i>Special Feature:</i> Michael Fullan and Andy Hargreaves</p>
8:00–9:30 a.m.	First Timers' Session
8:30 a.m.	Exhibit Hall Grand Opening
9:00–10:00 a.m.	Exhibitor Workshops
9:30–10:00 a.m.	Free time to explore the Exhibit Hall
10:00–11:45 a.m.	<p>First General Session: Freeman A. Hrabowski III</p>
11:45 a.m.–1:00 p.m.	Free time to explore the Exhibit Hall
12:00 noon–1:00 p.m.	Exhibitor Workshops
1:00–2:30 p.m.	<p>More than 40 sessions to choose from <i>Distinguished Lecture:</i> Consuelo Castillo Kickbusch <i>Cawelti Leadership Lecture:</i> Kevin Kumashiro</p>
1:30–2:30 p.m.	Exhibitor Workshops
3:00–3:30 p.m.	Free time to explore the Exhibit Hall
3:00–4:00 p.m.	Exhibitor Workshops
3:00–4:30 p.m.	<p>More than 40 sessions to choose from <i>International Panel:</i> The Future of Education in a Globally Connected World</p>
5:00–6:30 p.m.	<p>More than 40 sessions to choose from</p>



THESE ICONS INDICATE THAT THE PARTICULAR SESSION



Features scientifically based education research



Is presented by an author of an ASCD book or action tool



Is being live-streamed

Information in the program guide is current as of January 2013. For the most up-to-date information, please visit Map Your Show, ASCD's online conference program planner, at www.ascd.org/mapyourshow or www.ascd.org/ascd13app. You can also visit ASCD's Annual Conference website at www.ascd.org/annualconference.

INVITED SPEAKERS

SATURDAY, MARCH 16



SPECIAL FEATURE



Michael Fullan, University of Toronto, Toronto, Canada

Andy Hargreaves, Lynch School of Education, Boston College, Chestnut Hill, MA

1100 **Professional Capital: Transforming Teaching in Every School**

This session lays out a different and better vision for the future of the teaching profession based on the idea of professional capital that is a long term investment in the quality of teaching and that aligns with how top performing schools and countries treat their teachers. Instead of individual incentives, we need collective responsibility. Instead of concentrating on rewarding stars at the top and removing deadweights at the bottom, we need to be moving the majority of the profession forward to benefit all students.

Location: McCormick Place West, Level 1, Room W183A, 8:00–9:30 a.m.



FIRST GENERAL SESSION

Freeman A. Hrabowski III, President, University of Maryland, Baltimore County

GS1 **Education for the 21st Century: Creating a Climate of Success for All Students**

Named one of the “100 Most Influential People in the World” in 2012 by *Time* Magazine, Freeman A. Hrabowski III shares his thoughts about educating students in the new century. Learn what strategies and best practices superintendents, principals, and teachers can use to ensure the success of all students.

Location: McCormick Place West, Level 3, Skyline Ballroom (Room W375A–E), 10:00–11:45 a.m. Overflow: Room W196.



CAWELTI LEADERSHIP LECTURE

Kevin Kumashiro, Founding Director, Center for Anti-Oppressive Education, Chicago, IL

1200 “Bad Teacher!”: How Blaming Teachers Distorts the Bigger Picture

This session examines the current debates on education reform, with particular attention to the ways that scapegoating school teachers, teacher unions, and teacher educators masks the real, systemic, and deeper problems. Examples of recent trends and initiatives will be highlighted to illustrate the common and commonsensical assumptions that frame how the general public and policymakers talk about teaching and learning, about problems and solutions, and about the very purposes of education. The speaker will conclude with suggestions for reframing the debate, addressing the bigger picture, and building a bolder movement to reclaim public education.

Location: McCormick Place West, Level 1, Room W196, 1:00–2:30 p.m.



DISTINGUISHED LECTURE

Consuelo Castillo Kickbusch, Army Veteran, Author, and Educator

1212 Living Your Legacy

Be guided by Consuelo Castillo Kickbusch, a retired lieutenant colonel and the highest-ranking Hispanic woman in the Combat Support Field of the U.S. Army, and learn to live your legacy by leading with your soul.

Location: McCormick Place West, Level 1, Room W190A, 1:00–2:30 p.m.

INTERNATIONAL PANEL



Dr. **Gene R. Carter**, Executive Director, ASCD, Alexandria, VA | **Pasi Sahlberg**, Director General, CIMO, ASCD Board Member, Helsinki, Finland | **Hye-chong Han**, Associate Research Fellow, South Korea | **Wong Siew Hoong**, Deputy Director-General of Education (Curriculum), Singapore | **Benjalug Namfa**, Deputy Permanent Secretary, Office of Basic Education Commission, Ministry of Education, Thailand

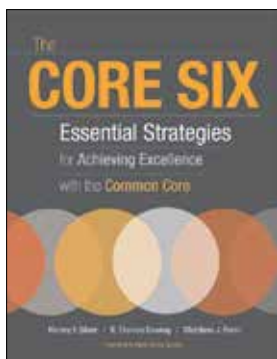
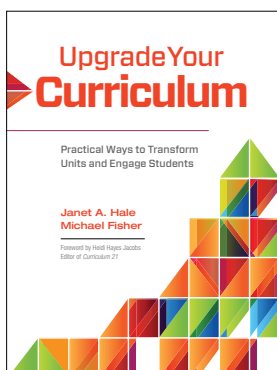
1300 The Future of Education in a Globally Connected World

Where are we heading in the field of education today? What can we learn from one another in this globally interconnected and technology-driven world? This panel discussion will explore these questions through the perspectives and experiences of international leaders. A major focus of this year’s discussion will be on what we can learn from one another about preparing increasingly diverse student populations for success in both postsecondary education and career pathways. What specifically are our shared “lessons learned”—and what questions do we all agree still remain to be answered in education today?

McCormick Place West, Level 1, Room W183A, 3:00–4:30 p.m.



Tweet with the hashtag **#ASCD13** and take your conference experience online.



VISIT THE ASCD BOOKSTORE

LOCATED IN THE ASCD CENTER
Inside the exhibit hall

SATURDAY, MARCH 16

8:30 a.m.–5:00 p.m.

SUNDAY, MARCH 17

8:30 a.m.–4:00 p.m.

MONDAY, MARCH 18

8:30 a.m.–1:00 p.m.

**BROWSE MORE THAN
200 BOOKS AND DVDS!**

Add resources to your library at
LOW MEMBER PRICES

Choose from a huge selection of
BARGAIN BOOKS—ONLY US\$5

ATTEND BOOK SIGNINGS
and author talks

Enter drawings to
WIN A NEW IPAD®



SATURDAY, MARCH 16

8:00–9:30 A.M.

SPECIAL FEATURE

8:00–9:30 a.m.

1100

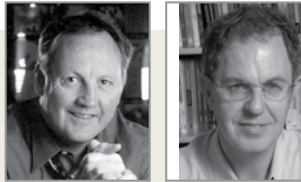
Professional Capital: Transforming Teaching in Every School

McCormick Place West, Level 1, Room W183A



Please see the session description on page 34.

Presenter(s): Michael Fullan, University of Toronto, Toronto, Canada; Andy Hargreaves, Lynch School of Education, Boston College, Chestnut Hill, MA



1101

How to Overcome Textbook Fatigue and Invigorate Learning

McCormick Place South, Level 1, Room S103A



Faithfully following a textbook's table of contents is obsolete and fails to support 21st century learning. Today's students must learn to locate, synthesize, question, and adapt relevant information to solve problems and think critically. The skills necessary for a future we can't even describe will not be developed through a "one-size-fits-all" program or a textbook series. This session will focus on elements that help teachers and entire schools recover from textbook fatigue: inquiry-based learning through text sets with a hefty dose of engagement.

Presenter(s): ReLeah Lent, Consultant, Atlanta, GA

Is this your first time attending ASCD's Annual Conference? Come to a special First Timers session just for you on Saturday, March 16, at 8:00 a.m., McCormick Place West, Level 1, Room 190B.

1102

Leading with Instruction in Mind

McCormick Place West, Level 1, Room W175B

As accountability grows across the education landscape, leadership changes have become increasingly necessary. Leaders must be out front, not hidden behind the office door, to be trusted and respected. The demand for a leader who knows instruction, curriculum, motivational tactics, and coaching has become paramount—as this is “Our Time.” This session will give insight to the importance and knowledge of instruction and leadership. It will also highlight how crucial it is to be more than competent in “Our Time,” so we can write “Our Story.”

Presenter(s): Myke Collins, Memphis City Schools, Memphis, TN

1103

Improving Motivation, Behavior, and Achievement through a Growth Mind-Set

McCormick Place West, Level 1, Room W183B

In this research-based, multimedia session, participants will learn how a growth mind-set—the understanding that ability can be developed—drives motivation, resilience, and achievement. They will learn about neuroscience-based strategies that can increase pro-social behavior, academic engagement, effort, and performance, and how growth mind-set leadership practices can promote a learning-focused school culture. Resources will include readings, practice tips, assessments, and reflection tools.

Presenter(s): Carol Dweck, Stanford University, Stanford, CA

1104

Coteaching in Inclusive Classrooms

McCormick Place South, Level 1, Room S103BC


Today's classrooms are more diverse than ever, and educational leaders are challenged to meet all students' needs, including those with disabilities. With the onset of the Common Core State Standards, inclusion becomes even more challenging. Coteaching is one of the most effective, powerful, and rewarding ways to meet the challenges of all learners' needs in today's classrooms. In this session, participants will learn proven, research-based strategies; essential components for coteaching; practical ways to define roles; a variety of coteaching approaches and ways to plan and deliver instruction; and ways to maximize teacher and student strengths.

Presenter(s): Katherine Perez, Saint Mary's College, Moraga, CA

1105

Teach Less, Learn More (K–3)

McCormick Place West, Level 1, Room W179A

 With all the content teachers are asked to cover, it's easy to understand how early childhood classroom instruction has become frustrating for many teachers and students. In this session, we will consider the skills and concepts that must be deeply learned, rather than just covered. We will explore simple and efficient strategies for instruction that focus on the specific needs of each child and allow students the time and attention they need to deeply learn essential content. Educators will be asked to consider teaching a viable curriculum based on the Common Core State Standards.


Presenter(s): Robert Sornson, Early Learning Foundation, Brighton, MI

BE SURE TO PICK UP A CONFERENCE DAILY NEWSPAPER EACH MORNING, Saturday through Monday, to learn about schedule changes to the conference program. You will find the newspapers on your hotel shuttle bus, at the ASCD Information Kiosks, Level 3, or in the ASCD Center (Booth 277 in the Exhibit Hall, Level 3) located in McCormick Place West.

1106

Habits of Mind: Assessing What We Value, Valuing What We Assess

McCormick Place West, Level 1, Room W184BC


 Although assessments may detail students' performance of their learning as a result of what we teach, we lack evidence of the growing dispositions toward learning gained from what we teach. This presentation will focus on the habits that students develop as they plan for, monitor, and reflect on their learning. Teachers and students will describe the values they place on improving their use of the Habits of Mind series in school, their work, and their lives.

Presenter(s): Arthur Costa, California State University, Sacramento, CA; Bena Kallick, Consultant, Westport, CT; Nancy Skerritt, Tahoma School District, Maple Valley, WA

1107

Incorporating 21st Century Skills with K–12 Assessment and Instructional Practice

McCormick Place West, Level 1, Room W196


 How do you meaningfully incorporate 21st century skills into the design of K–12 curriculum, assessment, and instruction? It is important to collectively define the terms; develop what the skills look like from novice to exemplary; and use them to revise existing summative performance tasks, inspire the development of new tasks, and develop rubrics to measure and motivate achievement. This how-to session outlines key steps and provides school-based models so participants can lead this process in their own learning organizations.

Presenter(s): Allison Zmuda, The Competent Classroom, Virginia Beach, VA

1108

Motivate and Manage a Differentiated Classroom

McCormick Place South, Level 1, Room S105BC

 "He has to do 10 problems and I have to do 20?" "Those kids get to hand in their assignment a day late and I don't?" "My child says that some kids are allowed to use their notes or take extra time on the tests!" Do these complaints sound familiar? We all know how important differentiation is, but most experts do not explain what to do when students and parents complain. This session answers all of those questions in a high-energy, dynamic format.

Presenter(s): Brian Mender, Teacher Learning Center, Rochester, NY

A conference evaluation will be e-mailed to all participants who have provided us with a valid e-mail address. To help us plan future conferences that meet your needs, we need your input. Please respond to the e-mail evaluation.

1109

Connecting Our Lives Through Digital Storytelling

McCormick Place West, Level 1, Room W176B

Mankind has always learned through the art of storytelling. Today's educators must combine 21st century tools and strategies with familiar storytelling techniques to create an emotional connection with curricular content. Storytelling across digital platforms, weaving in education standards, creates an environment where learning is engaging, original, and progressive. Sharing stories offers students opportunities to connect to each other and the world around them, giving each student a voice and leading to deeper engagement and learning. Join the Affective Factors in Learning Professional Interest Community as we link stories, content, family, and life experiences.

Presenter(s): Harriett Arnold and Janine Fisk, University of the Pacific, Stockton, CA

1110

First Timers' Session

McCormick Place West, Level 1, Room W190B

Are you a first-time attendee to ASCD's Annual Conference or maybe even a new ASCD member? Are you not sure how to navigate the conference sessions, Exhibit Hall, and all the other offerings? Do you want to find out how to stay in touch with the ASCD learning community even after the conference is over? Attend this one-hour session to learn how to get the most from your ASCD Annual Conference experience and your extended ASCD community.

Presenter(s): Bonnie Kasander, ASCD, Alexandria, VA

1111

Powerful Best Reading Practices for Struggling Readers

McCormick Place West, Level 1, Room W185D

The brain thrives on high meaning, challenge, choices, and positive emotions. At this session, you'll learn to actively engage students with innovative comprehension and vocabulary interventions, reading methods that provide critical modeling of the reading process, and teaching strategies that empower students.

Presenter(s): Marie Carbo, Kay Douglas, and Dottie Augustine, National Reading Styles Institute, Syosset, NY

1112

Learning Is Not a Spectator Sport: Engage Students

McCormick Place West, Level 1, Room W192B

Research indicates that when students are engaged in the learning process, learning sticks. In this fast-paced session, you will learn how to motivate all students with active learning strategies while addressing the standards and exciting students with activities that are hands-on and minds-on. You'll take away reading strategies where students work at the application level to analyze, create, and present. Strategies will allow students to creatively respond to fiction and nonfiction and learn vocabulary so that it sticks. All activities support RTI Tier 2 instruction and are aligned with the Common Core State Standards.

Presenter(s): Jane Feber, Consultant, Jacksonville, FL

1113

How to Turn Your Great Ideas into a Great ASCD Book

McCormick Place West, Level 1, Room W192A

Come to this session to learn how to turn your ideas into an ASCD book. Find out how to create an effective proposal, what qualities editors look for, and how to think like a reviewer. Experienced ASCD editors will share examples of what works and what doesn't. An ASCD author will provide the writer's perspective. At the end of the session, you'll have an opportunity to talk one-on-one with an editor about your ideas.

Presenter(s): Genny Ostertag, Laura Lawson, and Stefani Roth, ASCD, Alexandria, VA

1114

A Whole Child Approach to Education Around The World

McCormick Place West, Level 1, Room W181C

This session will outline the process that ASCD has undertaken to develop and promote A Whole Child Approach to Education Examples Map. The map will serve as the backdrop and theme for the session as we highlight the wide-ranging examples from Washington, DC, to Ramallah to Sydney and beyond. We will discuss and show-case how each setting has adapted a Whole Child approach to suit its context, culture, and geography. We will ultimately show how a good school is a good school no matter where it is.

Presenter(s): Sean Slade, ASCD, Alexandria, VA

1115

Common Core State Standards for Leadership

McCormick Place West, Level 1, Room W178A

The new Common Core standards have many advantages for students, but they also present great challenges for educators as they implement the standards. The presenter, a national expert on the Common Core standards and project director of ASCD's Bill & Melinda Gates Foundation grant to provide Common Core resources to teachers and school leaders, will focus on how school leaders and boards can help implement a plan, establish professional practices aligned with the standards, and lead teachers and students to success.

Presenter(s): Sherida Britt, ASCD, Alexandria, VA

1116

Creating Learning Targets Aligned to the Common Core State Standards

McCormick Place West, Level 1, Room W195

Create effective and relevant learning targets to engage students in higher levels of thinking. Take away practical ideas, handouts, and strategies that your teachers can use in the classroom immediately. Experience improved learning as the presenter models how to create Common Core learning targets. Discover how to simplify lesson planning using learning targets, assessment, and instruction. In groups, learn to build student-friendly learning targets for a variety of Common Core standards and plan the next steps for improving student learning.

Presenter(s): Steven Olsen, Targets 4 Learning, Nephi, UT

Please remember that you must wear your Annual Conference name badge at all times. Your name badge is a part of the security system, as well as how you gain admission to conference sessions, the Exhibit Hall, and the shuttle buses.

1117

Instructional Walks: A Crucial Practice for Increasing Schoolwide Achievement

McCormick Place West, Level 1, Room W184A



Instructional walks have the potential to increase principal leadership and teacher effectiveness, and accelerate literacy learning across the curriculum. Although much has been written on learning walks, walk-throughs, and instructional rounds, in instructional walks the principal actively engages with the teacher and students to celebrate what's going well and to advance literacy teaching and learning. The presenter will demonstrate and discuss the explicit actions, language, and strategies that build professional trust and move the whole school forward.

Presenter(s): Regie Routman, Seattle University, Seattle, WA

1118

Grit, Multiple Intelligences, and Success

McCormick Place West, Level 1, Room W187C



The theory of multiple intelligences (MI) has been used as a tool to give students more ways to learn. But how can MI be used to gain Grit? Duckworth's Grit is a key to success in any endeavor, and MI can help develop it. This session will focus on personal intelligences and using MI in a converse way to enable teachers to elicit and reinforce Grit.

Presenter(s): Thomas Hoerr, New City School, St. Louis, MO

1119

Intergenerational Educators: The Good, The Bad, and the Ugly

McCormick Place West, Level 1, Room W193B

How do leaders coalesce the skills of traditionalists, baby boomers, Generation X, and Generation Y educators in schools today? This interactive session provides a humorous but helpful overview of strategies to support all generations of educators. What traits permeate the values and pedagogy of teachers? The information provided will assist with creating a more effective teaching learning environment.

Presenter(s): Loucrecia Collins, The University of Alabama at Birmingham, Birmingham, AL

1120

Transforming Curriculum: One Unit at a Time

McCormick Place South, Level 1, Room S103D



In this session based on their new ASCD book *Upgrade Your Curriculum: Practical Ways to Transform Units and Engage Students*, join the presenters as they guide participants through the process for transforming current units of study into modern learning experiences. Participants will investigate bold actions including overlapping orbits of ability, evaluation of specific zones of student-centered learning, and analysis of technology engagement while being considerate of tasks, purposes, and audiences.

Presenter(s): Janet Hale, Curriculum Mapping 101, Tucson, AZ; Michael Fisher, The Digigogy Collaborative, Amherst, NY

1121

Ecoliterate Success Stories: How Educators Cultivate Emotional, Social, and Ecological Intelligence

McCormick Place South, Level 1, Room S104B

This multimedia, interactive session will present an inspiring new model of education that takes the cultivation of emotional and social intelligence as its foundation and extends it outward to integrate ecological intelligence. Through compelling stories that range from the Arctic to Appalachia and New Mexico to New Orleans, the session will show how educators can advance academic achievement; protect the natural world; and foster strength, hope, and resiliency in students and educators alike. Participants will receive examples of classroom experiences that foster the Five Practices of Ecoliteracy.

Presenter(s): Lisa Bennett and Carolie Sly, Center for Ecoliteracy, Berkeley, CA

1122

A Practical Approach to Today's Challenges to Implementing Differentiated Instruction

McCormick Place West, Level 1, Room W180



Differentiation has matured as a construct to improve classroom instruction for all students and now has broad acceptance. However, the world of education is changing the classrooms in which differentiated instruction occurs. Common Core

standards, changing special-education expectations (RTI), financial constraints, and technology all change the context in which differentiation is applied. This session will present practical solutions and examples to our 21st century challenges and discussion about the practical approaches that will help lead the change.

Presenter(s): Susan Allan, Allan Consultants, Ann Arbor, MI

1123

Blended Learning Spaces: Teaching and Leading in a "Facebook Meets Face-to-Face" Environment

McCormick Place West, Level 1, Room W175C



Over the past three years, the presenters have used multiple cloud-based technologies, including the initially controversial Facebook, to merge social and educational spaces for both teachers and students. Through this journey, they have gained powerful insight on how to use social media and collaborative tools productively, help students set standards for interaction, balance online and offline activities, and manage the learning environment in a tech-integrated classroom. In this interactive session, the presenters will share the fears, obstacles, and opportunities in integrating new technologies while maintaining the integrity of learning spaces.

Presenter(s): Tiffany Della Vedova, The Mandell School, New York, NY; Jacqueline Westerfield, Grandview Preparatory School, Boca Raton, FL

1124

Game-Based Learning Lesson Design

McCormick Place South, Level 1, Room S105A

Game-based learning (GBL) is an emergent instructional technique being used to engage students in learning critical content and 21st century skills. Educators can particularly leverage GBL through intentional design. Sample GBL lessons and lesson implementation will be examined. In this session, participants will learn GBL best practices and design a lesson aligned to common core or state standards to use in the classroom, submit to an open-source database, and receive feedback from colleagues.

Presenter(s): Andrew Miller, Miller Educational Consulting, Tacoma, WA

1125

How to Reach and Teach Students on the Autism Spectrum in Mainstream Classrooms

McCormick Place West, Level 1, Room W187A

As more students on the autism spectrum are mainstreamed, general educators need help. This session explores the myriad challenges students on the spectrum face, how those challenges manifest in the classroom, and what students on the spectrum are really communicating through their actions and reactions. We will look at the whole child on the spectrum—in the context of the whole class—and see how to create a functional learning environment for everyone.

Presenter(s): Barbara Boroson, Consultant, Pelham, NY

1126

Elementary Students Take Action Through Service Learning and Inquiry

McCormick Place West, Level 1, Room W192C

Discover how service learning and inquiry can help children become problem solvers and investigators who demonstrate compassion and independence as they use their learning to help others in their school, neighborhood, or global community. You'll learn a research-based framework that includes Common Core State Standards; be inspired by results in elementary classrooms; and explore ways to implement this framework in your own classroom. Learn how to use service learning and inquiry to help children be the change they wish to see in the world.

Presenter(s): Sara Fry, Boise State University, Boise, ID; Libbie Hayden, Angela Housley, and Nancy Neeby, Washington Elementary School, Boise, ID

1127

The Power of Transformational Leadership: Transforming Schools Through Innovative Leadership Capacity

McCormick Place South, Level 1, Room S102BC

In this session, the presenter will challenge education leaders around the context of transformational leadership. Participants will learn how leadership can be built to create innovative school settings with limited resources and how to build resiliency and perseverance among staff and community. They will discuss building local school

capacity through coaching strategies and effective human capital. Participants will also assess their leadership and hear examples of effectively managing complex change and leveraging partnerships to successfully achieve the goal of transformational leadership to ultimately affect student achievement.

Presenter(s): Nicole Clifton, Prince George's County Public Schools, Upper Marlboro, MD

1128

Formative Assessment and Differentiated Instruction for Multiplication and Division Success

McCormick Place West, Level 1, Room W186A

This session will provide assessment and instructional strategies that will result in happy students and happy teachers. Presenters will demonstrate hands-on lessons using true manipulatives for multiplication and division basic facts, algorithms, and problem solving. Lessons appropriate for all teachers will address multiple learning styles and different levels of math proficiency. Research based strategies and results supporting exceptional education, ESOL, and working with all tiers of RTI together or separately will be shared.

Presenter(s): Amy Johnson, Caryl Pierson, and Kelli Gedart, Math Teachers Press, Minneapolis, MN

1129

Using Data Walls to Support Elementary Students and Teacher Candidates

McCormick Place West, Level 1, Room W175A

Setting up data walls to guide the learning process requires multiple, real-time formative assessments. In this session, come and listen to two stories: The first is about an elementary school that used a data wall and the peer-coaching process to analyze and refine instructional methods for struggling students. The second story is about a school of education that used a data wall to identify teacher candidates' dispositional concerns. Ideas, templates, and rubrics will be available.

Presenter(s): Carol Denotter, Michelle Hanson, and Rachelle Hoh, University of Sioux Falls, Sioux Falls, SD

1130

Smarter Balanced Assessment Update

McCormick Place West, Level 1, Room W183C

The Smarter Balanced Assessment Consortium has been working to develop a next-generation computer-adaptive assessment system aligned to the Common Core State Standards. Participants in this session will receive an update on the status of the development of the Smarter Balanced Assessment system, including tools, resources, technology requirements, and implementation. This session will be applicable for educators in the following states: AL, CA, CO, CT, DE, HI, ID, IA, KS, ME, MI, MO, MT, NV, NH, NC, ND, OR, PA, SC, SD, UT, VT, WA, WV, WI, and WY.

Presenter(s): Sue Gendron, Smarter Balanced Assessment Consortium, Olympia, WA

1132

Getting Advisory Right: Educators for Social Responsibility

McCormick Place West, Level 1, Room W184D

Advisory can be a primary vehicle for supporting healthy development, academic success, and postsecondary access for all students. Yet too many schools struggle to make advisory work effectively. During more than 10 years of helping hundreds of schools design and implement advisory programs, two of the most common questions we've faced have been, "What does advisory look like when it's done well?" and "What kind of professional development will help the staff be ready to go?" We will address both of these questions in this highly interactive session.

Presenter(s): Denise Wolk and Michele Tissiere, Educators for Social Responsibility, Cambridge, MA

As a courtesy to other participants and presenters, please turn off the sound on all electronic devices or set them to vibrate mode. All telephone calls must be answered outside the meeting rooms.

1133

All Means All: Winning Strategies for Common Core Intervention in Middle School

McCormick Place South, Level 1, Room S102A



Experience four key instructional strategies and student experiences designed to meet the needs of all middle school students in a highly diverse New York city district: focusing learning, teaching, and assessment on the Common Core; incorporating literacy and math frameworks in daily instruction; weaving guided instruction through reading and writing workshops; and infusing technology in the instructional sequence for all students. Interact with these practices and materials and discuss ways they increase student engagement and achievement for all students.

Presenter(s): Douglas Harris, Center for Curriculum Renewal, Swanton, VT; Richard Delmoro and Tracey Sorrentino, Middletown City Schools, Middletown, NY

Tweet with the hashtag **#ASCD13** and take your conference experience online.

1134

Personalized Learning: Our Story About Our Time to Change Our Future

McCormick Place West, Level 1, Room W177

Join us as we trace the journey of a first-year principal and his superintendent as they challenge each other and their district to transform into a personalized learning education system. Collins-Maxwell CSD is a rural central Iowa district with 500 K–12 students. Its educators attribute their success to strong relationships, and they believe that it is a perfect environment to support competency-based learning. Hear about the thinking, timing, and constant questioning of how to create the correct learning support system for our students today and in the future.

Presenter(s): Jason Ellingson and Josh Griffith, Collins-Maxwell CSD, Maxwell, IA

1135

Are You in a Critical-Thinking Coma?

McCormick Place West, Level 1, Room W176A

Do you want to embed critical-thinking tasks in your classes but are unsure what to do? This session will present several strategies to boost the level of critical thinking in your classroom. Several examples of each strategy will be presented. Participants will plan ways to implement the strategy in their classes. Come learn, participate, then implement.

Presenter(s): Rebecca Stobaugh, Western Kentucky University, Bowling Green, KY

1136

To the Core: Powerful Learning for CCSS Implementation

McCormick Place West, Level 1, Room W182

Learn how districts and schools, in partnership with the Leadership and Learning Center, are designing learning experiences that empower teachers for successful Common Core implementation. By developing capacity among school and teacher leaders through relevant, research-based processes and practices, teams can promote systemic change. Participants will understand the processes and practices of rigorous curriculum design, learn how to prioritize and unwrap CCSS to inform instruction and assessment, and learn the importance of developing common formative assessments and authentic performance tasks. Resources will be available for download.

Presenter(s): Lissa Pijanowski and Steve Ventura, The Leadership and Learning Center, Englewood, CO

1137

Defining Effectiveness by Linking Student, Teacher, and Principal Portfolios

McCormick Place West, Level 1, Room W176C

The advent of digital portfolios and the proliferation of inexpensive digital instructional tools and equipment allow educators to capture compelling qualitative data that exhibits student growth over time. Under new Annual Professional Performance Review (APPR) legisla-

tion, teachers and principals can select some of this same data as evidence of fostering increases in student achievement and teacher effectiveness. Participants will explore ways to connect successful student work to classroom, school, and district goals for their own professional portfolios.

Presenter(s): David Meoli, Port Washington UFSD, Port Washington, NY; David Niguidula, Richer Picture/Ideas Consulting, Providence, RI

1138

Authentic Homework: One Response to the Core Curriculum

McCormick Place South, Level 1, Room S102D

Although homework has been the source of continual debate, it is an important and often overlooked component of the learning cycle. With the current push for the Common Core standards, educators must leverage all available resources to make learning opportunities creative and meaningful. This interactive session will present a model and real-life examples for how a classroom teacher can design authentic homework. In groups, participants will role-play vignettes that describe homework issues that arise in a typical classroom. Presentation materials will be available for download.

Presenter(s): Janet Alleman, Michigan State University, East Lansing, MI; Rob Ley, University of Chicago Laboratory Schools, Chicago, IL

1139

Common Language: Aligning Instructional Planning and Teacher Collaboration to the Common Core State Standards

McCormick Place West, Level 1, Room W186B

Ready to explore the Common Core standards in ways that meet your school and staff's specific needs? The presenters, veteran literacy and PD experts from the Chicago Public Schools, will present a curriculum development model built around the Common Core standards and new teacher evaluation systems. Informed by program evaluation data and hands-on experience, the presenters will show participants how using guidance from the Partnership for Assessment of Readiness for College and Careers, horizontal and vertical articulation, and teacher collaboration around selecting and teaching complex texts can significantly enhance teacher capacity.

Presenter(s): Brad Cawn, University of Michigan, Ann Arbor, MI; Cindy Slater-Green, Chicago Public Schools, Chicago, IL

1140

Collaborative Leadership: Essential Steps to a Districtwide Focus on Instruction

McCormick Place West, Level 1, Room W185A

This session will outline the process one K–12 district took to create a system of interconnected focus walks involving district and building leaders. District team members will discuss their roles in facilitating an organizational framework for instructional focus. The session will include video; timelines; feedback forms; and discussion on setting a common focus, structuring an effective feedback loop, and other essential steps in building collective leadership across a K–12 learning organization.

Presenter(s): Tina Mondale, Cynda Rickert, Mary Nowland, and Tim Rupp, Jackson County School District 9, Eagle Point, OR

1141

Time to Shine: Release the Dynamic Trainer Within

McCormick Place West, Level 1, Room W192B

Dynamic trainers engage multiple intelligences and align presentations with how the brain best learns through cooperative learning. The result: active engagement, meaning, retention, relationship building, and transfer. In this session, learn to create workshops where no participants can hide. Experience easy-to-implement, brain-based, cooperative, multiple intelligences structures to use immediately in any training. Receive extensive, idea-packed presentation materials online.

Presenter(s): Laurie Kagan, Kagan Publishing & Professional Development, San Clemente, CA

1142

Maximizing Learning and Improving Student Achievement as an Instructional Leader

McCormick Place West, Level 1, Room W193A

During this session, participants will learn what practices will make the biggest difference in student and staff learning. The presenters will detail hows and whys of activating change focusing on developing people, implementing effective practices, and consistently monitoring processes to achieve results. The presenters will share

strategies, materials (available for download) and stories from Minnesota schools to help build capacity within your school.

Presenter(s): Charon Tierney, Minnesota Department of Education, St. Paul, MN; Brenda Vathauer, Montevideo Middle School, Montevideo, MN

1143

Your Kids Are Our Kids, Too: Reclaiming the American High School

McCormick Place West, Level 1, Room W190A

Using the tenets of the Whole Child Initiative and creating an environment where students are valued and learning is the priority. A team from Hunters Lane High School took the school from “corrective action” status to “good standing” and reduced disciplinary incidents and suspensions by more than 70 percent. Participants will learn successful student engagement strategies, the top 10 ways of dealing with difficult staff; ways to increase accountability that lead to a positive educational focus, and ways to use grants and Title I money to support student-focused initiatives.

Presenter(s): Susan Kessler and Andrew Davis, Metropolitan Nashville Public Schools, Nashville, TN

1145

Personalized Pathways to Success

McCormick Place West, Level 1, Room W194A

In the second-largest district in New Hampshire, our dropout rate has dipped well below the state average and the poverty rate is climbing above 40 percent. At the same time, we are celebrating AP exam scores higher than the global average, expanded enrollment in highly advanced coursework, and can boast one of the highest college-going rates for an urban public high school (84 percent). This session will outline the many personalized pathways to graduation that have helped our students celebrate success and our plans for future gains.

Presenter(s): Maureen O’Dea, Nicole LeClaire, Jennifer Seusing, and David Ryan, Nashua Public Schools, Nashua, NH

1146

Building Literate Lives Through Story: Yours, Mine, and Others

McCormick Place West, Level 1, Room W185BC

What strategies work for reluctant readers and writers? Follow one teacher's journey using stories to discover what works for all students (including those with special needs and English language learners). Explore the best read-alouds, shared story-telling, and genre study for all grade levels to help build community and a common vocabulary. Discover how students can go from 0 books read to more than 70 in one year. In this session, you will learn specific, classroom-proven strategies to help your students become enthusiastic readers and writers (and address those high-stakes tests, too).

Presenter(s): Susan McGilvray, Loudoun County Public Schools, Leesburg, VA

1147

Not Whether But When: Moving Your School Toward Meaningful Technology Integration

McCormick Place South, Level 1, Room S106A

As school leaders inevitably ponder purchasing more technology for school systems, what questions should they be asking? What are some best practices and places to start to ensure maximum effectiveness? Considerations for district planning, implementation as linked to instructional design, effective implementation, leadership, professional development and communication through social networks to build community support and understanding will be discussed. Practitioners who are also Boston College Doctoral students conducting research in the area of technology integration and school leadership will present this practical but research-based set of recommendations.

Presenter(s): Peter Cohen, Westford Public Schools, Westford, MA; Anna Nolin, Natick Public Schools, Natick, MA; Henry Turner, Bedford Public Schools, Bedford, MA; Gina Flanagan, East Longmeadow High School, East Longmeadow, MA

1149

Coaching Up: Instructional Coaching Toward Highly Effective Practice

McCormick Place South, Level 1, Room S106B

Highly effective, job-embedded coaching creates sustainable change in teachers' practices and increases student achievement. This session will feature the journey of an instructional coach who has worked in many capacities under various coaching models. This collaborative session will highlight the evolution of coaching practices in the last decade and the unintended consequences that often resulted. More importantly, participants will learn manageable strategies to enable schools and districts to focus on what will create sustainable change.

Presenter(s): Lisa Piazzola, Toni Hollingsworth, and Heather Donnelly, Lead to Learn, Charleston, SC

1150

Igniting and Inviting Creativity Through Improvisation

McCormick Place South, Level 1, Room S104A

As Common Core State Standards are implemented, instruction that emphasizes skills to apply knowledge is crucial. In this session, the presenter will introduce the basics of improvisation and multiple improvisational theatre structures that can be adapted for all grade levels. Your creative impulses will be encouraged as you take risks in a safe, structured environment. Leave with a menu of activities that will help you enliven and enrich your learning environment and engage your students in applying what they are learning through the art of improvisation.

Presenter(s): Rochelle Winter, Wavelength, Chicago, IL

A Certificate of Attendance will be e-mailed to Annual Conference attendees following the completion of the conference.

1151

Bullying Prevention and Discipline: Teaching Empathy and Transforming School Culture

McCormick Place West, Level 1, Room W194B

Reduce bullying, teach empathy for bullying prevention, and craft policy replacing ineffective zero-tolerance. Through a multimedia session, experience an innovative approach to bullying prevention and discipline capable of transforming school culture. See a five-step plan that connects K–12 students as caring members of their school. Lifelong negative effects of bullying compel schools to implement a comprehensive approach to bullying. Presentation materials on evaluating, designing and improving a prevention program to reduce bullying and grow the character of bullies, victims, and witnesses will be available for download.

Presenter(s): Kalyn Mace-Guilloux and Helen Stiff-Williams, Regent University, Virginia Beach, VA

1152

Overcoming the Effects of Poverty on Early Childhood Learners

McCormick Place West, Level 1, Room W181A

This interactive session will provide participants with an opportunity to examine the unique needs and challenges of early learners who have grown up in impoverished households. The session will reflect ideas from recent research about students from poverty and will provide an outline and plan for incorporating helpful strategies into the early childhood classroom. Sample ideas for addressing the effects of poverty in the early childhood classroom will be discussed and demonstrated.

Presenter(s): Liz Kearney, Peru State College, Peru, NE

1153

Engage Me, Please!

McCormick Place West, Level 1, Room W183C

“I’m bored!” This is the most frequent comment students make about school. It’s time to make learning fun and engaging while still meeting the demands of standards and testing. In this interactive session, the presenter will share innovative, student-centered, and brain-powered strategies to help you engage all learners. These practical, applicable strategies are also great way to liven up a faculty meeting as you share classroom strategies.

Presenter(s): LaVonna Roth, Minds That Matter, Tampa, FL

FIRST GENERAL SESSION

10:00–11:45 a.m.

GS1

Education for the 21st Century: Creating a Climate of Success for All Students

McCormick Place West, Level 3, Skyline Ballroom (Room W375A–E)
Overflow: Room W196



Please see the session description on page 34.

Presenter(s): Freeman A. Hrabowski III, President, University of Maryland, Baltimore County



SATURDAY

CAWELTI LEADERSHIP LECTURE

1:00–2:30 p.m.

1200

“Bad Teacher!”: How Blaming Teachers Distorts the Bigger Picture

McCormick Place West, Level 1, Room W196




Please see the session description on page 35.

Presenter(s): Kevin Kumashiro, Founding Director, Center for Anti-Oppressive Education, Chicago, IL



1:00–2:30 P.M.**1201****Implementing an Insights into Action Plan**

McCormick Place West, Level 1, Room W194A

 In this interactive session, the presenter will share how to effectively implement a specific action plan on three key areas facing school leaders today: professional development, data management, and nature learning. Participants will leave with three action plans ready to implement in their own school communities. Resources, including an online study guide, will be available for download and further study.

Presenter(s): William Sterrett, University of North Carolina Wilmington, Wilmington, NC

1202**Whole Child Podcast**


McCormick Place West, Level 1, Room W181A

Join host Molly McCloskey, Managing Director, Whole Child Programs at ASCD, for this live taping of the Whole Child Podcast. Guests will include practitioners who have moved from a vision for educating the whole child to collective action that ensures each child is healthy, safe, engaged, supported, and challenged.

Presenter(s): Sean Slade and Donna Snyder, ASCD, Alexandria, VA

1204**They Snooze, You Lose: Strategies for Creating Engaging Presentations**


McCormick Place South, Level 1, Room S102D

 Have a story to share? Want to make it unforgettable? This multimedia session will show you how. Start with quick-and-easy fixes for the presentation you are giving tomorrow. Learn why traditional PowerPoint templates (and bullet points) are a bad idea and why most text belongs on the handout, not the screen. Participate in fun, engaging activities you can adapt to your content and message. Experience how technology can transform your story into a collaborative experience. Get resource-rich presentation materials, royalty-free images, music, and slideshows.

Presenter(s): Lynell Burmark, EducateBetter.org, Sunnyvale, CA

1205**Feedback: The Hinge that Joins Teaching and Learning**


McCormick Place South, Level 1, Room S104B

 Feedback is the hinge that connects the teacher to the student. Teachers will learn formative assessment techniques to use feedback and help-seeking strategies to achieve the curriculum goals in daily lessons. Update your definition from a behaviorist view to a more neurological function of learning and making memories. Learn to teach students to use goal accounting templates to self-regulate and increase classroom engagement. Learn to update notebook organization to increase interaction. Learn to track student progress for formative assessment, adding standards-based scoring to reporting practices.

Presenter(s): Jane Pollock, Learning Horizon, Centennial, CO

1206**In the Balance: Enhancing Teacher Effectiveness, Leadership, and Evaluation**


McCormick Place West, Level 1, Room W179A

 In light of teacher effectiveness legislation, school leaders must balance their school's capacity for instructional leadership with their responsibility for evaluating educators. In this session, participants will explore a well-balanced model for observing, evaluating, and enhancing teacher effectiveness. When school leaders use this framework to develop a common language for instruction, teachers design and deliver better lessons while administrators develop more meaningful feedback and summative evaluations.

Presenter(s): Harvey Silver and Thomas Dewing, Silver Strong & Associates, Ho-Ho-Kus, NJ

1207**Teaching Vocabulary for the Common Core Standards: 49 Essential Words**

McCormick Place West, Level 1, Room W192A

 Researchers estimate that 85 percent of achievement tests are based on the vocabulary of the standards. In this session, learn the 49 critical words in the Common Core State Standards and how to teach them in ways to make them part of your students' long-term

memories and an automatic part of their vocabulary. Students will use these Tier Two words at home, at school, and in their careers. Build self-confidence and extend their knowledge base.

Presenter(s): Marilee Sprenger, Brainlady, Peoria, IL

1208

When Teaching Gets Tough: Smart Ways to Reclaim Your Game

McCormick Place West, Level 1, Room W177



Do you sometimes struggle with an onslaught of competing demands that includes motivating and managing difficult students and responding to demands from challenging parents? Do you feel blocked by unrealistic school policies that tell you to differentiate instruction and treat students as individuals but simultaneously require you to get all students to the same standard despite differences in aptitude, background, and effort? This session offers practical strategies you can use to motivate, manage, and instruct your students effectively; get the appreciation you deserve; and take top-notch care of yourself.

Presenter(s): Allen Mendler, Teacher Learning Center, Rochester, NY

1209

Employment and Career Trends for the Next Decade

McCormick Place West, Level 1, Room W181B

What career trends should we focus on to best prepare our students for today's marketplace? This session will examine current and future breakthrough career fields. The session will also center on skills and competencies that our students will need to maximize employability. In the new era of college and career readiness, this session will focus on the most recent research and pathways to postsecondary success and employment. Participants will discuss how K–12 and higher education can combine efforts in preparing today's students for tomorrow's ever-changing competitive marketplace.

Presenter(s): LynnMarie Burks, DeVry University, Addison, IL; Anne Kuntz, Yorkville CUSD 115 Board Member, Yorkville, IL

1210

Thinking Outside the Contractual Box: Getting More Bang for Your Buck

McCormick Place West, Level 1, Room W182

Is your district looking for an innovative way to increase student achievement, build stronger teacher teams, and maximize decreasing financial resources? Join the presenters to discuss increasing student achievement while building a solvent financial picture for the district. Participants will learn how one district reworked its most recent teacher contract in a ground-breaking way by moving away from “steps” and “lanes” on salary schedules and toward the “study group.” Participants will learn about this powerful change to the district's teacher contract and what it can do for student achievement.

Presenter(s): Quintin Shepherd, Laura Vladika, and Eric Miller, Skokie/ Morton Grove #69, Skokie, IL

1211

CCSS and Literacy: How Can We Meet the Standards if They Can't Read?

McCormick Place West, Level 1, Room W176B

What do you mean, not all kids can read by 4th grade? It's hard to teach all students by the same standards with multiple reading levels in the same class. Many teachers were never trained to teach reading in their content, but they get students who are struggling or even nonreaders in their classes. How do we modify our teaching strategies to make sure that the standards' major themes are met? This session will provide specific, practical techniques teachers can use in all subject areas to assist students with their comprehension and vocabulary skills and meet the CCSS requirements.

Presenter(s): Sharon Faber, Faber Consulting, Cumming, GA

General Session participants are asked to remain seated until the session concludes. Early departures disturb closing remarks and announcements.

DISTINGUISHED LECTURE

1:00–2:30 p.m.

1212

McCormick Place West, Level 1, Room W190A

Please see the session description on page 35.

Presenter(s): Consuelo Castillo Kickbusch, Army Veteran, Author, and Educator, Laredo, TX



1213

Growing a Teaching Garden With Classroom Instruction That Works

McCormick Place West, Level 1, Room W181C

Learn from the elementary educators highlighted in ASCD/McREL's new video series. This session will focus on the driving force of *Classroom Instruction That Works, 2nd Edition*, to achieve a world-class school centered on a rigorous, data-rich, 21st century learning environment. Participants will learn how the nine research-based strategies are essential in improving student performance and sustaining growth within an urban setting. Participants will leave with the necessary tools and strategies for their learning garden to grow.

Presenter(s): Spike Cook, Celese Nolan, Ryan Hudson, and Jaime Sutton, Millville Public Schools, Millville, NJ

1214

Accelerated Learning Schools

McCormick Place West, Level 1, Room W187A

Accelerated Learning Schools were created from historically under-achieving schools resulting in remarkable academic improvement. Learn how generations of poor performance were turned around by implementing four components of large-scale change: extended learning time with rigorous curriculum for all and a college focus provided by highly effective teachers and led by bold instructional leaders. Using the Habits of Mind framework and curriculum mapping yielded dramatic improvements in achievement and culture and earned the TAP Founder's Award and the National School Change Award.

Presenter(s): Valerie Truesdale, Beaufort County School District, Beaufort, SC

1215

Having Hard Conversations: Finding Your Voice Around What Matters

McCormick Place West, Level 1, Room W193B

As administrators, teachers, and coaches, we often encounter situations where difficult topics must be addressed. What do we know about the best strategies for those moments? What questions should we be asking ourselves before we speak, and what environments are best for when we do speak? With an emphasis on challenges faced in all types of settings and based on research around conflict and interpersonal communications, this session will provide all participants with resources and tools for having necessary hard conversations.

Presenter(s): Jennifer Abrams, Palo Alto Unified School District, Palo Alto, CA

1216

Creating Collegial Conversations: Frameworks for Reflective Dialogue

McCormick Place South, Level 1, Room S102BC

Join us for this engaging, interactive session about protocols: processes for collaborative reflection that can be used by students, teachers, and building or central office administrators. We will focus on the benefits and how-to of the Critical Friends Consultancy Protocol for collaborative problem solving and the Critical Friends Tuning

Protocol for collaborative work sample analysis, both of which can serve as a focus for professional learning communities. Participants will receive access to an online toolbox of resources.

Presenter(s): Kimberly Kappler Hewitt, University of North Carolina Greensboro, Greensboro, NC; Diane Hill, Rockingham Early College High School, Rockingham, NC; Elizabeth Hodge, Alamance Burlington School System, Burlington, NC; Darrell Thomas, EM Holt Elementary, Burlington, NC

1217

Engaged Learning and Teaching with Technology

McCormick Place West, Level 1, Room W183C

Technology in the classroom needs to leave behind the “PowerPointless” lectures and have teachers and students express their knowledge and skills by creating multimedia that personalizes learning. One size does not fit all as we foster hands-on creation rather than passively consuming media. This session will demonstrate examples of teacher-created and student-created work that illustrates how this transformation toward personalized, interactive instruction can engage and reenergize the teaching and learning process.

Presenter(s): Meg Ormiston, Tech Teachers, Burr Ridge, IL

1218

Intentional Self-Reflection: The Bridge Between Teaching and Learning

McCormick Place West, Level 1, Room W186A

Intentional, honest self-reflection is key to improving student learning. Using the same lessons as in the past is not acceptable. Every year is different and every student is different. The future of our students is dependent on consistently reflecting on and recording what has or has not worked on an intentional basis. This session will examine the questions that all teachers need to ask themselves daily. It will show how these questions and a university partnership changed the academic results and climate in a suburban New Jersey high school.

Presenter(s): Harvey Allen, Monmouth University, West Long Branch, NJ; Amelia Allen, Felician College, Rutherford, NJ

1219

Celebrating Our Stories as Educators

McCormick Place West, Level 1, Room W186B



The stories we tell ourselves about our experiences as educators powerfully influence our feelings about educating.

In this interactive session, write stories about your life as an educator and refine the language in them. Explore your missions and identities as an educator and the metaphors you hold for teaching. Leave with refined stories for empowering and motivating yourself, even more equipped to support the whole child in being engaged and successful. This session is based on the ASCD book *Inviting Students to Learn: 100 Tips for Talking Effectively with Your Students*.

Presenter(s): Jenny Edwards, Fielding Graduate University, Santa Barbara, CA

1220

The New Teacher's Companion

McCormick Place West, Level 1, Room W190B



As reaching and teaching all students on multiple levels become an increasingly challenging task, it is critical that schools are filled with excited, knowledgeable, experienced teachers. How does one become experienced during the first five years of teaching? With a steadfast, wise mentor and specific guidelines and support such as *The New Teacher's Companion*. The book's author shares insight and understanding for the novice—and for veterans and administrators as well—as she incorporates tips, challenges, and humor to invigorate and empower all educators for student success.

Presenter(s): Gini Cunningham, ASCD Author, Winnemucca, NV

1221

Tools That Measure and Promote School Improvement

McCormick Place West, Level 1, Room W184BC



Measuring school improvement is far more complex than what achievement data reveals. It demands that we use tools that measure what key school stakeholders focus on, what they value, and how they work with each other. This session will showcase two measures that have been used in varied schools and districts and can help school leaders document their progress and attainment in pursuing school improvement efforts: the Survey of School Interactions and the Survey of Organizational Capacity.

Presenter(s): Giselle Martin-Kniep, Communities for Learning, Floral Park, NY

1222

Ignite Sessions: Inspiration in Five Minutes

McCormick Place West, Level 1, Room W175C



With the tagline “Enlighten us, but make it quick,” Ignite presentations are a fast-paced, breathtaking, and inspiring way to share stories. Each presentation is 20 slides long, and each slide automatically advances every 15 seconds; this format keeps the presentations moving quickly. Join a diverse group of ASCD leaders who will present their whole child stories in Ignite session format. Attendees will also have time to network with each other and the presenters. To learn more about Ignite, go to <http://igniteshow.com/>.

Presenter(s): Kevin Scott and Meg Simpson, ASCD, Alexandria, VA

1224

Common Core Instruction in the Inclusive Classroom: Using Boardmaker Studio

McCormick Place West, Level 1, Room W185BC

Implementing Common Core standards results in a more rigorous curriculum, and challenges may arise as staff work to make the standards accessible to all students, including struggling students and those with identified special needs. Boardmaker Studio is a software solution districts are using to create instructional support materials aligned to Common Core standards by populating activities using templates and differentiating the activity based on the student’s

needs. Activities tied to Common Core–aligned curriculum will be shared, and the presenters will discuss how students’ varied needs can be met with Boardmaker Studio.

Presenter(s): Lisa Kehoe and Randee Kushner, DynaVox Mayer-Johnson, Pittsburgh, PA

1225

Integrating Career Technical Education Classes with Content-Area Classes

McCormick Place West, Level 1, Room W175B

As changes occur in the education landscape, there is greater need for collaboration and integration of strategies across academic disciplines. Academic classes such as science, mathematics, or language arts should no longer be seen separate and apart from career technical education classes, but rather as an integral component for ensuring that students are ready for college and careers. Learn the strategies that will help our students make a positive connection and see the relevance of their academic classes as they plan for college and careers

Presenter(s): Olivette Thompson-Plunkett, Coral Springs Charter School, Coral Springs, FL

1226

Everyone at the Table: Engaging Teachers in Evaluation Reform

McCormick Place West, Level 1, Room W180

As teacher evaluation reforms are redesigned in school systems across the country, too often the critical voice of teachers is left out. This session will highlight a new, research-based initiative aimed at facilitating structured, constructive dialogue among teachers about teacher evaluation. The project, called “Everyone at the Table: Engaging Teachers in Evaluation Reform,” provides free videos, PowerPoint presentations, tools, guidance, and templates to help districts gain insight about teachers’ priorities and secure teacher buy-in on innovative approaches to teacher evaluation.

Presenter(s): Ellen Sherratt, American Institutes for Research, Chicago, IL; Allison Rizzolo, Public Agenda, New York, NY

1227

Tyranny of the Textbook: Guidelines for Finding Effective Curriculum

McCormick Place West, Level 1, Room W186C

The author of *Tyranny of the Textbook*, a veteran of more than 30 years in educational curriculum development, will review the importance of effective curriculum in promoting student achievement. Rubrics and guidelines will be available for download and explained for evaluating and implementing the most effective curriculum for different groups of students.

Presenter(s): Beverlee Jobrack, Jobrack Associates, Centerburg, OH

1228

Just Ask: Including Student Voice in Teacher Evaluation

McCormick Place West, Level 1, Room W185A

As educators, we have heard time and again that the single greatest factor in advancing student achievement is the teacher. Nobody knows this better than the students; yet they are rarely asked for feedback. This session will share the results from an action research study in which student feedback was used in teacher evaluation. Participants will follow the journey and the challenges and merits of reimagining a teacher evaluation tool that includes student voices as an integral component of the evaluation process and a way to improve instruction.

Presenter(s): Kathie Foster and Paul Gizzo, Robbinsville Public Schools, Robbinsville, NJ

Did you know there's a large community of educators on Twitter and it grows every day? Use hashtags like **#ASCD13**, **#edchat**, and **#cpchat** (connected principals) to join in online conversations and connect with educators dealing with the same challenges you are. Start building your professional learning community today!

1229

"But I Teach Math": A Districtwide Focus on Disciplinary Literacy

McCormick Place West, Level 1, Room W184D

"Every teacher is a teacher of reading" is an adage promulgated throughout the adolescent literacy community, but it seems to be largely unheeded by non-ELA teachers. Meet three curriculum leaders who helped design, implement, assess, and revise a districtwide professional development focus that integrated the RTI² process with Reading Across the Content Areas through a partnership with ASCD Faculty member Sue Beers. Participants will receive frameworks and access to sample professional development materials online and engage in reflective dialogue concerning the challenges of teacher development in the age of accountability.

Presenter(s): Janet Larson, Janet Dahlgaard, and Angie Peterson, Millard Public Schools, Omaha, NE

1230

Taking Back Bassick: The Collaborative Transformation of a Failing Urban High School

McCormick Place West, Level 1, Room W176C

Imagine a reform model that embraces and empowers community, parents, administrators, children, and teachers as key partners working together for school change. Bassick High School, one of the lowest performing high schools in one of the poorest cities in Connecticut, was transformed as stakeholders worked with building and district union representatives to identify challenges, pursue research-based solutions, and agree on proposed action plans. The result? Safe Harbor status. Learn the process that provided a greater sense of shared vision, mission, and ownership and enhanced teaching and learning experiences.

Presenter(s): Lisa Jaszcz, Kathy Young, and Linda Bagoby, Bassick High School, Bridgeport, CT; Michele Femc-Bagwell, University of Connecticut, Storrs, CT

1231

Questioning: Revitalizing an Age-Old Strategy to Engage Today's Students

McCormick Place West, Level 1, Room W176A

Learn how to use effective questioning strategies to engage all students in thinking to learn. Reflect on a research-based framework to apply in your work, be it classroom, school, or district. Through interactive protocols, experience the importance of this time-honored instructional practice essential to rigorous learning, differentiation, and formative assessment. Learn how two districts' renewed focus on questioning supports new standards, important 21st-century skills, teacher performance and evaluation systems, and student cognitive engagement.

Presenter(s): Beth Sattes, Enthused Learning, Charleston, WV; Jackie Walsh, Consultant, Montgomery, AL; Cristina Solis, NYC Department of Education, New York, NY; Stephanie Edgar, Klein ISD, Spring, TX

1232

Eye-Level Math Instruction for the I-Generation

McCormick Place West, Level 1, Room W178B

The key to successful differentiated math instruction is pinpointing where students are in the world of math instruction. The presenter will share how to screen, place at the perfect work level, and set students on a path to success. Through mini-lessons, peer helping, and individualized instruction, students gain two to three years of skills in only one school year. Give students the ability to seek the skills they need to solve realistic problems relevant to daily life by fitting instruction to students, not the other way around.

Presenter(s): Amanda Smith, Fairhope Intermediate School, Fairhope, AL

1233

Driven by Data in Action: The Difference Between Teaching and Learning

McCormick Place West, Level 1, Room W175A



In this session, district and school leaders will share their experiences implementing a data analysis model described in *Driven by Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo in both low- and high-poverty middle and high

schools. Participants will focus on Race to the Top mandates (such as new teacher evaluation systems), building strong data cultures in schools, creating teacher-friendly data templates, and changing the focus of instruction away from what teachers are teaching toward what students are learning. Additional presenters include Monique Habersham, Cherie Pemberton, Rose Hutcherson, Jeremiah Sumter, and Stacie Reid.

Presenter(s): Catherine Dimartino, Hofstra University, Hempstead, NY

1234

Native American Schools: From Surviving to Thriving on the Rez

McCormick Place West, Level 1, Room W187B

After years of neglect, a revolution has been quietly gaining momentum across Indian Country. This session is the story of the initial trials and errors and ultimate triumphs of Native schools in response to national initiatives to reform schools. How do Native schools take advantage of reform efforts to prepare their students for the 21st century while still honoring and preserving their unique heritage? Participants will discuss common threads that all schools share and innovations that Native schools have created to preserve their culture and their freedom.

Presenter(s): Jennifer Byrne, Byrne & Associates, Lenexa, KS; Joel Longie, Bureau of Indian Education, Albuquerque, NM

1235

Teacher Voices After A Decade of Online Learning

McCormick Place West, Level 1, Room W192B

Listen in as a panel of teachers in both virtual and blended settings discusses what they have learned about teaching online. Moderated by a university researcher and coauthor of *Going Virtual: The Status of Professional Development and Unique Needs of K-12 Online Teachers*, hear from teachers in their own voices about the biggest challenges and most surprising rewards of teaching online.

Presenter(s): Barbara Frey, Connections Education, Baltimore, MD; Kerry Rice, Boise State University, Boise, ID; Daniel Bergher, Arizona Connections Academy, Sedona, AZ; Cindy Carbajal, Capistrano Connections Academy, Rancho Santa Margarita, CA

1236

Transformative English Classrooms: Developing Authentic Readers and Writers

McCormick Place West, Level 1, Room W193A

The Common Core pushes English teachers to balance their exploration of fiction and nonfiction texts and incorporate more opportunities for students to publish their writing. In this session, the presenter will share strategies and examples of teachers at the middle and high school levels who allow their students to have authentic reading and writing experiences that inspire them to be lifelong readers and writers. The presenter will share how her department established a successful independent reading program, encouraged students to write meaningful pieces, and seek real audiences.

Presenter(s): Heather Rocco, School District of the Chathams, Chatham, NJ

1237

Moving Below-Level Middle and High School Readers Toward the CCSS

McCormick Place West, Level 1, Room W192C

In Hillsborough County, Fla., middle and high school remedial reading classrooms recently implemented a successful reading intervention program. Come and see a classroom simulation of this daily rotational model (independent reading, small and whole group instruction, online instructional software) and learn how this rotational model plus targeted instructional routines and strategies accelerate readers to the rigorous Common Core standards within the secondary classroom.

Presenter(s): Sheryl Goodman, Hillsborough County Public Schools, Tampa, FL

1238

Differentiated Assessment: Letting Students Tell Their Story in Mathematics

McCormick Place South, Level 1, Room S101B

Allowing students to show what they know in different ways is an empowering experience for the student and an enlightening one for the teacher. In this session, participants will examine one math teacher's journey to differentiated assessment and the opportunities he found to provide students with choices in showing their knowl-

edge. Participants will demonstrate their own understanding of a topic in a creative fashion and experience several ways of differentiating formative and summative assessments.

Presenter(s): John Hayden, Piedmont High School, Piedmont, CA

1239

Formative Assessments: Now What?

McCormick Place South, Level 1, Room S104A

Formative assessments provide data to monitor student progress, but how do teachers effectively use data to guide instruction? Learn how high school teachers systemically aligned curriculum to meaningful learning goals and designed assessments to measure student progress. With data from assessments, teams used differentiated instruction to support student growth. Participants will review a variety of formative assessments, structures for supporting student progress, instructional practices, exemplars of student work, and documented student growth.

Presenter(s): Laura Bertermann, Deanna Mazanek, Tracee Nurczyk, and Jennifer Grutza, Grayslake North High School, Grayslake, IL

1240

Unwrapping Standards to Drive the Adoption of Common Core State Standards

McCormick Place South, Level 1, Room S103BC

The Clark County School District has supported teachers and administrators as they implement the Common Core State Standards by unwrapping standards and collecting resources aligned to them. Wiki-Teacher is a publicly accessible website designed to serve as collective knowledge storage, including unwrapped CCSS, for the district. In this session, learn about the unwrapping process, how unwrapped standards are used in instructional planning, and resources available through Wiki-Teacher.

Presenter(s): Justin White and Barry Bosacker, Clark County School District, Las Vegas, NV

1241

The B.Y.O.D. Experience: Engaging “Bring-Your-Own-Device” Classroom Activities

McCormick Place West, Level 1, Room W184A

Using technology in the classroom can be engaging, effective, and nonthreatening. Hear from teachers who use free, web-based software with inexpensive, readily available hardware (flip cams, smart phones, personal computers) to develop lessons that help break down complex concepts into manageable pieces of information. Presenters include teachers who use these strategies regularly and a tech integration specialist who will show you how you can do this in your own classroom with your students.

Presenter(s): Margaret Reynolds, Emily Dustin, Nicholas Audley, and Todd Campion, Nashua High School South, Nashua, NH

1242

Culture Shock: Working with Colleagues from the Millennial Generation

McCormick Place South, Level 1, Room S105A



Our newest colleagues may use social media to communicate instantly and might view their position as a job rather than a career. Their parents might call to check on their application status or even attend the interview. Once hired, they may not hesitate to provide feedback to their supervisor. The experiences and expectations of the Millennial generation can be foreign to their veteran colleagues. In this session, participants will gain a better understanding of the Millennial generation and how we can learn from each other to better serve our students.

Presenter(s): Scott Herrmann, Bannockburn School District 106, Bannockburn, IL; Margaret Clauson, Wilmette School District 39, Wilmette, IL

1243

Supporting the Whole Child on the Path to College

McCormick Place South, Level 1, Room S105D

Many schools and programs are working to improve college readiness, but current efforts are not enough. This session will describe how cognitive and social processes such as motivation, self-regulation, and college-going identity shape college access and success. Lecture and interactive discussion will describe a new approach that focuses on the whole child, examine developmental processes, share strategies for practice and stories from schools and students, and use reflective exercises and action-planning tools.

Presenter(s): Suzanne Bouffard and Mandy Savitz-Romer, Harvard University Graduate School of Education, Cambridge, MA

1245

Developing the Culture and Competencies of Excellence for Enhanced Teaching and Learning

McCormick Place West, Level 1, Room W185D

Want to enhance teaching and learning in a way that truly prepares the whole child for success in school, work, and beyond? Come learn replicable strategies for improving communication, collaboration, creativity, perseverance, and work ethic and creating an intentional, consistent, and pervasive culture of excellence. Developed with and for educators and students, the framework and tools shared in this session have been used in K–12 schools nationally and internationally with demonstrated evidence of enhancing student behavior and academic performance.

Presenter(s): Matthew Davidson, Institute for Excellence & Ethics, LaFayette, NY

1246

Instructional Supervision: Our Story, Our Practice, Our Future

McCormick Place South, Level 1, Room S103A

This session will review the historical perspectives and contexts for the instructional supervision process and examine current best practices, including professional learning communities, collegial and collaborative processes, and developmental supervision. The session will also provide a glimpse into the future with the incorporation of digital technology as a part of the instructional supervision process. Session presenters are members of the Council of Professors of Instructional Supervision (COPIS).

Presenter(s): Marcia Knoll, Hunter College, New York, NY; Don Beach, Tarleton State University, Stephenville, TX

1247

Walk-Throughs with Common Core Standards: Knowing the Look-Fors

McCormick Place South, Level 1, Room S103D

Explore the Explicit Teaching Model that teaches students to think in Common Core standards using a simple lesson template: 1) Mind-Set, 2) Description, 3) Menu, 4) Instructional Strategy, 5) Assessment, and 6) Reflection. Leave with an understanding of how teachers raise the rigor in the classroom with Common Core standards. Leave with specific look-fors and sound bites that provide evidence of the rigor during observational walk-throughs.

Presenter(s): Robin Fogarty, Robin Fogarty & Associates, Chicago, IL; Rebecca Stinson, Claremont Academy, Chicago, IL

1248

Building Public Support for your School's Success

McCormick Place West, Level 1, Room W194B

Do you want to learn how to get your parents, community and business leaders, and elected officials on board to support your school? This session will show you how to successfully engage with your constituencies, overcome common barriers, and build relationships. You will learn about strategies, tools and resources you can use to ensure that key stakeholders commit to supporting your school and vision.

Presenter(s): Don Viegut, CESAS8 School District, Gillette, WI; Holly Rottier, Oshkosh Area School District, Oshkosh, WI; David Griffith and Melissa Mellor, ASCD, Alexandria, VA

1249

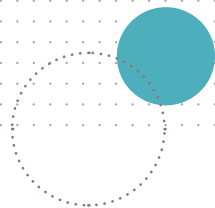
I Can Hear You Talking, But I Can't Understand What You're Saying

McCormick Place West, Level 1, Room W183A

Is it surprising that there is a communication gap between teachers and parents in urban schools? This session will help bridge the gap between the worlds of teachers and parents so they better understand each other. It will focus on research-based techniques and strategies that can be used to successfully communicate with parents of at-risk students in low economic urban communities. Presentation materials and documentation forms will be available for download.

Presenter(s): Sara Adams, Dallas Independent School District, Dallas, TX

ASCD thanks the many volunteers who are giving their time, energy, and enthusiasm to help make this a great event. Volunteers make all the difference!



1250

Coupling Classroom Observations and Targeted Professional Development

McCormick Place West, Level 1, Room W183B



Waukegan Public School District 60 began using McREL's Power Walkthrough informal observation software to gather data on what instruction really looks like in classrooms. Based on thousands of classroom observations, we developed a targeted professional development plan to address the district's needs. By taking this program districtwide, we have also seen teachers and administrators using a common language when they talk about instruction. By using Power Walkthrough data coupled with research-based instructional strategies and common formative assessments, we are moving the district forward and improving student achievement.

Presenter(s): Howard Pitler, McREL, Denver, CO

1252

Building Vertical Teams and Professional Learning Communities for Educational Success

McCormick Place West, Level 1, Room W187C

In this session, instructional coaches in the Chicago Public Schools will share strategies for increasing discourse and sharing ideas between teachers through vertical team meetings within schools and professional learning communities between schools. The presenters will highlight the need for constructing parameters, what those parameters are, and ideas for implementation. Participants will see examples of meaningful activities from the field and tools for looking at student work with the ultimate goal of increasing student engagement and learning. Presentation materials will be available for download before the conference.

Presenter(s): Hethyr Tregerman and Rita Nelson, Loyola University, Chicago, IL

1253

Outrageous Teaching: Creative Ways to Increase Student Engagement

McCormick Place South, Level 1, Room S105BC

In this high-energy, entertaining session filled with dynamic ways to capture and engage hard-to-motivate students, the presenter will share cutting-edge strategies to increase student engagement through the use of creativity and showmanship. Participants will leave with a toolbox of presentational hooks to super-charge classroom lessons. These strategies have been specially designed to be effective with hard-to-reach and low performing students and have worked magic with special education students.

Presenter(s): Dave Burgess, West Hills High School, San Diego, CA

1254

Mastery Learning Model: Students in Charge of Learning

McCormick Place South, Level 1, Room S106B



Join the presenters, coauthors of *Flip Your Classroom: Reach Every Student Every Day* (ASCD/ISTE 2012), as they walk through the Mastery Learning Model. The model teaches students to take responsibility for their own learning, creates a way to easily personalize and differentiate the classroom, and provides multiple chances for demonstrating understanding by giving students many opportunities to learn from their mistakes, practice more, and master the material. The presenters will share specific objectives and how to use formative assessments to help students determine their own level of mastery.

Presenter(s): Jon Bergmann, Joseph Sears School, Kenilworth, IL; Aaron Sams, Woodland Park High School, Woodland Park, CO

Make sure to check out the ASCD Center in the Exhibit Hall, Booth 277.

INTERNATIONAL PANEL

3:00–4:30 p.m.

1300

The Future of Education in a Globally Connected World

McCormick Place West, Level 1, Room W183A



Please see the session description on page 35.

*Gene R. Carter, Executive Director, ASCD, Alexandria, VA**Pasi Sahlberg, Director General, CIMO, Helsinki, Finland**Hye-chong Han, Associate Research Fellow, South Korea**Wong Siew Hoong, Deputy Director-General of Education (Curriculum), Singapore**Benjalug Namfa, Deputy Permanent Secretary, Office of Basic Education Commission, Ministry of Education, Thailand*

SATURDAY

3:00–4:30 P.M.

1301

Differentiation and the Common Core State Standards: How to Teach Up

McCormick Place West, Level 3, Room W375E

Common Core State Standards and differentiation advocate virtually all students working with complex content to have equity of access to excellent learning opportunities. A key principle of differentiation is “teaching up,” or scaffolding student success with rich, substantive curriculum. This session explores uses of differentiation to address varied learner needs in working with the Common Core State Standards. Participants will explore principles and practices of teaching up and analyze examples of differentiation used with the Common Core standards.

Presenter(s): Carol Ann Tomlinson, University of Virginia, Charlottesville, VA




Follow our boards and start pinning along with ASCD on Pinterest at www.pinterest.com/officialascd.

1303

Partnering for Success Using Classroom Instruction That Works

McCormick Place West, Level 1, Room W192B


 In fall of 2009, Central Valley School District in Spokane, Washington, committed to providing professional development from *Classroom Instruction That Works* for teachers and administrators to create a culture for student success. A partnership grew between CVSD and McREL that changed learning environments, teacher competencies, and classroom instruction. Learners reaped benefits of reduced variability within schools, enthusiasm among teachers, and research-based instruction within classrooms. Listen and learn as CVSD and McREL staff share their stories of change and success.

Presenter(s): Bj Stone, McREL, Denver, CO; Terrie VanderWegen, Central Valley School District, Spokane, WA

1304

Aligning Teacher, School Leader, and District Leader Evaluation to Enhance Student Learning

McCormick Place West, Level 1, Room W196

 This session will provide a framework for aligning teacher, school leader, and district leader evaluations to ensure unified and coordinated actions and commitments at all three levels with the common goal of enhancing student achievement. Specific elements that should be the focus of evaluation at all three levels along with examples of rubrics (e.g., scales) and evidence for those elements will be presented.

Presenter(s): Robert J. Marzano, Marzano Research Lab, Centennial, CO

1305

Educating Latino Boys: Looking Forward, Looking Positive

McCormick Place West, Level 1, Room W187C

One way to avoid contributing to a Latino boy becoming disillusioned with his schooling is to adapt instructional practices so that they harmonize with the student's language, culture, and funds of knowledge. This session aims to help participants understand the


Latino culture and the circumstances that influence Latino boys to do just that. The overarching goal is help participants more effectively build connections from their academic goals to their background and experiences and plan for activities that build on what they know and can do outside of school.

Presenter(s): David Campos, University of the Incarnate Word, San Antonio, TX

1306

Beyond Compliance: Building True Academic Engagement

McCormick Place West, Level 1, Room W181A

 Saying we want our students to be highly engaged is easy. But do we really know what we mean? What is academic engagement, and how is it different from (and better than) academic compliance? What are some key elements of academic engagement, and how do we nurture these in our classrooms? This session will explore these ideas and offer practical strategies to help teachers create truly engaging learning experiences for students.

Presenter(s): Mike Anderson, Northeast Foundation for Children, Turners Falls, MA

1307

Welcoming Schools: An LGBT-Inclusive Approach for Family Diversity, Gender and Bullying

McCormick Place West, Level 1, Room W176A

Although there are many established social/emotional learning and anti-bullying programs for schools, few take a multicultural approach and even fewer address issues of LGBT parents and students or gender stereotyping. In this session, we will model the Welcoming Schools guide, a tool that addresses LGBT topics as one part of the larger missions of schools and multicultural education. Participants will see activities from the Welcoming Schools guide, learn evaluation results from schools that have implemented it, and develop next steps to evaluate and improve the climate in their schools.

Presenter(s): Johanna Eager, Welcoming Schools, Minneapolis, MN

1308

From Old School to Bold School

McCormick Place West, Level 1, Room W181B

The main premise upon which schools were founded—that content and knowledge and teachers are scarce—has been turned on its head by the web. How do we rethink our roles as schools, classrooms, and educators when our students have many options for educating themselves? We will discuss the paths bold schools are taking to fundamentally redefine their value as places of learning and the challenges of remaining an “old” school, define the main characteristics of bold schools, and look at schools that are bridging the gap.

Presenter(s): Will Richardson, Bold Schools, Flemington, NJ

1309

Professional Learning Communities at the Crossroads

McCormick Place West, Level 1, Room W181C



Today’s complex teaching work requires high standards of professional practice. In this interactive session, the presenters and participants will examine what it means to be a teaching professional in today’s knowledge society before examining the potential of PLCs to promote ground-up input from all educators in a school system. How are PLCs currently defined? Participants will share their experiences and learn how one school district is working to create sustainable teams to engage teachers in authentic, empowering professional learning.

Presenter(s): Pauline Stonehouse, University of North Dakota, Grand Forks, ND; Mark Vollmer, Minot Schools, Minot, ND

1310

Turn the Battleship on a Dime: Keys to Initiating Sustainable Change

McCormick Place West, Level 1, Room W194B

Education change is often perceived as a difficult process fraught with competing ideas that rarely take hold. This session will tackle the issue of initiating cultural school change that is embraced, sustained, and celebrated. The presenter will address common obstacles to the change process and highlight strategies to overcome them. Examples will be shared that emphasize how one school has moved beyond change to transform the teaching and learning culture in a way that lasts.

Presenter(s): Eric Sheninger, New Milford High School, New Milford, NJ

1311

Education Politics and Policy: The Future of ESEA

McCormick Place West, Level 1, Room W186C

The November elections have had a major effect on the direction of federal education policy, including the reauthorization of the Elementary and Secondary Education Act (ESEA). Hear from U.S. Department of Education officials about the outlook for ESEA and other federal initiatives that affect schools, districts and states. Topics will include an overview of the new political dynamic in Washington, next steps on ESEA reauthorization, updates on the department’s waiver plan, the status of federal education funding, and other education policy issues that school leaders need to understand.

Presenter(s): Paul Brown, U.S. Department of Education, Washington, DC; Megan Wolfe and David Griffith, ASCD, Alexandria, VA

1312

Perspective-Taking: Educating for Global Competence

McCormick Place West, Level 1, Room W186A

This session will highlight perspective-taking as a critical thinking skill using the frameworks of the Global Competencies, the ‘Four Cs’ of 21st Century Education, and the Habits of Mind. An approach to establishing and sustaining a school culture of thinking that nurtures these skills and the continuum of a learning progression from pre-kindergarten to 9th grade will be made apparent through examining a multimedia show of teacher practices.

Presenter(s): Rebecca van der Bogert, Donna Tobey, Rochelle Ibanez-Wolberg, and Marisa Schnirman, Palm Beach Day Academy, West Palm Beach, FL

1313

Customizing and Aligning a PD Plan with Teacher Supervision

McCormick Place West, Level 1, Room W194A

Participants will receive a checklist, a sample professional development plan, and a sample supervision and evaluation plan and use the samples to help them evaluate whether the professional development plan aligns with the supervision and evaluation process. They will also actively examine student achievement data and related climate and culture data to determine individual, school, and district needs for professional development. Presenters will facilitate a discussion regarding implications that might affect their own district or school.

Presenter(s): Nancy Gibson, Barbara Phillips, and Paul Sims, Concordia University Chicago, Chicago, IL

1314

Writing for Educational Leadership

McCormick Place West, Level 1, Room W186B

Would you like to publish your article in ASCD's *Educational Leadership* magazine? In this session, *EL* authors will share their experiences with the writing process—from deciding the focus to finding the time to write. The editors of *EL* will describe the publishing process and give tips for writing effectively to fellow educators. Panelists will then answer questions from the audience.

Presenter(s): Thomas Armstrong, ASCD Author, Cloverdale, CA; Marge Scherer, ASCD, Alexandria, VA

1315

Seven Steps for Becoming a 21st Century School or District

McCormick Place West, Level 1, Room W175C



In this session, the presenters will show how to make 21st century education happen in schools and districts. They will focus on how to embed critical thinking, communication, collaboration, and creativity (the Four Cs) into education and provide a detailed overview of the Seven Steps for Becoming a 21st Century School or District. They will also discuss how to blend the Four Cs and the Seven Steps into a school or district's efforts to implement the Common Core State Standards.

Presenter(s): Ken Kay and Valerie Greenhill, EdLeader21, Tucson, AZ

1316

Whole-School Climate: A Framework for Safer, Bully-Free Schools

McCormick Place West, Level 1, Room W176C

Bullying-related incidents continue to negatively influence our schools, affecting student achievement and overall school climate. This session will showcase the benefits of a whole-school climate approach as the bricks and mortar for building safer, high-performing schools. The presenter and participants will discuss best-practice prevention and intervention strategies, programs, and resources that reduce bullying, improve school climate, and boost academic performance within a comprehensive whole-school climate framework. Presentation materials will be available for download.

Presenter(s): Rick Phillips, Community Matters, Sebastopol, CA

1317

The Professional Growth Continuum

McCormick Place West, Level 1, Room W175B

In this session, participants will learn about National Board Certification and its place in an educator's professional growth continuum. Presenters will examine professional learning opportunities and tools that promote strong teacher leadership and collaboration.

Presenter(s): Andrea Hajek and Michelle Accardi, National Board for Professional Teaching Standards, Arlington, VA

1318

Lights, Camera, Action: Mathematics in the Movies

McCormick Place West, Level 1, Room W176B

Exciting students about the study of mathematics is sometimes a daunting task, especially in an age where students spend many hours in front of a video screen. Using clips from television, movies, and video games can not only help introduce specific concepts in the study of mathematics but also grab the students' attention, helping them make connections and see the value and fun in learning mathematics. This session will examine how teachers have used and can use various movies to enhance their lessons and excite students about math.

Presenter(s): Amelia Allen, Felician College, Rutherford, NJ; Harvey Allen, Monmouth University, West Long Branch, NJ

1319

Creating a Legacy of High Performance: Leadership Competencies in Low-Performing Schools

McCormick Place West, Level 1, Room W184A

Over the past three years, the Georgia Department of Education's (GaDOE) Office of School Turnaround has been experiencing success in its lowest-performing schools. With the support of School Improvement Grant 1003g and Race to the Top funding, the GaDOE has provided job-embedded professional development; innovative strategies in leadership, instructional delivery, and technical assistance; and continual oversight to help four of Georgia's lowest-achieving high schools and alternative learning centers become four models in exemplary teacher and leader effectiveness in high-poverty urban and rural districts.

Presenter(s): Sylvia Hooker, Georgia Department of Education, Atlanta, GA

1320

Getting Students to Think Critically

McCormick Place West, Level 1, Room W183B



Students need both a basic core of knowledge and a solid set of thinking strategies. This session will provide numerous tools for students to get them to think critically about course content. Moving beyond superficial responses, participants will examine strategies for teaching students to think with depth, extend ideas, think divergently, justify claims, understand abstractions, recognize patterns, and reason logically. These are highly marketable skills for 21st century employees, so give them something they can use now as well as in their careers: critical thinking.

Presenter(s): Rick Wormeli, Consultant, Herndon, VA

1321

Evidence Matters: How Data Can Drive Teachers' Thinking

McCormick Place West, Level 1, Room W184D

How do we move people to realistically see a problem and think deeply about it? How do we help them take the next steps when time and resources are limited? The answer is data. In this interactive session, participants will learn strategies for letting the evidence tell

the story. Effective forms for data collection, tie-ins with the Common Core State Standards for English language arts and math, and lessons from the trenches will provide authentic take-aways for coaches and school leaders.

Presenter(s): Constance Krueger and Erin Lehmann, North Middle School, Rapid City, SD

1322

Turning High-Poverty Schools into High-Performing Schools

McCormick Place West, Level 1, Room W183C



This session focuses on a research-based framework for leadership and learning in high-poverty schools. Recent case studies from high-performing/high-poverty (HP/HP) schools provide concrete insight into what it takes to make a dramatic turnaround. Practical study and planning tools are provided to guide improvement in participants' own school or district. Through better understanding of how HP/HP schools achieve success with underachieving students who live in poverty, participants will acquire specific strategies and identify action steps to best support these students.

Presenter(s): William Parrett and Kathleen Budge, Boise State University—Center for School Improvement and Policy Studies, Boise, ID

1323

ASCD Leadership 101

McCormick Place West, Level 1, Room W182

Have you ever considered serving in ASCD governance? Come learn about the various pathways to involvement in the International ASCD governance structure and committees, as well as state affiliate opportunities for leadership. You will hear from people who have served at all levels of the organization and have a chance to ask questions about the process of becoming involved.

Presenter(s): Anne Roloff, Niles Township High School District 219, Skokie, IL; Nancy DeFord, DeFord, Ltd., Virginia Beach, VA; Sara Shubel, East Grand Rapids Public Schools, East Grand Rapids, MI

1324

Developing Teacher Leaders: Implementing Career Ladders in a Large Urban District

McCormick Place South, Level 1, Room S105A

How does a district develop a robust teacher career ladder program that motivates educators to improve skills, raises student achievement, and promotes collegiality? This session will feature Seattle Public Schools, a large urban district, as a case study for developing natural teacher leaders by incorporating adult learning principles to continue the teachers' growth and create a culture that focuses on elevating teacher practice to improve student achievement. Participants will better understand the benefits and obstacles of career ladders in their district. Presentation materials will be available for download.

Presenter(s): Paul Robb and Katie Virga, Seattle Public Schools, Seattle, WA

1325

Differentiated Instruction Aligned to the Common Core State Standards—English Language Arts

McCormick Place West, Level 1, Room W185BC

The presenter will offer a succinct, practical definition of differentiated instruction (DI) and share DI tools, strategies, and assessments aligned to some ELA/literacy Common Core standards related to informational text. She will highlight sample reading and writing standards as a focus and present ways instruction can be differentiated using them, such as engaging instructional strategies, tiered instruction, Role-Audience-Format-Topic, and cubing. The presentation is geared to 3rd to 9th grade language arts and social studies educators. Presentation materials will be available for download.

Presenter(s): Kathy Glass, Glass Educational Consulting, Woodside, CA

1326

Supporting Struggling Learners: Closing Background Knowledge Gaps

McCormick Place South, Level 1, Room S105BC

What do students who struggle with new content because they are missing math skills need the most? This interactive multimedia session shows how one school district used engaging new instructional strategies to help lagging learners build academic background

knowledge for math and catch up. Strategies in support of new Common Core State Standards for math will be a focus, although the information applies to any learning situation. Participants will leave with resources for immediate use.

Presenter(s): Annette Holmstrom and Jeff Loupas, University Place School District, University Place, WA

1327

Dearborn Public Schools Responds to Bullying Behavior

McCormick Place West, Level 1, Room W185D

Schools around the country are struggling with how to respond to bullying. The Dearborn Public Schools community, which serves approximately 19,000 students, has developed a comprehensive program to respond to bullying behavior. All staff who have contact with students (e.g., teachers, paraprofessionals, bus drivers, custodians) receive inservice training. We teach our children about bullying and bullying prevention through our K–12 curriculum, provide information to parents, involve the community, track incidents, and measure our results. We will share our successful program and resources.

Presenter(s): Gail Shenkman and Roxanne McDonald, Dearborn Public Schools, Dearborn, MI

1328

Experiential Mobile Learning: Authentic Learning Experiences Via Students' Mobile Devices

McCormick Place South, Level 1, Room S102BC

Computers, wi-fi, and smartphones allow young people 24/7 access to technology and to one another. In this session, participants will perform activities that use the technology devices young people use. These activities focus on and build diversity and cultural sensitivity, problem-solving, self-reflection and self-exploration, and communication and self-expression. During this interactive BYOD workshop, participants will explore the research on young people's use of mobile devices and develop and experience strategies for integrating mobile-driven team building activities into the classroom environment. Related website: <http://community-building.weebly.com/>

Presenter(s): Jackie Gerstein, Boise State University, Boise, ID

1329

DIDYCH: A Math Differentiation Strategy That Changed a School

McCormick Place West, Level 1, Room W180

DIDYCH is a strategy for introducing a new concept that allows students to think about their preferred method of learning: Direction, DiscoverY, or CHallenge. In this session, the presenter will explain the preparation required, how the strategy works, and how each section plays out in the classroom. Primarily a math strategy, DIDYCH has been adapted for other subjects, and these variations will be addressed. Furthermore, it corresponds to what the Common Core Standards encourage us to do instructionally; it also fits well into the Understanding by Design® framework.

Presenter(s): Padraic O'Donnell, The Chicago High School for the Arts, Chicago, IL

1330

Head in the Cloud: How Cloud-Based Solutions Affect Student Learning

McCormick Place West, Level 1, Room W187A

In Leyden High School District #212 in suburban Chicago, all 3,500 students are using Chromebooks as part of a cloud-based learning pilot program. Leyden's educators have seen several trends from this move to the web. Students share documents and submit assignments online instead of in class, and instead of working cooperatively to complete work, they collaborate to create it. Participants will hear an overview of our digital evolution; insights from teachers; and, most important, a Google hangout conversation with our students about how this paradigm shift has affected their learning.

Presenter(s): Jason Markey, Leyden High School District #212, Franklin Park, IL

1331

Flip Your Class: Start Small, Start Here

McCormick Place West, Level 1, Room W178B



Join the presenters, coauthors of *Flip Your Classroom: Reach Every Student Every Day* (ASCD/ISTE 2012), as they describe their transformation from classroom lecturers to flipped learning pioneers and show how the flipped class can transform today's

education climate. The Flipped Class gives teachers more face-to-face time with students, allows for real differentiation, causes student to take responsibility for their learning, and encourages students to master material at their own pace. Participants will learn the structure of the flipped classroom, why you should flip your classroom, and how to implement it.

Presenter(s): Aaron Sams, Woodland Park High School, Woodland Park, CO; Jon Bergmann, The Joseph Sears School, Kenilworth, IL

1332

Keep Calm and Teach On: Aligning Technology with the Common Core

McCormick Place West, Level 1, Room W190B

In this session, participants will learn how educators in a rural Iowa school district with 500 students journeyed from participating in an iPad workshop to setting up an iPad lab with 25 iPads for student use. Collins-Maxwell educators have worked diligently to integrate this technology into the curriculum and align instruction with the Common Core State Standards. Several apps will be demonstrated during this presentation, including Common Core, Story Wheel, My Story, Doodle Buddy, Educreations, Show Me!, Popplet, Scribble Press, Story Spine, and QR Code Creator/reader.

Presenter(s): Pam Heward and Kristi Hauptert, Collins-Maxwell CSD, Collins, IA

1333

Teaching to the Core: Using Data Tools to Master Common Core Standards

McCormick Place West, Level 1, Room W184BC

In this innovative session, participants will learn how a national provider of virtual and blended schools has developed cutting-edge tools that use data in new ways, allowing them to run reports that expand objectives in the common core, spanning grade levels and curricula to provide students with progress in the Common Core State Standards. Through a visual flow of objectives, scores, and lessons assigned, learn how student progress is noted in a continuum, allowing teachers to intervene in real time.

Presenter(s): Patricia Hoge and Marcie Zisow, Connections Education, Baltimore, MD

1334

Money Makes the Class Go Round: A Classroom Management Strategy

McCormick Place West, Level 1, Room W192A

Can teachers motivate and engage their students by simulating everyday life and incorporating financial literacy concepts in their classroom? Learn how several teachers from Ontario have devised and used a system that prepares students for the 21st century. Participants will learn how to use an innovative classroom management system that will provide their students with a set of lifelong skills and the ability to make more informed choices in a complex and fast-changing financial world.

Presenter(s): Alain Girouard, CFORP, Sudbury, Ontario, Canada

1335

Collaborative Culture Shock: Cultivating Collaborative Teams and Redefining a Leadership Model

McCormick Place South, Level 1, Room S103A

In this session, participants will explore a case study on collaborative culture. The presenters will discuss the challenges and successes of a three-year process to change their school's collaborative culture and will expose a new way to look at and develop a leadership structure for administrators, teachers, and support staff that promotes analyzing student learning and student work. Participants will leave with an in-depth understanding of how to develop a new leadership model and methods to cultivate a meaningful collaborative culture among teachers through content-specific and cross-discipline teams.

Presenter(s): Melanie Lee and Nancy Farrell, First Colonial High School, Virginia Beach, VA

1336

The UbD™ Framework and Creative Artists: Using the Box to Think Out of the Box

McCormick Place South, Level 1, Room S103D

To truly engage the 21st century learner, the fine arts experience needs to be recognized as an essential component of a child's schooling experience. The story focuses on one elementary district's adventure of a fine arts curriculum review. Learn from our story (a district with a long history of supporting the arts), our time (the increasing

need to nurture creative thinking as an essential element of success) and our work (articulated, relevant curriculum using the UbD™ framework). The presenters will use videos and images to provide an engaging experience.

Presenter(s): Trisha Kocanda, Betsy Gmitro, and Amy Markos, Winnetka Public Schools, Winnetka, IL

1337

Spring Will Come Again: The Rebirth of a "Throwaway" High School

McCormick Place West, Level 1, Room W195

Bertie Simmons was called out of retirement to take over a deeply troubled school in Houston. Furr High School was 76 percent Hispanic and 24 percent African American, and it was known throughout the state as a dropout factory. There were 14 identified gangs, and the campus was fraught with violence. This is the story of how the school was reborn by developing the whole child. The journey included taking 32 gang members to New York City, increasing instructional rigor, and establishing a covenant with the community.

Presenter(s): Bertie Simmons and Sharon Koonce, Houston Independent School District, Houston, TX

1338

Clinical Faculty Academy: Professional Development for Cooperating Teachers

McCormick Place South, Level 1, Room S106A

Research indicates that the quality of the classroom setting greatly influences the success of the student teaching experience. The Twin Cities Teacher Collaborative (TC2), a consortium of six teacher preparation institutions, will report findings from the first year of its Clinical Faculty Academy (CFA), an online professional development experience for teachers who host student teachers from the TC2 institutions. The CFA focuses on racial equity, adult learning theory, instructional coaching, and coteaching. This interactive session encourages dialogue about the elements of the CFA.

Presenter(s): Linda Distad and Diane Heacox, St. Catherine University, St. Paul, MN; Jay Rasmussen, Bethel University, St. Paul, MN

1339

Building a Professional Learning Network in the Cloud

McCormick Place South, Level 1, Room S105D

Discover how one district developed an online portal to open communication lines, collaborate, and recognize colleagues for their accomplishments. The Brookings Professional Learning Network (BPLN) was designed to provide staff from five K–12 buildings with resources and an online platform for collaboration. Learn about the challenges and rewards in keeping an online PLC active and relevant. Become a part of the development and continued story of the BPLN.

Presenter(s): Dana Berg, East Dakota Education Cooperative, Sioux Falls, SD

1340

Implementing Whole School Change for Whole Child Learning

McCormick Place South, Level 1, Room S104A

Participants will learn how teachers, children, and parents in an elementary school imagined and created a supportive, engaging culture of 21st century thinking. Using video examples, the presenters will describe and teach participants how to use some of the innovative tools for having teachers, parents, and children act as producers, not just consumers, of learning. Participants will receive a one-hour DVD of the school in action.

Presenter(s): Fred Burton, Ashland University, Ashland, OH; Chris Collaros, Julie Eirich, and Sabrina Walters, Upper Arlington Schools, Columbus, OH

1341

Powerful Conversations for Teacher Professional Growth

McCormick Place South, Level 1, Room S104B

Staff professional development is vital for continuous high achievement of schools and students. The Common Core State Standards expect teachers to facilitate students' knowledge and skill acquisition for college and career readiness. In this session, participants will explore a progressive growth plan for teacher effectiveness and research-based and field-tested strategies on conducting evidence-

based and goal-oriented assessments. Presenters will focus on identifying teachers' needs to ensure ongoing support and assistance through critical performance analysis, courageous conversations, constructive feedback, self-study, and implementation of best practices. Presentation materials will be available for download.

Presenter(s): Barbara Bottoms and Carolyn George-Remy, Prince George's County Public Schools, Upper Marlboro, MD

1342

Design Improvement Initiatives Using Teacher-Created Videos

McCormick Place South, Level 1, Room S101B

Learn how a school designed, implemented, and evaluated a school improvement initiative using teacher-created videos as a focal point. Each two-minute video, called a lessoncast, explained how to implement an instructional strategy. The school improvement process used the videos to facilitate collaborative planning and instructional feedback. View sample lessoncasts and consider how similar resources may support your own learning community. Sample lessoncasts are accessible via LessonCast.org, a free, searchable gallery with downloadable resources.

Presenter(s): Nicole Tucker-Smith, Baltimore County Public Schools, Baltimore, MD

1343

Transforming PreK–8 Education

McCormick Place South, Level 1, Room S102A

In this session, senior district leaders will share how they led the transformation of preK–8 education over the course of a school year. Faced with declining enrollment, failing facilities, financial challenges, low student performance, and increased needs for special programming, the team designed and implemented a plan to restructure their schools based on research, data, and a strategic plan that addressed community needs and positioned their district for long-range success. Their story is about the constructive reaction to challenging times and the successful future of their schools.

Presenter(s): Peter Lancia, Marc Gousse and Jeremy Ray, Westbrook School Dept., Westbrook, ME

1344

What Every Leader Needs to Know about Program Evaluation

McCormick Place West, Level 1, Room W178A

Accelerated Reader. Study Island. After-school tutoring. Programs like these proliferate in schools, but do they work? Too often, schools chug along with programs that may or may not be best for students. Program evaluation is crucial to examine programs' strengths and weaknesses, intended and unintended outcomes, and whether programs are meeting objectives. This fast-paced, interactive, multi-media session will teach you how to conduct an internal or external program evaluation. Presentation materials will be available online.

Presenter(s): Kimberly Kappler Hewitt, University of North Carolina Greensboro, Greensboro, NC; Dan Weckstein, Oakwood City School District, Dayton, OH

1345

Preparing Principals as Total Leaders of Professional Learning Communities

McCormick Place South, Level 1, Room S102D

In this era of budget challenges and demand for student achievement, effective building level leadership is paramount to student and school success. This session will review the components of the Building Leader Instructional Development Academy (BLIDA), a district-based training program for future principals. Using the Total Leader framework as the basis for guiding change, BLIDA prepares future principals to develop and sustain the professional learning community model within their schools. The presenters will review BLIDA's training activities and expected outcomes.

Presenter(s): Sharon Suritsky, Mark Miller, and John Rozzo, Upper St. Clair School District, Pittsburgh, PA

1346

Whole Child, Whole School: Developing, Assessing, and Sustaining Positive School Climate

McCormick Place West, Level 1, Room W179A

Positive school climate is often the secret ingredient for achievement in school and beyond. Join national experts to learn how to develop, assess, and sustain a positive school climate for each child, each staff member, and each family.

Presenter(s): Sean Slade, ASCD, Alexandria, VA; Terry Pickeral, Cascade Educational Consultants, Seattle, WA; Richard Cardillo, National School Climate Center, New York, NY

1347

Motivating Disengaged Students: How We Can Be Champions of Hope

McCormick Place West, Level 1, Room W190A

This session provides useful programs, ideas, and strategies that will inspire educators as they work with all students, especially those that have become disengaged from school and learning. Based on 20 years of research, interviews with struggling students, and lessons learned from workshops held in 41 states and Canada, this session begins with the research on why students disengage from school. Participants will leave this interactive session with several meaningful ideas and the inspiration needed to have success with all of their students.

Presenter(s): Jack Baldermann, Westmont High School, Westmont, IL

1348

Making NAEP Work for You: An Introduction to Web Tools

McCormick Place West, Level 1, Room W187B

Did you know that you can use questions and results from the National Assessment of Educational Progress (NAEP) to understand how your students' performance compares to others in the nation, states, and some urban districts? Join us for an introduction to our online tools and explore subjects like reading, math, science, the social studies, art, and writing. A program of the U.S. Department of Education, NAEP is the largest continuing, nationally representative assessment of what students know and can do.

Presenter(s): Melissa Spade, Hager Sharp, Washington, DC

1349

First Amendment Freedom: Developing Essential Skills for the Whole Child

McCormick Place West, Level 1, Room W175A

Developing capacity for student voice and civic engagement is an essential mission for our schools. To be effectively heard, the whole child requires opportunities to develop and practice the skills needed for responsible participation in our vibrant and diverse society. Through an interactive exploration of First Amendment freedom, the presenter will provide information, resources, and instructional strategies, developed as part of ASCD's First Amendment Schools initiative, that promote civility and the dignity of all stakeholders.

Presenter(s): David Scott, Northport-East Northport UFSD, Northport, NY

1350

Engaging Researchers and Educators: Making Education a Knowledge-Based Profession

McCormick Place West, Level 1, Room W193B



The editors of the *International Journal of Education Policy and Leadership* (published by ASCD, George Mason University, and Simon Fraser University) will join *IJEPL* authors to present research published in the journal and discuss links between researchers and educators. Researchers interested in publishing in *IJEPL* are encouraged to engage with the editors and authors in a dialogue on publishing in an open source, peer-reviewed journal. Participants will discuss additional ways to strengthen research-based professional development networks in schools and districts.

Presenter(s): Daniel Laitsch, Simon Fraser University, Surrey, British Columbia, Canada; Penelope Earley, George Mason University, Fairfax, VA

1351

Research in the Classroom: Bridging the Research-to-Practice Gap

McCormick Place West, Level 1, Room W192C



University researchers and classroom teachers conduct education research for different reasons, but the goal is to improve classroom teaching. The connection between teacher research and teacher use of university research findings in their

instructional decisions has not been examined. This session explores teachers' beliefs about research, what professional literature teachers read, and how teachers use research. The ATERS (Isakson & Ellsworth, 1979) is used to measure teacher attitudes toward education research. The link between using teacher research or action research and incorporating research-based practices in the classroom is examined.

Presenter(s): Nancy Holincheck, American University, Washington, DC

1352

A Scenarios Approach to Reimagining Teacher Education for the 21st Century

McCormick Place West, Level 1, Room W193A



Teacher Education for the 21st Century (TEF21) is a project directed at creating a vision for teacher education at Simon Fraser University. The challenge is to forecast what learning portals and school structures might look like in the future; to predict what kinds of teachers and teaching repertoires will be required for these new school organizations and portals; and to imagine and design innovative and informed practices for recruiting, selecting and preparing teachers. In this presentation, the presenter will report on the first two phases of the five-phase work plan.

Presenter(s): Robin Brayne, Simon Fraser University, Surrey, British Columbia, Canada

1353

International Student Collaboration Model: United States–South Africa

McCormick Place West, Level 1, Room W177

Educators from the United States and South Africa present an international student collaboration they implemented in 2012. In this multimedia presentation, they will demonstrate what worked and what didn't while giving suggestions for creating a successful platform for students to work together internationally. Elementary through high school teachers will see how to meet their own curriculum mandates while increasing student global competency and providing their students with an authentic reason to ramp it up.

Presenter(s): Kathleen Christie-Blick and Marc Eckert, Cottage Lane School, Blauvelt, NY; Shaun Tuohy, Sun Valley Primary School, Cape Town, Western Cape, South Africa

1354

Summer Academies: Changing the Culture of a High School and Middle School

McCormick Place South, Level 1, Room S103BC

July is typically reserved for summer school, but it can also provide a school district and its students a valuable enrichment opportunity. In this session, the presenters will discuss the summer academies offered at a middle school and a high school in their districts. Participants will learn how to create a summer academy, the benefits associated them, the different programs' methodologies, and funding opportunities. Nine years of tracking student data has demonstrated that academy graduates have seen increases in academic success, leadership, and problem-solving skills and a decrease in disciplinary incidents.

Presenter(s): Aaron Hopmayer and Brian Lynn, Pine Bush Central School District, Pine Bush, NY; Brett Cancredi, Port Jervis City School District, Port Jervis, NY

1355

Harper/New Trier Leadership Academy

McCormick Place West, Level 1, Room W191

The Harper/New Trier Leadership Academy has been a partnership between two vastly different high schools in the Chicago area for 20 years. The program has allowed approximately 1,200 students to learn about different cultures and reflect on their own understandings of social isolation, segregation, and privilege. Students learn skills in communication, trust, acceptance, listening, and patience. Participants will learn details about the program, be encouraged to start their own partnerships, and take away strategies and templates.

Presenter(s): Scott Williams and Sharon Weiner, New Trier High School, Winnetka, IL; Imvan Khan, Harper High School, Chicago, IL

As a courtesy to other participants and presenters, please turn off the sound on all electronic devices or set them to vibrate mode. All telephone calls must be answered outside the meeting rooms.

5:00–6:30 p.m.

1400

Teaching to Gender Differences: Recognizing Students' Different Stories and Needs

McCormick Place West, Level 1, Room W192A



Recent scientific research illuminates the differences in cognitive development between the male and female brain.

Based on the works of Michael Gurian, Richard Whitmire, Michael Thompson, Cordelia Fine, and Leonard Sax, this session presents differences in male and female brain development that affect behavior and learning. Participants will understand that most school practices reinforce how girls learn rather than boys; consequently, boys make up the majority of our behavior problems, failures, and dropouts. Practical, hands-on literacy strategies will be presented that promote instruction specifically for males, for females, and for both sexes.

Presenter(s): William McBride, Consultant, San Francisco, CA

1401

Sexting, Texting, and Cyberbullying: Dealing With Technology in 21st Century Schools

McCormick Place West, Level 1, Room W192B

Hear from a Blue Ribbon middle school that responded to a sexting scandal that spurred widespread media attention. Learn how the school effectively responded with immediate action steps and continuous prevention efforts. This session will focus on ways to confront cyberbullying and create cyberawareness. In addition, the presenters will focus on prevention, intervention, and strategies that can be implemented at your school.

Presenter(s): Michael Kryder, Erika Huck, Rebecca Bloom, and Jennifer Goodstein, Montgomery County Public Schools, Bethesda, MD

1402

No Money, No Contract, No Time

McCormick Place West, Level 1, Room W176C

What we had: 5,000 teachers, 72,000 students, 252 school administrators, and 1 new superintendent. What we didn't have: money, time, or high morale. What we wanted: a culture of excellence. Join us for an interactive discussion on overcoming barriers for a high-performing learning culture. Participants will gain concrete, research-based strategies for creating a collegial culture focused on student achievement and continuous improvement of teaching. Role-alike discussions for teachers, school administrators, and superintendents will be held.

Presenter(s): Debra Pace, Dori Bisbey, and Sandra Demmon, School Board of Brevard County, Viera, FL

1403

Instruction, Curriculum, and Assessments: A New Era of Math and Science Learning

McCormick Place South, Level 1, Room S104B

The new standards in both math (Common Core) and science (Next Generation) provide a rigorous road map for learning but lack a vision for how to achieve student mastery. Teachers, instructional leaders, and building administrators: come discover what must change and how to change it to achieve success. Participants will discuss the changing learning landscape and learn how to transition from the core ideas expressed in the National Mathematics and Science Standards to effective daily practice.

Presenter(s): Jeff Marshall, Clemson University, Clemson, SC

1404

TECHformations: Analyzing Curriculum and Instruction for Modern Learning

McCormick Place West, Level 1, Room W181A

In this session based on their new ASCD book *Upgrade Your Curriculum: Practical Ways to Transform Units and Engage Schools*, the presenters will guide participants through TECHformations: strategic, purposeful, and student-centered uses of technology and web-based tools that foster higher-order thinking and engagement. While using matrices that promote collaborative dialogue and actions, partici-

pants will begin to formulate a plan for infusing their current curriculum design and instructional practice with purposeful, student-centered technology and web-based tool upgrades.

Presenter(s): Michael Fisher, The Digigogy Collaborative, Amherst, NY; Janet Hale, Curriculum Mapping 101, Tucson, AZ

1405

Assignments Matter: Making Connections That Help Student Meet Standards

McCormick Place South, Level 1, Room S103D



Assignments provide opportunities for teaching and learning. When crafted to high standards, these tasks set challenging and doable contexts for students to acquire the skills and content they need to meet standards and be college- and career-ready. Based on the ASCD book by the same title, this session will focus on the value of assignments in the classroom and as a staple of coursework. The presenters will lead participants through a process for crafting high-quality assignments aligned to the K–12 Common Core ELA Standards and state standards.

Presenter(s): Eleanor Dougherty, ASCD Author, Washington, DC; Jennifer Frentress, Tyler Elementary School, Washington, DC

1406

An Early Education Initiative with Cognitive and Conceptual Developmental Focus

McCormick Place West, Level 1, Room W187A




Early childhood education is a complex landscape of beliefs regarding best practices. No Child Left Behind (NCLB) drives the focus of teaching on academic skill development, but the National Association for Young Children emphasizes the essential role of free play in supporting cognitive and social/emotional development. This session is designed to present Feurestein's cognitive enrichment program model, and engage participants with some of its activities, and present the results of five research and evaluation studies.

Presenter(s): Meir Ben-Hur and Mary Bell, Saint Xavier University, Chicago, IL, United States

1407

Developing the Whole Child Through Engaged Reading and Talk

McCormick Place South, Level 1, Room S106B

 Engaged reading and talk have consequences for students that transcend literacy growth: Shifts in identity, emotional, intellectual, moral, and social development, and a greater sense of agency, particularly in using their voices to shape the future. In this session, the presenters will describe literacy teaching that affects the whole child and share, through video and interviews, K–12 classroom examples of students who read compelling texts that inspire talk and experience learning as an ongoing social process. Presentation materials, including booklists and engaged reading tips, will be available online.

Presenter(s): Gay Ivey, University of Wisconsin, Madison, WI; Maria Nichols, San Diego Unified Schools, San Diego, CA; Peter Johnston, University at Albany–SUNY, Albany, NY

1408

Beating the Odds: Five Essential Elements for Raising Achievement

McCormick Place South, Level 1, Room S103A



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

Presenter(s): Thelma Forté, Jennifer Richert, and Lori Redfeam, Union Communication Arts Magnet School, Texarkana, AR

1409

First, Discover Their Strengths: Success Strategies for Students with Special Needs

McCormick Place West, Level 1, Room W175C

  This session presents a revolutionary new way to help students with special needs succeed academically based on their diversity rather than their disability. Participants will learn how to construct positive niches for students with learning disabilities, ADHD, autism, intellectual disabilities, and emotional and behavioral disorders through a comprehensive model based on awareness of strengths, UDL, positive role models, learning strategies, human resources, and environmental modifications. Applications to Common Core Standards will also be provided.

Presenter(s): Thomas Armstrong, ASCD Author, Cloverdale, CA

1410

Instructional Technology Tools: The EProDev Professional Development Plan

McCormick Place South, Level 1, Room S102A

In this session, the presenter will share a technology-based professional development plan that teaches staff how to successfully use e-tools in the classroom. The plan focuses on the top 25 e-tools available online for the classroom and several time-saving e-tools as a part of the professional development plan. The presenter will also share the new EProDev plan for off-site electronic professional development and model how to use technology effectively in the classroom in order to ease educators' anxiety and help them provide students with the opportunities they deserve.

Presenter(s): Rob Furman, South Park School District, South Park, PA

1411

Taking the Leap: The Decision to Pursue the Superintendency

McCormick Place West, Level 1, Room W185A

Our study examined the thought process of leaders contemplating the superintendency. Interviews were conducted with graduates of a doctoral program in education leadership, all working as leaders in public school districts. Results highlighted the importance of positional and organizational fit, the use of a mental checklist, and

the weight applied to different factors. Data also pointed to the ways in which female and minority candidates experience the pursuit process differently. Recommendations are made for professional associations, search agencies, school districts, and higher education. Additional presenter: Ellin Booras.

Presenter(s): Kerry Dunne, Arlington Public Schools, Arlington, MA; Jose Libano, Sharon High School, Sharon, MA; Lincoln Lynch, Walpole Public Schools, Walpole, MA; Lauren Gilbert, Bell Corporation, Boston, MA

1412

Developing Teacher Leaders for Increased Student Learning

McCormick Place West, Level 1, Room W192C

When professional development and reflective practices are designed to meet the challenges of diverse urban learners, student learning increases. Learn how high teaching standards combine with strong instructional strategies in an urban district to produce teacher leaders and curriculum coaches. Learn strategies for lesson study, differentiating instruction, establishing challenging learning environments, and using culture as an enabler in urban schools. Participants will realign current teaching practices to share with teacher leaders and instructional coaches to facilitate schoolwide professional development for student learning.

Presenter(s): Wil Parker, Consultant, Arlington, VA; Lynda Wood, Southfield Public Schools, Southfield, MI

1413

Whole Child Arithmetic: More than the Sum of its Parts

McCormick Place West, Level 1, Room W181B

If only transforming education were as simple as popular dichotomies: Luke/Vader, Potter/Voldemort, Katniss/the Capitol. One wins and galactic celebrations ensue; clouds part, angels sing, and Ewoks party. Unfortunately, learning institutions are complex systems that cannot be easily distilled into good versus bad. Participants will learn about some of the trends (some humorous, some valuable, and some we'd rather forget) in education and how to employ a whole child approach to transform teaching and learning and ensure that the students' experiences add up to more than the sum of their parts.

Presenter(s): Jason Flom, QED Foundation, Amherst, NH

1414

Using Social Media to Maximize Family and Community Engagement

McCormick Place West, Level 1, Room W178B

Research has documented numerous benefits of parent involvement in children's education, including increased attendance and test scores and better behavior. Using technology like the Internet and e-mail is growing rapidly as an additional means of two-way communication between home and school that enhances parent involvement. This session will describe the role of emerging technologies, specifically principals' use of social media, and how it affects communication between schools and parents. Actual parents and teachers from an elementary school already harnessing this tool consistently will detail their experiences live via Twitter.

Presenter(s): Joe Mazza, North Penn School District, Lansdale, PA

1416

Whatever It Takes: Meeting the Needs of All Students

McCormick Place West, Level 1, Room W175A

When we asked ourselves, "How do we meet the needs of every student in a high-poverty, mainly English-language-learner population?" the resounding answer was, "We do whatever it takes to ensure our students' success." Participants will learn the ideology and how it can work in their schools: targeting individual needs, breaking through parental indifference, using data points as multiple measures of growth, Saturday School, ancillary programs to motivate reluctant learners, differentiated instruction, clubs, and our signature WHAT (RTI plus) and WIT components.

Presenter(s): Kathleen Corley, Cynthia Laizer, and Debra Ryan, Beaufort County Schools, Bluffton, SC

1417

Strengthening Staff Communication to Build a Stronger Learning Community

McCormick Place South, Level 1, Room S102BC

This session will help school leaders develop communication practices to build a stronger learning community. Examples will be shared of how successful leaders have used various strategies to build trust with their staff and involve them in the decisions that affect them. Methods for improving teacher and staff communication with parents and the community will be shared. Staff are trusted communicators and can help further school and district goals.

Presenter(s): Kate Donegan and Jim McGowan, Skokie District 73.5, Skokie, IL; Vicki Gunther, National Louis University, Chicago, IL

1418

Improving Schools from Within: Developing Student Leaders to Stop Bullying

McCormick Place West, Level 1, Room W196

This innovative session will explore elements of developing student leaders who can prevent bullying in their schools. The presenters will focus on research that demonstrates the benefits of empowering students to create a positive school culture and the difference that a group of trained, committed students can make. The presenters will demonstrate how training students in leadership skills reduced incidents of bullying behavior in their schools and encouraged courageous leadership. Participants will come away with a comprehensive plan for training student leaders and improving the school from within.

Presenter(s): Peter Sanchioni and Anna Nolin, Natick Public Schools, Natick, MA; Andy Zitoli, Millis Public Schools, Millis, MA

1419

How a Blended Learning School Serves the Whole Child

McCormick Place West, Level 1, Room W195

Through a blended learning model, innovative community partnerships, and unique student-centric programs, HOPE Online Learning Academy Co-Op (HOPE) ensures all of its students are healthy, safe, engaged, supported, and challenged. This interactive session will explore HOPE's successes, such as being the first online school to

offer free lunch and other student activities like basketball and formal events. Lessons learned, what the future holds, and participants' experiences will also be addressed.

Presenter(s): Heather O'Mara, HOPE Online Learning Academy Co-Op, Denver, CO

1420

Fusing the Student, Teacher, and Common Core Standards Through Movement

McCormick Place West, Level 1, Room W180

In this session, the presenter will demonstrate techniques to integrate movement and academic content for use by both PE teachers and classroom teachers. The content infuses STEM into movement activities and addresses both national health and physical education standards. All lessons discussed include authentic student- and teacher-driven assessments that can be performed on smart boards and tablets in the classroom and during physical education or physical activity time.

Presenter(s): Grant Scheffer, Consultant, Charleston, SC

1421

The Writing Lives of Urban African American Male Teens

McCormick Place West, Level 1, Room W190A

This session addresses the roles of writing in the lives of urban teens, particularly the ones who trust enough to share their voices. The role of educators will be discussed when teen writing demands a response, not just a score. Participants will explore how teachers engage urban students with relevant mentor texts.

Presenter(s): Alfred Tatum, University of Illinois at Chicago, Chicago, IL

1422

Using the T-STEM Blueprint as a Transformational Model

McCormick Place West, Level 1, Room W194B

Whether you have a STEM-initiative grant or not, you can transform your campus using the T-STEM Blueprint. Come see how a struggling, high-poverty middle school in Texas changed its existing campus culture to embrace STEM philosophies and initiate project-based learning—without being forced to restructure or becoming a magnet

school. The presenters will discuss their process for change, the partnerships created, and the initiatives that were started to transform the campus into a model school.

Presenter(s): Shawn Rasure, Tyler ISD, Tyler, TX; Jeremiah Crow, Ingenuity Center, University of Texas at Tyler, Tyler, TX

1423

Effective Leadership Through Humor: Those Who Laugh, Last

McCormick Place West, Level 1, Room W183A



Wavelength is an award-winning acting ensemble that uses humor, laughter, and improvisation to address the professional development challenges educators face. Their mission is to empower educators and school communities to create learning environments that support collaboration, raise self-esteem, and set a high standard of excellence. This session celebrates and satirizes the most pressing issues in education using the insightful, connective, arts-based mediums of humor, parody, satire, and improvisation. Laugh, learn, and perhaps participate as you build rapport with your colleagues while reflecting on your practice.

Presenter(s): James Winter, Rochelle Winter, Julie Ganey, and Michael Myers, Wavelength, Chicago, IL

1424

P–18 Partners: A Common Vision for the Common Core Standards

McCormick Place West, Level 1, Room W185BC

Arkansas Tech University and Russellville Public Schools have established a university school partnership called the P–18 Leadership Team. This team consists of administrative and faculty leaders from both partner institutions. This progressive leadership team is addressing the implementation of the state's common core standards. Learn how the partners assessed needs and resources and designed strategies to work together for the success of the P–12 student and the goal of college readiness and completion. Potential policy changes will be discussed based on common core assessments and college entrance requirements.

Presenter(s): Mary Gunter, Alene Bynum, and Sheila Jacobs, Russellville Public Schools, Russellville, AR; Rebecca Shopfner, Arkansas Tech University, Russellville, AR

1425

Involving Students in their Learning: Connecting Students with Data

McCormick Place West, Level 1, Room W181C

This presentation describes how one K–12 district involves all students in improving their learning outcomes. A district team will discuss a framework for instructional goal setting and progress monitoring that engages students in planning for their academic and career goals. The session will include ways to provide relevant student data and create schedules to allow students time to monitor progress toward goals, and participants will see video clips of student data chats, data sharing techniques, and lessons learned.

Presenter(s): Tina Mondale, Cynda Rickert, Mary Nowland, and Tim Rupp, Jackson County School District 9, Eagle Point, OR

1426

Combining Best Teacher Evaluation Practices and the Whole Child

McCormick Place West, Level 1, Room W184A

Learn how teachers and administrators collaboratively developed an evaluation process and rubric that remains focused on improving professional practice to increase student achievement. Starting with a teacher evaluation rubric based on Danielson's model for Enhancing Professional Practice, changes in state law required a review, update, and expansion of the entire process. The end result is a process and rubric grounded on Danielson's model, infused with Marzano's Art and Science of Teaching method and principles of the Whole Child, and compliant with changes in state law.

Presenter(s): Christopher Himsel, Northwest Allen County Schools, Fort Wayne, IN

Please remember that you must wear your Annual Conference name badge at all times. Your name badge is a part of the security system, as well as how you gain admission to conference sessions, the Exhibit Hall, and the shuttle buses.

1427

When They Don't Want to Hear: Communicating Unwelcome Messages Effectively

McCormick Place West, Level 1, Room W193B

At times, we all have to deliver unwelcome news. It can be talking to students about a poor grade, parents about their child's behavior, or a colleague about a performance concern. It might be providing feedback to an employee or supervisor. In any of these situations, you want your message to be heard, understood, and accepted, not lost in translation. In this session, participants will examine effective strategies to communicate with others so their message is clear and the focus remains on our mission of preparing our students for the future.

Presenter(s): Scott Herrmann, Bannockburn School District 106, Bannockburn, IL; Margaret Clauson, Wilmette School District 39, Wilmette, IL

1428

Teaching Character Through Music

McCormick Place West, Level 1, Room W177

Teaching students civility, empathy, and good character has never been more important to teachers and school leaders, or to society in general, than it is now. In this session, participants will learn how music can be an effective tool in teaching character education. Using principles of multiple intelligences and stages of moral development, this interactive, multimedia session will be research-based, practical, and fun. Presenters will share resources you can take with you or access online and immediately put to use in your own school or classroom.

Presenter(s): Richard Greene, Fairport Central School District, Fairport, NY; Nevada Greene, Dansville Central School District, Dansville, NY; John O'Kane, Roberts Wesleyan College, Rochester, NY

1430

Evaluating the Development of Teacher Leadership Through Action Research

McCormick Place West, Level 1, Room W182

This presentation will report on a study that evaluated a year-long strategic professional development model coconstructed in a school-university partnership for more than 30 educators in two international schools in Dubai. Its aim was to develop teacher leadership and

create a culture of teacher learning through the implementation of a school-based action research program. The presenters discuss individual and collective learning about teacher leadership and issues of implementation, manageability, program leadership and reflection on the process.

Presenter(s): Barbara Harold, Zayed University, Dubai, United Arab Emirates; Allen McInnis, Universal American School, Dubai, United Arab Emirates

1431

Making Group Work Effective in Heterogeneous Math and Science Classrooms

McCormick Place West, Level 1, Room W193A

If you observe students who are disengaged or who dominate in small groups, then this is the session for you. The presenter will address the following questions: How do I encourage my students to work together and value the process? How do I build positive group norms? How can I hold my students accountable for group work? Participants will watch short video clips of skilled high school teachers enacting different techniques, discuss what they see, and engage in an activity simulation they can use with their students to help build positive group norms.

Presenter(s): Maika Watanabe, San Francisco State University, San Francisco, CA

1432

From Anthology to Common Core

McCormick Place West, Level 1, Room W186A

In this session, four elementary school leaders will share how they moved from an anthology-based reading program to standards-based instruction. You will hear how system changes were made to align instruction and independent practice to Common Core standards, including ongoing staff development, tiered instruction, parent involvement, and instructional coaching to ensure fidelity to the system and continual use of best practice. Teachers work with students individually and in small groups to formatively assess, differentiate instruction, and ensure student growth.

Presenter(s): Roxanne Nauman, Kimberly McDonald, Jacque Peterson, and Jean Boray, Rochester Public Schools, Rochester, MN

1433

The Path to Common Core State Standards Praxis: Moving from Knowing to Doing

McCormick Place West, Level 1, Room W183B

This session will provide an overview of the Tulare County Office of Education's actions to engage and support all stakeholders in Common Core State Standards implementation. Differentiated models of professional development, including creating CCSS networks, collaboratively developing units of study and assessment, providing site-based coaching, and developing a CCSS Repository website designed for use by both educators and community members. The presenters will share resources and systems developed to facilitate the shift from understanding the intent of the standards to implementing the conventional practices of 21st century teaching and learning.

Presenter(s): Charlene Stringham, Guadalupe Solis, Laura Gonzalez, and Christine Roberts, Tulare County Office of Education, Visalia, CA

1434

Coteaching/Differentiation for ELL and Special Education

McCormick Place West, Level 1, Room W178A

At Dundalk High School, the ESOL program and special education teachers work closely with core curriculum teachers to create classroom environments where every student can learn. Primarily focused in English and math classes, these coteaching teams use strategies that maximize their students' talents. This session will present examples of coteaching models, give demonstrations of effective differentiation, and describe a growth process where the students and the staff work together to meet success.

Presenter(s): David Stovenour and Nancy Yetter, Baltimore County Public Schools, Baltimore, MD

1435

Student Teaching Internships: What's Old Is New Again

McCormick Place South, Level 1, Room S102D

Recognizing the need for extended practicum experiences for student teachers, Chicago's National Louis University has initiated the Suburban Scholars Teacher Preparation (SSTEP) program. Rather than limiting their student teachers to 10-week sessions, SSTEP candidates

begin the academic year at their host schools as instructional assistants for mentor teachers and their departments. During this session, the program director will describe the organizing tenets and logistics of operation. The session will then feature a panel of past and current student teachers and their mentors, who will share their experiences and lessons learned from this enriched, extended practicum.

Presenter(s): Jack Denny, National Louis University, Chicago, IL

1436

Rethinking Middle School

McCormick Place South, Level 1, Room S105BC

As part of New York City's broader 21st century iZone schools initiative, New Heights Middle School opened in fall 2012 to serve the Crown Heights area of Brooklyn. Based on the successful NYC iSchool model, NHMS will be NYC's first middle school to rethink the middle school experience. Through discussion of the new school's first year, the school's founder will share the story of the development process, lessons learned along the way, and implications of this middle school model for teachers, students, parents, curriculum, technology, and school structures and policies.

Presenter(s): Jessica Luciano, New York City Department of Education, New York, NY; Mary Moss, The Novare Group, Charlotte, NC

1437

Closing the Achievement Gap Before It Gets Started

McCormick Place South, Level 1, Room S101B

In this session, the principal of a Florida elementary school will share the story of how addressing Coleman and Pimentel's three instructional shifts in kindergarten closed the achievement gap before it began. In highlighting the implementation of a program that provides kindergarten teachers with the skills needed to ensure students enter 1st grade as readers, writers, and researchers, a compelling story of how 89 percent of kindergarten students are reading on grade level will emerge.

Presenter(s): Angela Gordon, Polk County Public Schools, Lakeland, FL

1438

Next-Generation Cloud Instruction: Digital Blended Learning for Mathematics Success

McCormick Place West, Level 1, Room W179A

This interactive session will focus on a next-generational model of online blended learning for math success. Our story of success using this concept in a large school district will model for participants an innovative practice to differentiate instruction and move their curriculum and learning to an online blended learning environment. Participants will engage in a live simulation focusing on personalized, real-time, one-on-one, online human instruction with self-paced learning.

Presenter(s): Patricia Baltzley, Baltimore County Public Schools, Baltimore, MD

1439

Integrating Web Development in Mathematics to Engage ELL Students

McCormick Place South, Level 1, Room S103BC

Discover how a group of ELL students learned Algebra I mathematics by designing layouts and building web pages by code. View three lessons that combine unique instruction with engaging performance-based tasks that check for understanding and allow for creativity. Learn how students use technology to gain instant feedback and gratification in a more visual way. Participants will recognize and appreciate how creativity is still allowed and encouraged in high school mathematics.

Presenter(s): Mark Inouye, Waipahu High School, Waipahu, HI

1440

Strategic Design for ESL/ELL Students in the High School Setting

McCormick Place South, Level 1, Room S104A

How do we design programming that benefits our limited-English-proficient students? Three years ago, our high school district implemented a strategic design process that resulted in a uniquely designed Transitional Program of Instruction for our ELL students. This session will highlight the flexible design process (first envisioned by the Illinois Resource Center), the curricular innovations, and the

staff development that resulted. Participants will engage in discussion about the utility of implementing this strategic design process in their own districts.

Presenter(s): Susan Nielsen, Megan Kim, and Pat Green, Grayslake Community High School District 127, Grayslake, IL

1441

Implementing the Common Core State Standards: Lessons from the Field

McCormick Place West, Level 1, Room W185D

ASCD has recently completed the second year of a three-year grant awarded by the Bill & Melinda Gates Foundation to develop and implement a multifaceted program to advance the understanding of the Common Core State Standards and support the standards' implementation at the district and school levels in Arkansas, Colorado, North Carolina, and Utah. As a part of these activities, ASCD conducted a series of statewide summits tailored specifically for school leaders. Join ASCD's Efrain Mercado, lead strategist, to hear what educators are reporting about the implementation of the Common Core State Standards.

Presenter(s): Efrain Mercado, ASCD, Alexandria, VA

1442

From Inspection to Collaboration: One District's Evaluation Journey

McCormick Place West, Level 1, Room W187C

Team members share their perspectives on what is essential in preparing your district leaders and teachers for the rollout of a new teacher-principal evaluation model. Discuss practical and dynamic strategies to help maneuver the bends in the road in your own district journey. Participants will explore needed professional development, build a realistic timeline involving all stakeholders, and create a plan for incorporating teacher leaders and building capacity throughout the district.

Presenter(s): Mary Beth Tack, Christine McDaniel, and Kim Yore, Kelso School District, Kelso

1443

Active Fatherhood: Building Community with Dads and Kids

McCormick Place South, Level 1, Room S105A

Once a month, dads begin the day with their children with breakfast at school where they share why they are proud of their child, discuss the month's topic, and most importantly, strengthen the parent/child relationship. This time together creates special memories resulting in more participation by fathers at school and in their children's lives. During this session, the presenters will discuss how this helps fathers (or a significant role model) learn to communicate more positively with their child, get more men involved in school events, and strengthen the connection between family and school.

Presenter(s): Carmen Dillard, Coosa Elementary School, Beaufort, SC

1444

Virtual Learning: Enhancing the Possibilities

McCormick Place West, Level 1, Room W186C

Many districts and schools are looking to create or expand their virtual learning options for students. Beaufort County School District has taken a forward-thinking approach to virtual learning and created programs that enhance classroom learning via online instruction. The traditional school day or year can now be easily extended by creating a virtual summer school or full online courses for students in all grade levels. Learn how Beaufort County School District has created an anywhere, anytime learning atmosphere for its 20,000 students.

Presenter(s): Cory Tressler, Beaufort County School District, Beaufort, SC

1445

The Curricular and Instructional Impact of iPads: One High School's Pilot Program

McCormick Place West, Level 1, Room W187B

New Trier High School is in the second year of an iPad pilot program. More than 600 students in 15 different courses received iPads this year. In this session, the presenters will share examples of how teach-

ing and learning were transformed, explain their process of developing this pilot program and creating buy-in with the school community, detail evaluation plans, and describe plans for the future.

Presenter(s): Paul Sally, Chris Johnson, and Wes Molyneaux, New Trier High School, Winnetka, IL

1446

Teaching Styles and Tools: Choosing Carefully

McCormick Place West, Level 1, Room W184BC

With the ever-expanding number of educational tools, sites, products, and apps, it can be challenging for teachers to pick tools that work for them and their students. Some teachers employ every tool they can, while others shy away from more than the most basic technologies. Based on Grasha's (1996) styles of teaching, this session helps participants identify effective technology tools based on learners' needs, class goals, teachers' styles, time and budget limits, and the tools' expected outcomes.

Presenter(s): Teresa Kelly, Kaplan University, Ft. Lauderdale, FL

1447

Accountability Reform: Its Influence on School Governance

McCormick Place West, Level 1, Room W190B

How has accountability reform affected school governance? Come to this roundtable session to participate in an in-depth discussion on how reform initiatives that emphasize accountability have affected management and leadership processes at your school. After a brief presentation on the shift from management systems to accountability, participants will engage in a professional exchange of experiences, ideas, and questions surrounding the issue. This is an opportunity for participants to tell their stories, share knowledge, and continue to build professional networks. This session is sponsored by The Restructuring Group, an ASCD EDge® Professional Interest Community.

Presenter(s): Mamzelle Adolphine, Stanley Eugene Clark Elementary School, Brooklyn, NY

1448

Transfer as the Goal of Education: What It Is, How to Cause It, and How to Assess It

McCormick Place West, Level 3, Room W375E



Transfer of prior learning is the true indicator of understanding: if you really “got it,” then you should be able to apply it in a different setting without being prompted. Yet numerous research studies and standardized tests results have shown for decades that students have difficulty transferring their learning on their own. In this session, Grant Wiggins will explain what transfer is (and isn’t), summarize what we know about how transfer is caused or impeded, and show how the new Understanding by Design® Template and support materials can make teachers more likely to achieve this vital goal.

Presenter(s): Grant Wiggins, Authentic Education, Hopewell, NJ

1449

Creating, Embedding, and Sustaining Effective PLCs in Style

McCormick Place South, Level 1, Room S106A

Learn how school districts transformed from a group of reluctant professionals into an effective professional learning community focused on building systemwide capacity for learning. During this interactive session, participants will learn how embedding professional learning to ensure student learning became the primary concern of the entire staff. Participants will learn how four processes can help manage and sustain PLCs while they change over time in ways that may or may not be planned.

Presenter(s): Daniel Moirao, South Monterey County Joint Union High School District, King City, CA

1450

Improving Student Learning Through Teacher Technology Training

McCormick Place West, Level 1, Room W186B

A recent research study investigated the effect of online teacher technology integration training on student achievement. The results show that students achieve significantly more growth when instructed by participating teachers. How much growth? Approximately 3 percent—the equivalent of a full year’s more

growth—in reading and math. Participants will learn more about the study, the technology training used, and how to replicate these beneficial results in their own school or district.

Presenter(s): Kathy Schroeder, Atomic Learning, Little Falls, MN

1451

In Pursuit of Relevance: Connecting Students and Curriculum

McCormick Place West, Level 1, Room W194A

“Why do I have to learn this?” asks a student. “Because I said so,” is the oft-used response. Teens reasonably want to see the relevance of school. Educators must not treat this desire as a nuisance. Skillful teachers seize the opportunity, help students connect class to real-life, and foster student engagement. A Chicago-area student, teacher, and academic coach, plus a teacher educator, share experience and expertise with relevant curricula. The focus will be on lessons, units, and strategies that help teaching connect to students’ stories: their past, present, and future.

Presenter(s): Jeff Carpenter, Elon University, Elon, NC; Ryan Maxwell, Expeditionary Learning, New York, NY; John Lydon and Darshell Nixon, EPIC Academy, Chicago, IL

1453

A New View: Seeing Art as the Heart of the Common Core

McCormick Place West, Level 1, Room W176A

Is your aim to develop students who are critical, creative thinkers? When classroom and art teachers work with artists to meet CCSS challenges, students become more engaged, analytical observers; deeper thinkers; and clearer communicators who are able to make connections across disciplines. The presenter will share research showing the strong effect of arts integration on math performance in a U.S. Department of Education Arts-in-Education Model Development and Dissemination project, plus brief hands-on exercises and presentation materials for units linking a comprehensive, challenging, sequential art curriculum with essential math and ELA concepts and skills.

Presenter(s): Aline Hill-Ries, Studio in a School, New York, NY

SOMETIMES CHANGE IS *Amazing*...

PD **IN**FOCUS® v.2.0

The Premier On-Demand PD Tool for Educators

ASCD proudly presents PD In Focus v.2.0. The premier collaborative on-demand PD system for professional learning communities, schools, districts, and states is now better and easier to use than ever before!

Experience the next generation of PD In Focus today, and you will understand why educators choose PD In Focus to accelerate and continuously motivate their workgroups to implement proven instructional techniques and teaching strategies developed and presented by the most respected education authorities.

NEW!

NEW Content, Continuous Updates

NEW Custom Channel Creator

NEW Group Discussion Boards

ENHANCED Assignment Capabilities

ENHANCED Reporting Tools

NEW My Journal Feature Set

**SIGN UP
NOW
FOR YOUR
FREE TRIAL AT**
www.ascd.org/pdinfoocus

FEATURES

EASY to Access Web Interface

HUNDREDS OF VIDEOS Sorted by Channel

CUSTOMIZABLE by PD Need

FEATURING ASCD Education Experts

24/7 ACCESS on Most Digital Devices

Typical Pricing Below **\$50 Per User**



For questions regarding school or district subscriptions, please contact ASCD Program Director at jpride@ascd.org or call 1.800.933.2723, ext. 5634.

Join our commitment to financial education

Discover® launched **Pathway to Financial Success** to help students learn to make good financial decisions. Our 5-year, \$10-million investment will bring financial education into thousands of classrooms by providing:

- Grants for qualifying public high schools
- Teacher training
- Learning tools for parents and teachers

Now more than ever, students need to learn how to manage money. Make sure your children receive financial education in their school.

For grants and resources, visit
PathwaytoFinancialSuccess.org



DISCOVER®

SUNDAY, MARCH 17

8:00–9:30 a.m. **More than 40 sessions to choose from**
John Dewey Society Lecture:
 Justice Sandra Day O'Connor

9:00–10:00 a.m. Exhibitor Workshops

9:30–10:00 a.m. Free time to explore the Exhibit Hall

10:00–11:45 a.m. **Second General Session:**
Maya Angelou

11:45 a.m.–1:00 p.m. Free time to explore the Exhibit Hall

12:00 noon–1:00 p.m. Exhibitor Workshops

1:00–2:30 p.m. **More than 40 sessions to choose from**
Special Feature:
 Charlotte Danielson

1:30–2:30 p.m. Exhibitor Workshops

2:30–3:00 p.m. Free time to explore the Exhibit Hall

3:00–4:00 p.m. Exhibitor Workshops

3:00–4:30 p.m. **More than 40 sessions to choose from**



THESE ICONS INDICATE THAT THE PARTICULAR SESSION



Features scientifically based education research



Is presented by an author of an ASCD book or action tool



Is being live-streamed

Information in the program guide is current as of January 2013. For the most up-to-date information, please visit Map Your Show, ASCD's online conference program planner, at www.ascd.org/mapyourshow or www.ascd.org/ascd13app. You can also visit ASCD's Annual Conference website at www.ascd.org/annualconference.

INVITED SPEAKERS

SUNDAY, MARCH 17



JOHN DEWEY SOCIETY LECTURE

Sandra Day O'Connor, U.S. Supreme Court (Ret.),
Founder, iCivics

2100 **Not Your Grandmother's Civics: A Conversation with Justice Sandra Day O'Connor**

Retired Supreme Court Justice Sandra Day O'Connor will tell the remarkable story of how she went from a cowgirl in Arizona to the Supreme Court in Washington, D.C. In this wide-ranging conversation, Justice O'Connor will share her insight into being the first woman to serve on the Supreme Court, her passion for restoring civic learning in the United States, and why civic education is more important now than ever. She'll also discuss and answer questions about how a grandmother became a champion for video games and the vital work she and her organization iCivics are doing to advance and reinvigorate civic learning. **Seating is limited.**

*Location: McCormick Place West, Level 1, W183A,
8:00–9:30 a.m. Overflow: Room W196.*



SECOND GENERAL SESSION

Maya Angelou, Poet, Author, Educator,
Winston-Salem, NC, and Harlem, NY

GS2 **A Morning with Maya Angelou**

One of the most renowned and influential voices of our time, Maya Angelou is a recipient of the Presidential Medal of Freedom as well as a celebrated poet, memoirist, novelist, and educator. Her words and actions continue to stir our souls, liberate our minds, and heal our hearts. Come hear Angelou share her story at this must-attend general session.

*Location: McCormick Place West, Level 3, Skyline Ballroom
(Room W375A–E), 10:00–11:45 a.m. Overflow: Room W196.*



SPECIAL FEATURE

Charlotte Danielson, The Danielson Group, Princeton, NJ

2200 Integrating the Common Core State Standards into the Framework for Teaching

As states work to implement the Common Core State Standards, educators recognize that, in addition to working out the curriculum demands of the standards, they must also consider the implications for instruction. For those who use the Danielson Framework for Teaching, that requires integrating the standards' emphasis on developing students' conceptual understanding and reasoning skills with teacher skill to promote this vision. The Danielson Framework for Teaching shares important premises with the standards; this session will outline the parallels and implications.

Location: McCormick Place West, Level 1, Room W196, 1:00–2:30 p.m.



Tweet with the hashtag **#ASCD13** and take your conference experience online.



IT Help Desk

Having technology challenges? Stop by the IT Help Desk in McCormick Place West, Level 3.

SPECIAL FEATURE



Elizabeth Ferhati, Elmhurst College, Lombard, IL | Kunal Jobanputre, School District 62, Willowbrook, IL | Jonathan Larson, School District 200U, Beecher, IL | Emma Liu, Palatine Community Consolidated School District 15, Palatine, IL | Estrella Raquel Salgado, Indian Springs School District 109, Justice, IL | Jordan Swopes, Grayslake District 127, Grayslake, IL

2210 Student Panel: Our Children Tell Their Stories

Today's learners exist in an education kaleidoscope of NCLB, high-stakes testing, charter schools, tenuous funding, and the Common Core State Standards. They are rich in information, technology, and vocabulary; multitask-oriented; globally connected; and complex. The ASCD Whole Child Initiative supports the belief that each child has the right to be healthy, safe, engaged, supported, and challenged. But, what do our learners think? To provide insight into their world, a diverse panel of students representing middle school, high school, and higher education will be convened to share their stories, discuss our time, and forecast their future based on their school and life experiences.

Location: McCormick Place West, Level 1, Room W185D, 1:00–2:30 p.m.



Free Samples & Demo!

Created for and aligned to the Common Core!

Problem Solving for the Common Core

An Online Resource for Assessment and Instruction

I will make a table.

triangles	sticks	pebbles
1	3	3
2	6	6
3	9	9
4	12	12
5	15	15

15 sides
15 vertices

Answer
15 sticks
15 pebbles

Patterns
sticks + 3
pebbles + 3
15 + 15 =
30 things they need.

- **Differentiated** math tasks specifically developed for the Common Core at each grade level K-5.
- **Real-world** material for instruction and exploration as well as formative and summative assessment.
- **Preliminary Planning Sheets** that feature *Math Concepts*, *Problem-Solving Strategies*, *Math Language*, *Possible Solutions* and *Mathematical Connections* for each task.
- **Rubrics, Anchor Papers** and **Scoring Rationales** that provide tools for feedback and concrete examples of student work that meets the standard.
- Support for **Depth of Knowledge** levels 3 and 4.

Mathematics, Pre K-12
Professional Development
www.exemplars.com | 800-450-4050

Booth #1112

Get to know National Geographic Learning

- Engaging content from National Geographic
- Interactive learning through digital offerings
- Effective programs support Common Core State Standards

Social Studies • Science • Reading • ESL / ELA • Content Literacy
Professional Development partnered with ASCD



NGL.Cengage.com
888-915-3276

SUNDAY, MARCH 17
8:00–9:30 a.m.

JOHN DEWEY SOCIETY LECTURE

8:00–9:30 a.m.

2100

Not Your Grandmother's Civics: A Conversation with Justice Sandra Day O'Connor

McCormick Place West, Level 1, Room W183A
 Overflow: Room W196



Please see the session description on page 84.

Presenter(s): Sandra Day O'Connor, Founder of iCivics and Former Supreme Court Justice, Washington, DC



2101

Building Master Teachers: Instructional Leadership Strategies to Improve Teacher Will and Skill

McCormick Place West, Level 1, Room W183B



Great teaching doesn't happen by accident. If you want all your teachers to become more effective, you have to improve their will and their skill. Learn how in this session. Find out the four types of teachers in every school and the secret to increasing their will and skill. Learn strategies for differentiating your instructional leadership approach based on teachers' needs, and discover how you can put every teacher in your school on the pathway to mastery. You will also learn how to connect these strategies to your own teacher-evaluation system.

Presenter(s): Robyn Jackson, Mindsteps, Washington, DC

2102

Learning Styles: Making Learning Experiences Just Right

McCormick Place South, Level 1, Room S105D



How can teachers overcome poverty and low morale to help students increase achievement? The presenters' story shows how by focusing on students' learning styles and teacher leadership, Henry County staff generated student commitment to learning, dramatically increasing content retention and reading, science, and math scores, regardless of socioeconomic status. This session offers strategies to address the whole child and customize learning to the needs of every student, producing a new generation of successful, active learners.

Presenter(s): Pam Robbins, Pam Robbins Leadership and Learning, Mount Crawford, VA; Patrice Newnam, Henry County Schools, Collinsville, VA

2103

Getting to the Core: Structured Teaching

McCormick Place West, Level 1, Room W185BC



An intentional approach to teaching requires an established purpose, teacher modeling, collaborative learning, error correction, and independent tasks. As teachers begin to implement the Common Core State Standards, they need to focus on *how* they are teaching, not just *what* they are teaching. Through demonstrations and video analysis, participants will consider high-quality teaching that allows students to demonstrate their understanding of the new standards.

Presenter(s): Douglas Fisher and Nancy Frey, Health Sciences High, San Diego, CA

BE SURE TO PICK UP A CONFERENCE DAILY NEWSPAPER EACH MORNING, Saturday through Monday, to learn about schedule changes to the conference program. You will find the newspapers on your hotel shuttle bus, at the ASCD Information Kiosks, Level 3, or in the ASCD Center (Booth 277 in the Exhibit Hall, Level 3) located in McCormick Place West.

2104

At-Risk Teaching: The Conflict Within

McCormick Place South, Level 1, Room S103BC

A learning classroom is an emotionally healthy classroom. How a teacher responds to classroom disruptions may not only affect learning, but also whether or not the instructor survives a school year. Successful intervention may mean taking the risk to explore personal baggage or changing traditional methods of classroom management. This fast-paced, humorous session is a challenging journey of self-exploration to help educators write or rewrite their classroom story. Through role-play, theater improvisation, and pair-shares, participants will discover which behavior impedes relationships with students and learn practical skills in listening, speaking, and anger management to more effectively quell classroom disruptions.

Presenter(s): Michael Myers, Kingdom Impact Theater, Chicago, IL

2105

The Next Evolution for School Health

McCormick Place West, Level 1, Room W181A

As the sectors of health and education align more closely, is it time for a new approach to how these entities should work together and a new evolution for how education views health and wellbeing? In this session, a panel of experts from the Centers for Disease Control, ASCD, and authors of the original Coordinated School Health Model will discuss what changes are needed and why, and outline the next iteration of the Coordinated School Health and Health Promoting Schools models under a Whole Child framework.

Presenter(s): Sean Slade, ASCD, Alexandria, VA; Jill Violet, Playworks, Oakland, CA

2106

Transforming Schools Through Powerful and Systematic Walk-Throughs

McCormick Place West, Level 1, Room W184BC

Two Millville Public School educators will share how they have been able to increase student achievement and deepen conversations with teachers and administrators about effective instruction. The presenters will also share how to use tools such as walk-throughs and grade-level and administrative meetings to improve the quality

of instruction. Participants will learn how to create districtwide organizational tools through Classroom Instruction That Works strategies to analyze data and change the culture of their school district. Participants will also learn to use handheld devices to perform three- to five-minute informal walk-throughs to guide conversation. Presentation materials will be available online.

Presenter(s): David Gentile and Pamela Moore, Millville Board of Education, Millville, NJ

2107

The Heart of the Common Core State Standards in K–3 Numeracy

McCormick Place West, Level 1, Room W190B

With all the content teachers are asked to cover, it is easy to understand how math instruction has become frustrating for many teachers and students. In this session, participants will look at the “core of the core” and consider which K–3 number skills and concepts teachers must teach, rather than just cover. Participants will explore simple and efficient ways to determine exactly which skills a child has and which skills she is ready to learn, and consider simple strategies for instruction that focus on the specific needs of each child.

Presenter(s): Robert Sornson, Early Learning Foundation, Brighton, MI

2108

Common Core State Standards Look-Fors to Guide Teacher-Led Classroom Walk-Throughs

McCormick Place West, Level 1, Room W183C



Learn about an embedded form of professional development in the Common Core State Standards whereby teachers are actively involved as observers in classroom walk-throughs. Explore how teachers are given opportunities to engage in continual and sustained learning about their practices related to the Common Core standards in the setting in which they actually work by observing and being observed by their colleagues and sharing reflective discussions on how to change and improve their own instruction.

Presenter(s): Donald Kachur, Illinois State University, Normal, IL; Claudia Edwards, Cameron University, Lawton, OK

2109

Explore the Power of Change in a Results-Only Learning Environment

McCormick Place South, Level 1, Room S103D



Are you stuck in the traditional world of worksheets, homework, testing, and grades? Are you tired of seeing blank stares on your students' faces? Join a 20-year classroom teacher on his journey of transformation from a traditional classroom to an energetic, interactive results-only learning environment. Based on the presenter's new book *ROLE Reversal*, this session details how to create a student-centered community that focuses on using mastery learning, year-long projects, Web 2.0, social media tools, and the power of narrative feedback over grades.

Presenter(s): Mark Barnes, South Euclid-Lyndhurst City Schools, South Euclid, OH

2110

Revisiting Teacher Evaluation: Addressing Renewed Demands for Staff Accountability

McCormick Place West, Level 1, Room W186C



Contrary to recent criticism, the education field is not without significant knowledge and experience regarding the design of legitimate and effective staff-evaluation systems. In support of this belief, this session will address the following: Designing a three-track model that provides for growth and accountability; identifying the skills, training, and commitment necessary to develop an effective evaluation plan; and ideas and information needed to lead serious discussions at the state and local levels regarding effective evaluation practices.

Presenter(s): Thomas McGreal, University of Illinois, Champaign-Urbana, IL

2111

Understanding How Young Children Learn: Bringing Child-Development Science to the Classroom

McCormick Place South, Level 1, Room S103A



Over the last several years, cognitive scientists have made landmark discoveries about children's learning that have yet to reach the classroom. In this session, the presenter will attempt to integrate the ideas of the scientists who examine children's learning

and the teachers who design curriculum and pedagogy. This session will look at cutting-edge findings concerning children's motivation, attention, perception, memory, and cognition, and develop suggestions for integrating this new knowledge within the classroom, including lesson plan ideas.

Presenter(s): Wendy Ostroff, Curry College, Milton, MA

2112

A Strategic Approach to Instructional Planning Using the Common Core

McCormick Place South, Level 1, Room S104B

How can schools ensure high expectations and academic rigor using Common Core standards without stifling the innovative nature of the teaching profession? In this highly engaging and interactive session, participants will learn about a process that empowers teachers and administrators to address this critical question. Participants will learn to use research-based strategies and resources such as Bloom's Taxonomy, a standards analysis process, and the Common Core standards for developing authentic learning experiences in a standards-based system.

Presenter(s): Michael Moody and Jason Stricker, Insight Education Group, Encino, CA

2113

Partnership for the Assessment of Readiness for College and Careers (PARCC) Assessment Update

McCormick Place West, Level 1, Room W192B

Leaders of the Partnership for the Assessment of Readiness for College and Careers state assessment consortia who are developing the next generation of statewide K–12 assessments aligned to the Common Core State Standards will update educators on the status of their tests' development, including the pilot test that concludes in March 2013, and share sample questions. This session will be applicable for educators in the following states: AL, AK, AR, CO, DC, FL, GA, IL, IN, KY, LA, MA, MS, NJ, NM, NY, ND, OH, OK, PA, RI, SC, and TX.

Moderator(s): David Griffith, ASCD, Alexandria, VA

2114

Catching Falling Readers in 20 Minutes Per Day

McCormick Place West, Level 1, Room W179A

If you have 20 minutes per day to teach, motivate, and engage falling readers in small-group instruction, then you have time to catch them before it's too late. Empowering teachers with reading strategies, research-based knowledge, and motivating ideas is the heart of this seminar. Every teacher encounters readers who begin to fall on their journey to becoming independently literate. We must identify their strengths and weaknesses, plot a corrective course that accelerates their learning, and bring them to grade level before the gap grows too large. Catching falling readers is a must for all who work with struggling students.

Presenter(s): Connie Hebert, Nova Southeastern University, North Miami Beach, FL

2115

The Future of Education Is Now—In Other Countries

McCormick Place West, Level 1, Room W176A

What are other countries doing to increase student learning? Do their education programs benefit the whole child? Explore the exciting and little-known strategies that teachers in other countries use to make a difference. Discuss the best practices used in China, Finland, Japan, Singapore, Denmark, Canada, and South Korea, and learn what isn't yet talked about in mainstream education in the United States. When this session concludes, participants will be ready to take home a new plan for teaching they can use immediately.

Presenter(s): Carol McDaniel, Fielding Grad University, Santa Barbara, CA

2116

Visual Literacy and the Common Core Standards: Using Pictures to Improve Student Learning

McCormick Place West, Level 1, Room W175A

This hands-on session explores how research-based, classroom-tested visual literacy strategies can help meet the Common Core State Standards. Participants will improve their knowledge of visuals; their ability to use visuals to develop visual literacy exercises that build content and skills while meeting Common Core standards;

and their awareness that meeting Common Core standards requires developing a progressive, sequential visual literacy curriculum. The session is geared to teachers of history/social studies, reading, English language arts, science, and math, including ESL/bilingual and special education.

Presenter(s): Mark Newman and Donna Ogle, National-Louis University, Chicago, IL

2117

Close the Reading Gap: A Restructured Approach to Using Multisensory Decoding Strategies

McCormick Place West, Level 1, Room W182

Despite all the new and tried-and-true strategies being used to aid struggling readers, many schools and teachers are still seeing the reading gap spread. Preliminary research indicates that the answer may lie not only in the strategies being used, but also in the way reading instruction is structured. Learn how and when to use these extremely effective multisensory decoding strategies for your struggling and dyslexic readers.

Presenter(s): Angela Vann and Michelle Dunn, Calvert Education Services, Hunt Valley, MD; Catherine Rommel, Jemicy School, Owings Mills, MD

2118

Growth Models: A Framework to Align Individual Student, Program, and Personnel Performance

McCormick Place West, Level 1, Room W175B

Growth models provide a simple and powerful analytic framework for administrators to align individual student, program, and personnel performance. This session will provide a case study of how a school district developed and implemented a local growth model to set individual student growth targets, incorporate student achievement into teacher evaluations, document return on investment for programs and interventions, and support leadership and board goals. In addition, the session will focus on the importance of administrators' strong leadership and professional development skills as key components of using growth models to enact and evaluate change.

Presenter(s): Anne Roloff, Pete Marcelo, John Heintz, and Nanciann Gatta, Niles Township High School District 219, Skokie, IL

2119

Number Sense and Problem Solving: Don't Leave Middle School Without Them

McCormick Place West, Level 1, Room W178A

Students with strong number sense and problem-solving skills have a much greater chance for success with higher level mathematics. This is especially true for students who will study concepts and skills associated with the more rigorous Common Core State Standards. Participants in this session will experience and learn proven instructional methods for helping all students master whole numbers, fractions, integers, and irrational numbers and their applications for solving problems.

Presenter(s): Edward Thomas, Dimension 2000, Fayetteville, GA

2120

Planning Thoughtful Connections Between Common Core Standards and Differentiation

McCormick Place West, Level 1, Room W180

The Common Core State Standards invite thoughtful engagement with informational texts. In a differentiated classroom, teachers design tasks that are interesting, engaging, and challenging, with a clear set of learning objectives. Using nonfiction text, this session will explore how to create a differentiated lesson plan that is anchored in the Common Core standards. This plan will include reading and analyzing nonfiction text and citing textual evidence that supports inferences drawn from the text. This session will give participants an appreciation for inviting students to think deeply about content, and analyze how a text makes connections among and distinctions between ideas through comparisons.

Presenter(s): Carol O'Connor, Consultant, Palm Coast, FL

2121

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

McCormick Place West, Level 1, Room W187B

Changing the quality of instruction without attention to improving classroom management and discipline is not enough. With NCLB, a single-minded emphasis on instruction and coaching and content-specific pedagogy has inadequately prepared teachers to manage a supportive and high-functioning learning environment. This session

shows how to create safe, orderly, engaging, and rigorous classrooms using a range of research-based instructional strategies, classroom practices, and more for engaging all learners and implementing a restorative approach to classroom management.

Presenter(s): Michele Tissiery and Denise Wolk, Educators for Social Responsibility, Cambridge, MA

2122

Enhancing Instruction with Physical Movement

McCormick Place West, Level 1, Room W190A



There is nothing in our curriculum that is so abstract that we could not “physicalize” it, and students in middle and early high school need to move every 10 to 15 minutes to relieve bone growth plate stress. So, how do we enhance instruction by providing opportunities for physical movement in subjects not usually associated with such movement? Join the presenter for a high-energy, active session in which participants will explore ways to incorporate physical movement into academia, and academia into movement. Skydiving optional!

Presenter(s): Rick Wormeli, Consultant, Herndon, VA

2123

A Healthy, Safe, Engaged, Supported, and Challenged Network of Schools

McCormick Place West, Level 1, Room W181B

In this session, participants will learn how to work with existing conditions to develop a whole child–focused family of schools. Byrne Creek Secondary’s educators worked together with elementary educators and community partners to establish a collaborative learning community that focuses on responsive teaching, community outreach, socially responsible behavior, effective assessment practices, creative programming, and challenging learning opportunities. Learn how to work together to create a learning environment that puts each student first while also paying attention to the well-being of families and fellow professionals.

Presenter(s): Lynn Archer, Dave Rawnsley, Kathryn Yamamoto, and Dave Star, SD #41, Burnaby, British Columbia, Canada

2124

Improving Learning to Accelerate Achievement for All Students

McCormick Place West, Level 1, Room W181C

This session will describe Moving Your Numbers, an initiative of the National Center on Educational Outcomes. Through lecture, multimedia, and interaction with participants, the presenters will discuss common effective practices used by four districts in Lake Villa. Participants will learn about redefining leadership as a collaborative learning process, aligning all work related to achievement as a continual improvement process, using multiple sources of data to support higher learning for all student groups (including students with disabilities), and meeting the needs of the whole child.

Presenter(s): Deborah Telfer, University of Dayton, Dublin, OH; John Van Pelt, Lake Villa School District #41, Lake Villa, IL

2125

Our Story: The Power of Partnership in Preparing Schools for the Common Core Standards

McCormick Place West, Level 1, Room W184A

Do you feel alone as an administrator trying to prepare your staff for the Common Core State Standards? This session details how two elementary school principals decided to work together to ensure their schools will be prepared for the Common Core standards. You will learn how both principals used data analysis, response to intervention, professional development, teacher planning, and other instructional methods to prepare their schools. You will also learn how these two principals used the theme “Two Schools, One Vision” to build their schools’ leadership teams and create support between the schools.

Presenter(s): Lakisha Covert, Lamont Elementary School, New Carrollton, MD

2126

How an EduLead Program Helped Principals, Corporate Communities, and Universities Collaborate

McCormick Place West, Level 1, Room W184D

Innovative programs that use nontraditional strategies can help principals improve their leadership practices. The Partnering for Excellence Program is a multifaceted collaboration among middle-

level principals, two area universities, and numerous local corporate partners. Principals engage with one another and successful business leaders as they explore best practices for powerful, focused, and efficient leadership. The partnerships foster solid relationships between the corporate community and public schools that build community support for the schools and an understanding of urban education issues for all.

Presenter(s): Katherine Maurer-Cassada and Tom Shields, University of Richmond, Richmond, VA; Risha Berry, Virginia Commonwealth University, Richmond, VA

2127

Implementing a Districtwide Bullying Prevention and Intervention Program

McCormick Place South, Level 1, Room S105BC

This session will focus on how one school developed and implemented a districtwide antibullying program. The presenters will provide participants with a step-by-step plan of how this program was developed, including how to establish the roles of a district steering committee and school-based adult and student committees, implement policy, use a tracking system, understand effective consequences, and empower students in addressing bullying.

Presenter(s): Anne Bernard-Bourgeois and Michelle MacPherson, School District 2, Moncton, New Brunswick, Canada

2128

Exploring and Assessing New Teacher-Induction Models

McCormick Place West, Level 1, Room W185A

Many school districts assign mentors to help guide new teachers through the course of the school year. There are various types of structures that support the newest staff members’ needs. Presenters will highlight the Illinois Induction Program Standards and Continuum and explore programs that help new teachers feel integrated into the school system and how to assess those respective models. The presenters will also encourage participants to share their models or mentoring experiences.

Presenter(s): Amelia Hicks, Roosevelt University, Chicago, IL; Mary Elin Barnish, University of Illinois, Champaign, IL

2129

Speak Up Now: Individual Responses to Everyday Bigotry

McCormick Place South, Level 1, Room S101B

This session will introduce a new, free resource: Speak Up at School. Participants will role-play techniques for interrupting everyday acts of bias at school and will leave more confident in their abilities to intercede; stamp out bigotry; and create more tolerant, inclusive school communities that support learning for all students. Participants will also understand the power of setting community norms and working collectively to enforce those norms by addressing bias productively and consistently. The presenter will cover strategies for supporting one another and students as everyone works against intolerance.

Presenter(s): Michelle Garcia, Teaching Tolerance, Montgomery, AL

2130

Get Into the Woods for Real Science and Real Writing

McCormick Place West, Level 1, Room W187C

Learn about a collaborative and replicable project in which kids move from a classroom simulation to a scientific lecture (you can give) to data collection in the woods. Developed by an English and science teacher and a U.S. Forest Service research scientist, this unit of study gives teachers and kids tools to explore forest ecology and analyze tree health, develop skills at scientific observation and writing, and position students as active scientists. Expect to come away with access to curriculum plans, a sample notebook, and the simulation and PowerPoint presentation you can use in your classroom.

Presenter(s): Rich Hallett, U.S. Forest Service, New York, NY; Chris Hall, Oyster River School District, Durham, NH

2131

Differentiating Instruction for ELLs in Core Content Areas

McCormick Place South, Level 1, Room S102BC

Come to this highly interactive session to learn about best strategies for modifying instruction for ELLs in English language arts, math, science, and social studies across all grade levels. Gain new insight

into specific difficulties ELLs face in the content classroom, and walk away with creative ideas for hands-on instruction, Universal Design for Learning alignment, and alternative assessments.

Presenter(s): Pamela Mesta and Olga Reber, Carroll County Public Schools, Westminster, MD

2132

Reducing Aggression, Tantrums, and Defiance with Self-Regulation

McCormick Place West, Level 1, Room W178B

In this session, you will learn how to help children understand and manage emotions and strategies to reduce emotional intensity and acknowledge the power of triggers. Discover five steps for emotional regulation and the skills and structures you need to implement them. Learn to implement a program that teaches emotional regulation through activities and effective guidance during aggression and defiance. The content is based on research and a research-based emotional intelligence program practiced in the United States and Mexico.

Presenter(s): Karen Hickman, Loving Guidance Inc., Columbia, MD

2133

Meaningful Instruction: Relevance, Engagement, and Differentiation

McCormick Place West, Level 1, Room W193A

Differentiated instruction provides teachers with a variety of techniques to help reach all learners. This session breaks down differentiation and examines it through the lenses of relevance and engagement. Participants will have the opportunity to discuss what they currently see in the classroom and how to implement new techniques. The session includes a PowerPoint presentation, hands-on activities, and online presentation materials. The presenters will give attention to potential problems instructors face when teaching differentiated instruction.

Presenter(s): Michelle Anderson and Karen Pezzolla, Felician College, Rutherford, NJ

2134

Harnessing the Power of Freshman Year

McCormick Place West, Level 1, Room W187A

How can high schools harness the uniqueness of freshman year to increase academic achievement in 9th grade and beyond? The Neuqua Valley High School Freshman Building has developed a horizontal curriculum that incorporates four building commitments: habits of mind, habits of work, 21st century skills, and college readiness. Specific topics include using a transition index to predict 9th grade success from 8th grade, using senior leaders in an advisory program, and implementing specific strategies related to annotation and note-taking.

Presenter(s): Lance Fuhrex, Neuqua Valley High School, Naperville, IL

2135

Contando los Cuentos: Telling Stories Using Culturally Relevant Material

McCormick Place South, Level 1, Room S102A

Engaging students with culturally relevant strategies and materials helps establish a safe environment that respects and honors the students' cultures, languages, and backgrounds. In this session focusing on the Latino student, participants will experience differentiated strategies that honor the whole child's unique story, deepen classroom relationships, and teach essential knowledge and skills. Using a framework for culturally relevant teaching, this session explores the work of education scholars who advocate for the need to change the ways we interact with our school community and address the needs of a growing Latino population.

Presenter(s): Daniel Reyes and Homero Gonzalez, San Antonio ISD, San Antonio, TX

A conference evaluation will be e-mailed to all participants who have provided us with a valid e-mail address. To help us plan future conferences that meet your needs, we need your input. Please respond to the e-mail evaluation.

2136

Driving Student Achievement Through Rigorous and Relevant Instruction

McCormick Place West, Level 1, Room W186A

To increase student learning outcomes—especially for students from disadvantaged backgrounds—it is essential to have a robust and reflective professional development process that considers student needs, teacher support, and community relationships. Participants will learn how one high-poverty school district uses various technologies to help build rigorous, relevant, and effective instructional practices to drive student achievement and foster respectful relationships.

Presenter(s): Michelle McLean, Arvin Union School District, Arvin, CA

2137

The Transparent Teacher: How Teachers Can Change the Culture in Their Schools

McCormick Place South, Level 1, Room S105D

Do you find yourself looking for more relevant and job-embedded opportunities for professional learning that directly affect instruction? This session explores teacher-driven observation, a practice that leverages peer observations to improve the instructional effect of any initiative. Participants will engage in a role play to explore the steps of teacher-driven observation, deepen their understanding of how to use this practice to improve existing initiatives, and leave prepared to put their learning into practice tomorrow.

Presenter(s): Trent Kaufman and Emily Grimm, Education Direction, Salt Lake City, UT; Andrea Campbell, Evansville Vanderburgh School Corporation, Evansville, IN

2139

Inquiry for Education Leaders: Creating Structures to Optimize Learning

McCormick Place West, Level 1, Room W192C

Inquiry learning gets to the heart of 21st century skills and is suggested in the Common Core State Standards. Inquiry is a framework for learning that uses students' questions to engage learners in content, use literacy skills to find and use information, and collaborate and share with others. But what structures need to be in place at the school level for a successful inquiry program? This session digs into the research behind inquiry learning from a learner's perspective, a teacher-planning perspective, a building perspective, and an instructional leader's perspective.

Presenter(s): Leslie Maniotes, Denver Public Schools, Denver, CO

2140

An Interactive Learning Approach: Exploration of the Classroom as Laboratory

McCormick Place West, Level 1, Room W186B

This session explores a project involving an interactive, student-learning approach that replaced a traditional lecture approach to delivering course material. The project was designed to investigate the potential benefits of using peer instruction in conjunction with clicker technology within a small graduate class. To evaluate the project, the presenter contrasted spring and fall semesters of students' academic and attitudinal outcomes. Peer instruction provided opportunity for students to engage their peers in this active-learning strategy and transformed the classroom into a laboratory of exploration.

Presenter(s): Margaret Collier, University of New Mexico, Albuquerque, NM

2141

Old Colony Mennonite Children as Literacy Teachers: One Principal's Story

McCormick Place West, Level 1, Room W193B

This session will present several lessons the presenter learned from elementary students who migrate annually between colonies in Chihuahua, Mexico, and towns in rural southwestern Ontario, Canada. The presenter will share the affordances of a multiliteracies approach

for language learning in light of a first language that is rarely written or read. The presenter will also demonstrate the importance of culture and funds of knowledge when teaching the whole child using student narratives, identity texts, photos, and artifacts.

Presenter(s): Wendy Crocker, University of Western Ontario, London, Ontario, Canada

2142

Comprehensive School Improvement Using ASCD's Whole Child Approach

McCormick Place West, Level 1, Room W192A

The Whole Child Assessment, planning cycles, data reviews, and social marketing are all components that one needs in a comprehensive school improvement process. Come join the presenters in this session as they unpack the Whole Child Tenets and indicators; talk about sustainability; and learn how these components support the implementation of the whole child approach, which enables your school, community, and students to be in an environment that is healthy, safe, engaged, supported, and challenged.

Presenter(s): Donna Snyder and Adriane Tasco, ASCD, Alexandria, VA

2143

Using Accountable, Formal, and Socratic Discussion for All Students

McCormick Place South, Level 1, Room S101A

By providing direct instruction on how to build, enhance, and sustain a Socratically driven discussion in the classroom setting, those who would not ordinarily be able to articulate their points of view at a high academic level are empowered to present their thinking in ways that demonstrate scholastic intelligence and understanding in addition to providing the teacher with formative or summative feedback. Through a series of hands-on demonstrations, the presenter will model a weeklong high school unit for use at the beginning of the year.

Presenter(s): Tammy Wolinsky, Foundations for the Future Charter High School, Calgary, Alberta, Canada

2144

Promising Practices and New Paradigms in Preservice Clinical Experiences

McCormick Place West, Level 1, Room W185D

Principals have long supported the need for preservice teachers to have in-depth, intensive, and extended clinical experiences in schools prior to licensure. How are field experiences and student teaching changing in universities and fieldwork sites? This higher education learning community presentation will provide insight on emerging clinical models for teacher candidates, including clinical cluster sites, multiple practicum options, coteaching, full-year residencies, and university and school partnerships.

Presenter(s): Diane Heacox and Linda Distad, St. Catherine University, St. Paul, MN; Douglas Warring, University of St. Thomas, St. Paul, MN; Rachelle Hoh, University of South Dakota, Sioux Falls, SD

2145

How School Leaders Can Effectively Use Project-Based Learning

McCormick Place South, Level 1, Room S104B

Project-based learning (PBL) is a hot topic today: it's needed to fully implement Common Core State Standards, it builds 21st century skills, and it engages students in their learning. But PBL is not an easy methodology to adopt and make systemic. Done poorly, it can backfire. In this session, participants will learn about a model for standards-focused, rigorous PBL and discuss how to support its effective use across a school, district, or state through professional development, policies and practices, and organizational culture.

Presenter(s): Rosanna Mucetti, Buck Institute for Education, Novato, CA

2147

When High School and College Partner, All Students Can Benefit

McCormick Place West, Level 1, Room W195

How does a high school student learn to become a college student? In this session, students from one high school speak about learning to become college students, how college is different, how to assume personal responsibility for their own learning, and how prepared they feel for the future. A carefully crafted transition between college and early college high school allows students to spend their senior year on the actual college campus. This session will show participants a model and approach to teaching the habits of mind that prepare students for college and careers.

Presenter(s): Susan Kreisman, Nicholas DiSanto, and Eric Eisenstadt, Manhattan Hunter Science High School, New York, NY

Please remember that you must wear your Annual Conference name badge at all times. Your name badge is a part of the security system, as well as how you gain admission to conference sessions, the Exhibit Hall, and the shuttle buses.

A Certificate of Attendance will be e-mailed to Annual Conference attendees following the completion of the conference.

2149

When Consequences Don't Work: Succeeding with Difficult Students

McCormick Place West, Level 1, Room W194B

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

Presenter(s): Rick Smith and Grace Dearborn, Conscious Teaching, Fairfax, CA

2150

Intelligence Quest: Project-Based Learning and Multiple Intelligences

McCormick Place West, Level 1, Room W194A

Today's classrooms should support multiple learning styles while incorporating technology use in an authentic, real-world manner. In this session, the presenter brings together ideas from multiple intelligences and project-based learning to develop a new instructional model, the Intelligence Quest (IQuest). This flexible, self-directed learning approach provides educators with a clear structure and specific goals for a technology-infused classroom. This new instructional model will push participants' thinking and help them develop meaningful learning experiences.

Presenter(s): Walter McKenzie, ASCD, Alexandria, VA

2151

Integrated STEM: Building Transdisciplinary Programs

McCormick Place West, Level 1, Room W176C

During this presentation, participants will learn about the Integrated STEM Checklist and how they can use it to measure and assess progress toward a truly integrated STEM program. A truly integrated STEM program is transdisciplinary and leverages more than one discipline to solve relevant, real-world, and unpredictable problems. This checklist will help participants move their STEM programs

focused mostly on math and science to integration with technology and engineering by focusing on real-world relevant problems and project-based learning.

Presenter(s): Amy Wong, Manny Barbara, and Muhammed Chaudhry, Silicon Valley Education Foundation, San Jose, CA

2152

Inspired to Learn: How School and Classroom Design Can Energize and Support Learning

McCormick Place South, Level 1, Room S102D

This session, led by a principal and an architect, will stimulate your imagination about how even small features of classrooms and school spaces can contribute to differentiating instruction. Participants will view photos from successful preK–12 U.S. and international schools as presenters describe the connections between specific features of classroom and school design that affect multiple dimensions of student learning. Presentation materials (available online) will provide examples, ideas, and resources for classroom and school design.

Presenter(s): Elizabeth Hebert, Winnetka Public Schools, Winnetka, IL; Peter Brown, Peter Brown Architects, Dallas, TX

ASCD FORUM (8:30–9:45 A.M.)

2153

McCormick Place West, Level 1, Room W175C




ASCD invites all educators to participate in a town hall discussion of the question, "How do we define and measure teacher and principal effectiveness?" Feedback from the ASCD Forum will help inform the ASCD Board of Directors on their position development process. Your input as an educator is critical to the quality of dialogue on this important topic that affects educators worldwide. Participants can attend the ASCD Forum live via the Virtual Conference or via Twitter using the #ASCDForum hashtag.

Moderator: Debra Hill

2154

Operationalizing Practitioner Research in the Classroom

McCormick Place West, Level 1, Room W177


 In this session, the presenters will share their experiences in advancing practitioner research from their positions as faculty at two teaching and research institutions. Both institutions support the use of practitioner research within their formal programs and in teachers' general practice. The complexity of implementing practitioner research and building collaborative communities around research will be explored, and strategic opportunities will be highlighted.

Presenter(s): Daniel Laitch, Simon Fraser University, Surrey, British Columbia, Canada; Luke Duesberry, San Diego State University, San Diego, CA

2155

Childhood Obesity and the Implications of Second Servings in School Lunches

McCormick Place West, Level 1, Room W176B

 Childhood obesity is now considered an epidemic; therefore, it necessitates a consolidated effort on the part of parents, schools, and localities to effect the needed legislative changes. Knowing that many children do not exercise regularly or eat enough fruits and vegetables and that many parents lack knowledge about what constitutes healthy weight for their children, U.S. schools and cities are considering changes in school and cafeteria policies. In this session, participants will learn about research into purchases of second servings and a la carte items in a large school district in the mid-Atlantic area.

Presenter(s): Amanda Wilder, George Mason University, Fairfax, VA

General Session participants are asked to remain seated until the session concludes. Early departures disturb closing remarks and announcements.

SECOND GENERAL SESSION

10:00–11:45 a.m.

GS2

A Morning with Maya Angelou

McCormick Place West, Level 3, Skyline Ballroom (Room 375A–E)
Overflow: Room W196



Please see the session description on page 84.

Maya Angelou, Poet, Author, Educator, Winston-Salem, NC, and Harlem, NY



SPECIAL FEATURE

1:00–2:30 p.m.

2200

Integrating the Common Core State Standards into the Danielson Framework for Teaching

McCormick Place West, Level 1, Room W196

Please see the session description on page 85.

Presenter(s): Charlotte Danielson, The Danielson Group, Princeton, NJ




1:00–2:30 p.m.

2201

Creating a Culture of Achievement

McCormick Place West, Level 1, Room W183A



 This session will offer suggested practices and structures to help schools get into a cycle of continual improvement. The practices are organized by pillars, or overarching ideas that communicate to stakeholders how the school's mission

will be kept alive to thrive in the school's daily life. Pillars are the structures that hold up the mission statement. They are the link between the mission statement and the ground on which people teach and learn. Over the past several years, the presenters' collective experiences have led them to identify five pillars that are crucial to the culture of achievement.

Presenter(s): Nancy Frey, Douglas Fisher, and Ian Pumpian, Health Sciences High, San Diego, CA

2202

Instruction Accelerators: How to Differentiate Instruction to Accelerate the Growth of All Readers

McCormick Place South, Level 1, Room S103D



The presenters will use a visually supported session to share basic insight and ideas about acceleration as a dimension of differentiated instruction. Using an active listening guide, they will lead an interactive discussion with participants to explore five key guidelines for thinking about acceleration. Participants will examine five key criteria for accelerated instruction focused on tightening instruction for all learners. The session will include hands-on activities for participants to explore in enhancing their thinking or improving their practices.

Presenter(s): Mike Ford, University of Wisconsin, Oshkosh, WI; Michael Opitz, University of Northern Colorado, Greeley, CO

2204

The Next Frontier of Education Reform

McCormick Place West, Level 1, Room W187B



Decades of research point to a handful of high-payoff opportunities that, if applied consistently, can help all students succeed. Yet although we know what works, few school systems have translated this knowledge into reality. Indeed, a recent wave of scientific studies suggests that poor implementation undermines many education reform efforts. In this session the presenter will show through real-life examples how the time is now to change the odds for our students: we need not wait for superman or new technologies, we simply must do what we already know better.

Presenter(s): Bryan Goodwin, McREL, Denver, CO

2205

Fearless Leadership in Transforming Urban Schools

McCormick Place West, Level 1, Room W185BC



This highly interactive session is for educators who choose to be fearless in creating oases of success in U.S. schools. Participants will rekindle the passion that brought them to education, engage in understanding the unique complexities of urban schooling, learn how to redefine leadership, learn how to use a strengths-based approach to harness the power of leadership teams, and learn how to enable all students to meet and exceed the college- and career-readiness goals of the Common Core State Standards. Participants will experience what fearless leading is, why they need it, and what fearless leaders are able to do.

Presenter(s): Yvette Jackson and Veronica McDermott, National Urban Alliance for Effective Education, Syosset, NY

Follow @ASCD on Twitter for critical updates throughout conference.

2206

Motivate Your Students and Answer the “Why” Question Once and for All

McCormick Place West, Level 1, Room W187C

Service learning is an educational methodology that research shows increases academic performance, promotes civic engagement, reduces dropout and drug use, improves school-to-work skills, and develops social and emotional skills in young people. In this interactive session, participants will learn current research supporting service learning, steps for implementing high-quality service learning into any subject area, sample lessons for initiating service-learning projects, and activities for integrating service learning into the school curriculum and climate.

Presenter(s): Susan Keister, Lions Clubs International Foundation, Oak Brook, IL

2207

Effective Supervision: Supporting Reflective Practice with the Art and Science of Teaching

McCormick Place West, Level 1, Room W193A



This session will cover the components of an instructional supervision program that develops teacher expertise. Learn how a well-articulated knowledge base for teaching; deliberate practice; collegial observation; and discussion of teaching, clear criteria, and an awareness of developmental stages toward expertise can create a culture of reflective practice and professional growth in every school or district. Administrators and teachers will share practical insight.

Presenter(s): Tony Frontier, Cardinal Stritch University, Milwaukee, WI

2208

Mentor Texts for Teaching Middle School Writing

McCormick Place South, Level 1, Room S103BC

Learn how to use mentor texts to show students how favorite authors develop ideas; shape organization; apply voice; use word choice; explore sentence fluency; and, of course, use conventions and presentation. In this session, favorite fiction and nonfiction young adult books for middle school writers will be highlighted and matched

to each writing trait. Explore how to use excerpts from longer texts as models for each trait and what to do with them to improve student writing.

Presenter(s): Ruth Culham, Culham Writing, Beaverton, OR

2209

The Whole Child Approach to Education and the Common Core State Standards

McCormick Place West, Level 1, Room W195

Learn how the Common Core State Standards fit within the framework of the whole child approach to education. To fully and effectively implement the Common Core State Standards through the lens of the whole child approach, educators must understand the standards' role in helping each child, in each school, in each community become college, career, and citizenship ready.

Presenter(s): Efrain Mercado, ASCD, Alexandria, VA

2210

Learning: Our Children Tell Their Stories

McCormick Place West, Level 1, Room W185D

Today's learners exist in an education kaleidoscope of NCLB, high-stakes testing, charter schools, tenuous funding, and the Common Core State Standards. They are rich in information, technology, and vocabulary; multitask-oriented; globally connected; and complex. The ASCD Whole Child Initiative supports the belief that each child has the right to be healthy, safe, engaged, supported, and challenged. But, what do our learners think? To provide insight into their world, a diverse panel of students representing middle school, high school, and higher education will be convened to share their stories, discuss our time, and forecast their future based on their school and life experiences.

Presenter(s): See listing on page 85.

2211

Assessing 21st Century Skills, Products, Processes, and Possibilities

McCormick Place West, Level 1, Room W176B



Is it possible to assess collaboration, digital literacy, creativity, and work ethic? What other 21st century skills should educators measure: critical thinking, problem solving, or worldview? These skills

require innovative and customized assessment strategies. Participants in this session will explore a spectrum of 21st century assessments, such as student contracts, learning trackers, concept maps, rubrics, and checklists. Participants will think about how to purposefully match strategies to learning targets.

Presenter(s): Laura Greenstein, Montville Schools, East Lyme, CT

2212

Technology Support for Differentiated Instruction

McCormick Place West, Level 1, Room W191



A wide array of technology tools allow teachers to meet the needs of diverse learners in contemporary classrooms—but only if teachers know how to identify and use them. In this session, participants will learn about the three *Es*: how to make learning more efficient, effective, and engaging through differentiating the content, process, and products associated with instruction. Participants will leave this interactive session with access to a website that contains both useful strategies and links to powerful tools.

Presenter(s): Clare Kilbane, Otterbein University, Columbus, OH; Carol Ann Tomlinson, University of Virginia, Charlottesville, VA

2213

Using Data to Write and Tell Our Story

McCormick Place West, Level 1, Room W175A

In a world where numbers are the bottom line, how can educators use the numbers to understand the story of students and schools? How can educators analyze and synthesize the data to assess, adapt, advance, and advocate for schools and students? This session will provide anecdotes and examples of how to use data not just to drive instruction, but also to drive a school forward with everyone onboard.

Presenter(s): Jennifer Pellegrine, Lady Liberty Academy, Newark, NJ

2214

Renewing Reading Instruction: Emphasis on Informational Text, Content, and Vocabulary

McCormick Place South, Level 1, Room S105A

In addressing the Common Core State Standards and the need for increased academic achievement and accessibility, the presenter will demonstrate the power of engaging K–8 students with

informational literacy instruction, development of content knowledge, and increased academic and domain-specific vocabularies. The presenter will actively involve participants with strategies to enhance conceptual development and language proficiency. Participants will receive strategies to differentiate instruction, stimulate curiosity, and make learning visible and accessible to all students. Presentation materials will be available for download.

Presenter(s): Donna Knoell, Consultant, Shawnee Mission, KS

2215

Learning for Our Future: Preparing for Superintendency

McCormick Place West, Level 1, Room W176C

District leadership matters, and educators need to be prepared for district-level leadership positions, including superintendency. This session will present findings from two studies completed as part of doctoral work in educational leadership. The session will include lessons learned about career paths, personal skills and qualities, and other factors affecting one's readiness for superintendency. Participants will explore strategies for working with all constituent groups, especially the board of education. The presenter will provide specific suggestions and resources to benefit those interested in superintendency and other district-level leadership positions.

Presenter(s): Laura Seinfeld, Hewlett-Woodmere Public Schools, Woodmere, NY

2216

Teaching Students to Ask Their Own Questions

McCormick Place South, Level 1, Room S101B

How can educators best teach students the one essential skill that facilitates all learning? This session will provide an active learning experience in the Question Formulation Technique (QFT), a simple and powerful process for helping students develop divergent, convergent, and metacognitive thinking skills. Participants will experience the same rigorous process they can use to teach students how to produce, improve, and strategize on how to use their questions. The presenters will share examples of how teachers are using the QFT across all levels and subject areas.

Presenter(s): Steven Flythe, Dan Rothstein, and Luz Santana, The Right Question Institute, Cambridge, MA

2217

Early Reading Instruction: Using Decodable and Leveled Readers Appropriately

McCormick Place West, Level 1, Room W177

Teachers use both leveled and decodable readers for beginning reading instruction. This interactive session allows participants to learn the specific differences between the two types of readers and how to use each effectively for early reading instruction. Participants will examine and discuss examples of leveled and decodable readers, and presenters will demonstrate how to use each type of reader with a focus on enabling beginning readers to develop accurate, fluent decoding and build vocabulary and background knowledge necessary for reading comprehension.

Presenter(s): Michael Hunter, Readsters, Alexandria, VA

2219

Using the Common Core Standards to Enable 21st Century Education

McCormick Place West, Level 1, Room W192B

In this session, the presenters will provide participants with methods for integrating the four Cs (critical thinking, communication, collaboration, and creativity) in Common Core–aligned teaching and learning. Many districts and schools across the United States have used Common Core alignment to fuel their 21st century initiatives in English language arts and mathematics. The presenters will share best practices from leading districts and schools, with an emphasis on practical tools and tips.

Presenter(s): Valerie Greenhill, EdLeader21, Tucson, AZ; Mary Jo Conery, Catalina Foothills School District, Tucson, AZ

2220

Effective Urban Teachers: Priceless

McCormick Place West, Level 1, Room W178A

This session focuses on the stories of 20 urban principals' roles in recruiting, training, supporting, and retaining urban teachers. Urban schools are plagued with challenges that make the retention of highly effective teachers a major concern. Probe the professional perspective of urban secondary school principals who have experienced success in retaining the most valuable commodity—highly effective teachers. Retaining teachers in urban schools is the most crucial part of improving academic achievement.

Presenter(s): Evelyn Nettles, Green Acres Middle School, Birmingham, AL

2221

If X = Success in Algebra, Let's Find X!

McCormick Place West, Level 1, Room W194B

Now more than ever, students must have a solid foundation for mathematics early in their education. Algebra is essential for all students. With high 9th grade failure rates and higher expectations associated with the Common Core State Standards, the need for an instructional approach to algebra that increases student success rates is huge. This session will clearly demonstrate powerful ways to help all students appreciate, understand, and conquer algebraic concepts and skills.

Presenter(s): Edward Thomas, Dimension 2000, Fayetteville, GA

2222

Essential Questions: Doorways to Understanding and Meaningful Learning

McCormick Place West, Level 3, Room W375E



If the content in the Common Core State Standards and textbooks is the “answer,” then what are the questions that led to the content knowledge in the first place? A good essential question serves as a doorway for engaging student inquiry in “uncovering” the curriculum. In this session, participants will explore the characteristics of such questions, examine ideas for generating them, and view website resources. This session is based on the forthcoming ASCD book of the same title.

Presenter(s): Jay McTighe, Consultant, Columbia, MD

2223

Closing the Attitude Gap of the Black Male Learner

McCormick Place West, Level 1, Room W190A



The crisis of the black male learner continues to pose a major challenge for educators at all levels. With a national graduation rate of only 47 percent coupled with widespread underachievement, the presenter contends that this crisis is attributable to an “attitude gap” that continues to go widely unaddressed. In this high-energy session, the presenter will provide educators with specific strategies toward closing their black male learners’ attitude gaps. The presenter will also discuss strategies for developing a Young Men’s Empowerment Program at the school or district level.

Presenter(s): Baruti Kafele, Principal Kafele Consulting, Jersey City, NJ

2224

Professional Development to Support Implementation of a Danielson-Based Appraisal System

McCormick Place West, Level 1, Room W181C

A professional development model to support implementation of a Danielson-based appraisal system will be shared. Key components will include lesson plans that were implemented at monthly sessions, an approach to ensuring teacher leadership in the process, features of the New Teacher Induction and Mentoring Program, frequent questions that arose during the sessions, and how responses to the implementation pilot were used to plan future professional development.

Presenter(s): Nadine Lee, Jill Weinger, and Terri Carman, Northbrook/Glenview District 30, Northbrook, IL

2225

Help! My RTI Pyramid Is Upside Down

McCormick Place West, Level 1, Room W184D

This session will focus on providing participants with a practical example of one chronically underperforming urban district’s quest to improve students’ literacy skills by strengthening the core instructional program. The district leadership team chose a direct instruction model to ensure that all students succeed in reading. The presenter will share assessment data that show gains in student reading ability for K–5 students and will provide an overview of the process the district leadership team used to drive their decision making.

Presenter(s): Sharon Williams, Normandy School District, St. Louis, MO

2226

Create an Outdoor Science Classroom

McCormick Place South, Level 1, Room S101A

This multimedia session shares ways that outdoor learning spaces enhance instruction. Our Outdoor Science Classroom (OSC) gives children real-life, hands-on learning experiences with science as the focal point. Language arts, math, and social studies are integrated into the instructional program and include writing observations, measuring, making predictions, and studying Colonial gardens. Children plant vegetables and care for and pick the produce. The OSC has been the core of the presenters’ school’s science program since 2004 for children preK–5. Comprehensive presentation materials will be available online.

Presenter(s): Gail Seligson and Anne Sywilok, Abingdon Elementary School, Arlington, VA

2227

Student-Created Museums: Project-Based Learning in and with the Community

McCormick Place West, Level 1, Room W180



Motivation soars in school museum projects when students work for an authentic audience and have an exciting purpose for learning. In this project-based approach, students learn content standards and 21st century skills by designing exhibits for the public. See how students in urban and suburban schools created museum projects about civil rights, world cultures, and more. Students learned in and with the community as researchers, writers, designers, and docents using the instructional approach in the ASCD book *Learning on Display: Student-Created Museums That Build Understanding*.

Presenter(s): Linda D’Acquisto, Kid Curators, Whitefish Bay, WI; Randy Kunkel, Waukesha School District, Waukesha, WI; Kelly DiGiacinto, Milwaukee Public Schools, Milwaukee, WI; Kim Ablor, Arts @ Large, Milwaukee, WI

2228

Tips and Tools for Retaining, Optimizing, and Leveraging Effective Teachers in Rural Districts

McCormick Place West, Level 1, Room W175B

There is little doubt that teacher evaluation, district infrastructures to support effective teaching, and criteria for effective educators are being redefined nationwide. In times of decreasing budgets and limited staff, districts need tools to create and organize the infrastructure required to optimize new and veteran educator effectiveness and retain and leverage the most effective educators. This presentation will focus on tools and processes that are evolving for use in districts, particularly in rural districts. Presentation materials will be available online for participants to adapt and share in their own districts.

Presenter(s): Carole Brown, Helen Ryley, and Sherri Stephens-Carter, Benchmark One, Longmont, CO

2229

Engaging Learners and Embracing Diversity Through Student Leadership

McCormick Place West, Level 1, Room W175C



Student leadership, mentorship, and community service are vital aspects of education in the 21st century. In this session, the presenters share how these aspects are used in their school to connect and engage one of the world's most unique and diverse learning communities. Through comprehensive leadership, mentorship, and community service initiatives, students develop the capacity to connect with their broader community, engage in dialogue with leaders on a range of topics, and apply their learning to real-world situations. These programs provide students the opportunity to reinforce responsible citizenship and help develop sustainable living and sustainable leadership initiatives throughout the school and community.

Presenter(s): David Rawnsley and Laida Falsetto, Burnaby School District, Burnaby, British Columbia, Canada

2230

Mastering K–2 Reading Foundational Skills Through Word Play and Assessment

McCormick Place West, Level 1, Room W184A

This session will focus on one school's journey to an Academic Excellence Award through the use of highly repeatable, multisensory activities for whole-class instruction, guided small groups, and interventions. Participants will explore the K–2 Reading Foundational Skills, Phonics, and Word Recognition through engaging lessons that lead to interest and mastery for students and offer teachers simple, high-quality formative assessments they can take back and use on Monday. Lesson plans, graphic organizers, game boards, and assessments will be provided.

Presenter(s): Carrie Brockway, Pecatonica Elementary School, Pecatonica, IL

2231

Kick Start High School

McCormick Place West, Level 1, Room W181B

In this session, the presenters will discuss how incoming high school freshmen in one school district improve and apply literacy and numeracy skills in a month-long summer session. Teachers in math, English language arts, and science work with colleagues in culinary arts, early childhood education, health science, cosmetology, and woodworking to help these students understand the link between academics and real life. The incoming freshmen also participate in field trips to local colleges and the local science center to add a co-curricular dimension. By linking academic and technical education, students truly become more college- and career-ready.

Presenter(s): Margaret Reynolds, Ian Atwell, Philip DeRosa, and Heather O'Connor, Nashua Public Schools, Nashua, NH

2232

Using Informational Text to Prepare for the Future of Common Core Standards

McCormick Place West, Level 1, Room W187A

The Common Core State Standards have nine standards that address usage of informational text. Students must be prepared to filter through information. By focusing on primary and secondary

sources found in the Library of Congress, participants will understand what the texts say explicitly and will learn to develop logical inferences from them. Participants will receive links to various documents as well as questions aimed at helping students make inferences, draw conclusions, summarize, compare documents, and analyze text. Participants will also have time to create questions to go with documents.

Presenter(s): Diane Gillaspie and Amy Youngblood, SuccessLink, Jefferson City, MO

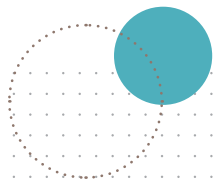
2233

A Common-Sense Approach to Creating Social Media Guidelines

McCormick Place West, Level 1, Room W178B

In an age where students and teachers use social media on a daily basis, schools and districts need to craft guidelines that protect yet also allow for flexibility. Join the presenter as he examines a seven-step approach to creating social media guidelines. Participants will examine social media guidelines from around the United States and learn the process to create guidelines that encourage the use of social media while still teaching all users safe and responsible use.

Presenter(s): Steven Anderson, Winston-Salem/Forsyth County Schools, Winston-Salem, NC



2235

Building Men of Strength and Dignity

McCormick Place West, Level 1, Room W193B

Building men of strength and dignity requires a systematic, deliberate plan for teaching manners, decision making, and moral choices, which build emotional safety and confidence. In a majority-minority, majority-poverty school system, there is a distinct need to improve the academic, behavioral, and emotional performance of young African American men by emphasizing positive behavior and support. Learn successful strategies from our success story of improving student performance by building esteem and leadership in African American boys.

Presenter(s): Valerie Truesdale and Sean Alford, Beaufort County School District, Beaufort, SC

2236

Teaching to Undo Misconceptions in Basic Math: Improving Student Achievement by Restructuring Lessons

McCormick Place West, Level 1, Room W185A

Recent research has discovered that if teachers first undo the misconceptions about basic high school mathematics that students have held for many years and then proceed with the correct approach to deliver content, students will learn more and perform better on subsequent assessments. This presentation will describe ways that teachers can transform their lesson planning and assessment strategies to achieve more successful outcomes with students. It's based on the idea that teachers and students think differently about content. By assessing previously held student misconceptions, links between teaching and student learning can be strengthened for the prescribed mathematics curriculum.

Presenter(s): Charles Secolsky, University of Illinois at Urbana-Champaign, Urbana, IL; Marius Petric, Jefferson Township High School, Oak Ridge, NJ

2237

Learning-Focused Supervision + The Danielson Framework for Teaching = Professional Growth

McCormick Place West, Level 1, Room W183C



Learning-focused supervisors operate across a continuum of interaction, moving flexibly among the stances of coaching, collaborating, consulting, and calibrating to develop individual capacities and build professional cultures informed by clear standards for student learning and classroom instruction. The Danielson Framework for Teaching provides a clear focus for such conversations. Participants will explore practical strategies, templates, and tools for promoting learning-focused interactions between and among teachers and supervisors.

Presenter(s): Bruce Wellman and Laura Lipton, MiraVia, Guilford, VT

2238

Reflective Practice Through Action Research in a 5th Grade Math Class

McCormick Place West, Level 1, Room W176B

This presentation will report on action research conducted in a 5th grade math class at an international school in Dubai. Using Sagor's (2000) action research model, the project investigated how the teacher-researcher could improve his teaching practice using a focus on feedback, explore how assessment for learning could improve his practice, and evaluate how assessment for learning developed and influenced his students' focus on the learning process. The effect of grades versus feedback and the implications for best practice teaching and assessment will be discussed.

Presenter(s): Lauren Stephenson, Zayed University, Dubai, United Arab Emirates

2239

Engaging Parents and the Community to Strengthen Student Character and Academic Success

McCormick Place West, Level 1, Room W194A

Schools often struggle with a diverse group of parents and community stakeholders to gain support for both academic success and good character and citizenship. In this session, the presenter will show how addressing the needs of parents can enrich children's education and support the efforts of the school to strengthen good character and

citizenship. Participants will see how a high-quality Whole Child Initiative can become a vehicle for bringing the surrounding community into the fold. The presenter will provide a framework for conceptualizing various levels of family engagement and developing meaningful parent programs.

Presenter(s): Russ Sojourner, Character Education Partnership, Washington, DC

2240

Mathematics and the Common Core Standards: A Plan for Equipping Educators

McCormick Place South, Level 1, Room S104B

In this session, participants will learn about a PD plan developed by DePaul University and the Chicago Public Schools to prepare Chicago's educators to successfully implement the Common Core State Standards for Mathematics. The plan offers a logical progression of support for educators as they transition to the standards while simultaneously building mathematics leadership capacity within the district. Participants will learn about specific features of this district-wide plan, including quarterly teacher leader institutes, professional learning communities, administrator professional development, and coaching.

Presenter(s): Ruth Seward and Carolyn Narasimhan, DePaul University, Chicago, IL; Jesch Reyes, Chicago Public Schools, Chicago, IL

2241

When Do I Sleep? Surviving the First Year as a Principal

McCormick Place West, Level 1, Room W192A

New principals frequently feel overwhelmed during their first year. They are often placed in schools considered to be "failing" by NCLB standards in which they have very limited time and few resources to construct a turnaround. This session will be led by a "turnaround" principal and 2011 ASCD OYEA honoree who has improved both an urban and rural high school and will describe strategies to make the job easier, key concepts principals must understand, and lessons learned along the way.

Presenter(s): Susan Kessler, Andrew Davis, and April Snodgrass, Metropolitan Nashville Public Schools, Nashville, TN

2242

The Power of Adaptive Technology in Reading Intervention Programs

McCormick Place South, Level 1, Room S104A

Educators across the United States have recognized adaptive technology as the most efficient and effective tool available to break the cycle of failure and accelerate results for struggling readers. Adaptive technology provides individualized and targeted direct instruction to each student, delivering a consistent level of high-quality, research-based instruction. In this session, participants will learn more about the research and development behind this powerful innovation—and how it is changing lives.

Presenter(s): Ted Hasselbring, Vanderbilt University, Nashville, TN

2243

Common Core–Aligned Performance Assessments Can Improve Curriculum and Instruction

McCormick Place West, Level 1, Room W192C

In this session, participants can join the ongoing and intensive national work with Common Core–aligned performance assessment tools across language arts, science, and social studies. Participants will learn the qualities that help make these tools transformational in improving feedback and tailoring instruction; find out how to fill curricular holes; access tasks, rubrics, and student samples with leaders from the Reading and Writing Project; view classroom videos; gain insight from pilot classrooms; and walk away with essential, immediately accessible tools to raise student performance and independence.

Presenter(s): Mary Ehrenworth, Audra Robb, Janet Steinberg, and Chris Lehman, Teachers College, New York, NY

2244

Integrated Performance Assessment: Linking Curriculum, Instruction, and Assessment in the World-Language Classroom

McCormick Place West, Level 1, Room W186B

At National Louis University in Chicago, secondary education candidates in the World Languages teacher preparation program design units of instruction based on the Integrated Performance Assessment (IPA). The IPA provides a framework that links the five national

content standards to instruction practices and assessment. Session participants will view video clips of IPA-based K–12 instruction and assessment in action and have an opportunity to understand how rubrics are developed and used by teachers to enhance student performance over time. Sample units that focus on authentic learning experiences for students will be provided for Spanish, French, and German teachers.

Presenter(s): Jack Denny, National Louis University, Chicago, IL

2245

Mitigating the Factors That Perpetuate the Achievement Gap Through Teacher Leadership

McCormick Place South, Level 1, Room S105D

This session will introduce a districtwide initiative designed to address the needs of underperforming, culturally diverse, or economically disadvantaged students in an effort to close the achievement gaps for these populations. The presenters will explain the ways in which historic injustices, demographic changes, and budgetary constraints resulted in significant challenges to teachers and administrators and the ways in which a focus on equity, data, and teacher collaboration is helping to mitigate the effects. Participants will leave the session with handouts, suggested readings, and recommendations for how to begin similar initiatives in their own districts.

Presenter(s): Sonia James Wilson, Catalyst Research and Development, Rochester, NY; Michele Hancock, Kenosha Unified School District, Kenosha, WI

2246

The Urban Classroom: Conquering the Challenges

McCormick Place West, Level 1, Room W182

In this session, participants will learn the dynamics of the urban classroom and the urban learner. The presenter will answer tough questions, address uncomfortable situations, close confusion gaps, and build the mentality needed to help educators supply their urban students with the necessities for success. The presenter will use her story as a former urban student and present urban educator to substantiate the implementation of research-based strategies and techniques deemed effective in the urban classroom.

Presenter(s): Crystal Higgs, Orange County Public Schools, Orlando, FL

2247

Student Creativity Is Great, But How Do I Assess It?

McCormick Place West, Level 1, Room W186C



Educators who wish to embrace innovation and change in the classroom face inevitable challenges. Good educators often feel uncomfortable with new practices because the methods that have made their classrooms seem effective are safe, trusted, and familiar. In this session, the presenter will share how he has adapted his assessments to incorporate technological innovation and increase critical thinking and student creativity. By letting students in on the structure and purpose of assessments and by welcoming their opinions and insight, students are far more engaged, empowered, and resilient.

Presenter(s): Myron Dueck, School District 67 Okanagan-Skaha, Summerland, British Columbia, Canada

2248

Advancing Schooling by Design in Your Building

McCormick Place West, Level 1, Room W190B

What's the surest way for school leaders to make the Understanding by Design® (UbD™) and Schooling by Design (SbD) frameworks part of a school's culture? This presentation will focus on the tools, protocols, and things to look for that are necessary to help schools move from merely dabbling in the UbD and SbD frameworks to fully integrating the ideas into a mission-driven organization focused on student understanding. Through discussion and meaning-making opportunities, participants will be able to begin to transfer the tools and techniques presented in the workshop into their own setting as school leaders.

Presenter(s): Andrew Greene, Candlewood Middle School, Dix Hills, NY

As a courtesy to other participants and presenters, please turn off the sound on all electronic devices or set them to vibrate mode. All telephone calls must be answered outside the meeting rooms.

2249

Building School Culture and Student Success on a Character Foundation

McCormick Place West, Level 1, Room W186A

This presentation will introduce participants to three different approaches to character education by highlighting the work of three high-performing urban public schools in Boston, Mass., that have chosen to focus their character education efforts on students' moral character, performance character, and civic character, respectively. Drawing on surveys and interviews with the students, faculty, and parents at these schools, as well as more than 100 classroom observations, this presentation reveals the pedagogy and practices through which three urban public schools have built student success on three distinct character foundations.

Presenter(s): Scott Seider, Boston University, Boston, MA

2251

How Mobile Devices, Data Streams, and a Return to Authentic Learning Will Change Education

McCormick Place South, Level 1, Room S105BC

Trends and signals leave little doubt that the education field is hurdling toward a new era of helping young people learn. In this presentation, participants will look at the stories being told in classrooms across the country of how education is incrementally changing. Participants will also look at why this time in education history differs from the Industrial Age and indicators that point to what the future holds for U.S. education.

Presenter(s): Elizabeth Hubbell and Ceri Dean, McREL, Ft. Collins, CO

2252

Tune Up Your Curriculum for the 21st Century

McCormick Place West, Level 1, Room W179A



Find out how to upgrade and improve the quality of your curriculum and teaching. In this session based on the groundbreaking ASCD book *Curriculum 21: Essential Education for a Changing World*, join the Curriculum 21 faculty in exploring how to upgrade curriculum through strategic replacement of content, skills, and assessment with applications from the Curriculum 21 Clearinghouse.

Presenter(s): Heidi Hayes Jacobs, Bill Sheskey, Marie Alcock, and Earl Nicholas, Curriculum 21, Rye, NY

2253

Failure Is Not an Option: A Foundation for Creating a High-Performing School Culture

McCormick Place South, Level 1, Room S102A

This session provides a foundation for creating a high-performing school culture based on the book *Failure Is Not an Option: Six Principles that Guide Student Achievement in High-Performing Schools*. The presenter will engage with audience members and identify the missing links that their respective school districts need to perform at a higher level. By guiding through real-life examples, the presenter illustrates the path to take to become an above-average school district. This presentation will demonstrate how six principles can act as a system and framework to build and leverage the work of leadership teams so that students, faculty, and the school as a whole are able to succeed.

Presenter(s): Alan Blankstein, HOPE Foundation, Bloomington, IN

2254

Jumping into the Problem-Based Learning Pool: Helping ELL Students Swim Successfully

McCormick Place South, Level 1, Room S102BC

Do you work with preK–2 ELL students? Are you new to project-based learning (PBL)? Are you eager to try PBL, but not sure where to start? If so, this session is for you. Come hear stories of how the presenters jumped into the PBL pool with ELL learners. In this session, the presenters will share organizational ideas, templates and resources, technology ideas, successes and challenges, and strategies for ELL instruction. The presenters will also share projects using technology, so bring your iPads—the presenters will demonstrate a few helpful apps.

Presenter(s): Sheila Orlando, Laura B. Anderson Elementary School, Sioux Falls, SD; Suzanne Parrott, Sioux Falls School District, Sioux Falls, SD

Having technology challenges? Stop by the IT Help Desk in McCormick Place West, Level 3.

3:00–4:30 p.m.

2301

Poverty Has a Face: One School's Journey

McCormick Place West, Level 1, Room W193B



This session explores the journey of one persistently low-performing, low-socioeconomic high school in Jefferson County, Kentucky, and how it significantly changed the education outcomes of high-poverty students by truly personalizing learning. Using targeted, research-based instructional strategies and vocabulary development, this interactive session will prepare participants to lead systemic change in their own schools and districts by building model classrooms that demonstrate best practices.

Presenter(s): Joyce Jackson, Kentucky Department of Education, Frankfort, KY

2302

Learning by Design: Increasing Positive Outcomes for Students with Disabilities

McCormick Place West, Level 1, Room W176C

This presentation discusses the current career and technical education program at Gateway School and the affect it has had on the school and its students (an increase in AYP and a decrease in out-of-school suspensions). The session provides educators with information about developing partnerships with community organizations to provide additional support services for students with disabilities and discusses the process of involving students in the individualized education plan transition process. The session also discusses how the courses at Gateway School provide students with the means to achieve their postsecondary goals.

Presenter(s): Elaine Scott, Orange County Public Schools, Orlando, FL

2303

The Relationship Between School Culture and Performance in Public Education

McCormick Place West, Level 1, Room W178A

Learn about the relationship between school culture and school performance in public schools. This presentation will describe quantitative research conducted in 52 high-, medium-, and low-performing public schools in Kentucky. Presenter and superintendent Joshua Powell will discuss how he used this concept as the foundation for having the highest academic gains in multiple school districts in Kentucky.

Presenter(s): Joshua Powell, Montgomery County Public Schools, Mount Sterling, KY

2305

Integrating the Common Core Standards into Your Local School Curriculum

McCormick Place West, Level 1, Room W183A



Integrating the Common Core State Standards into your school can become an engaging opportunity for upgrading teaching and learning for 21st century learners and for collaborative inquiry for faculty. The presenters will share the Four-Phase Model, from their interactive e-book and e-planner *Mapping to the Core: Integrating the Common Core Standards Into Your Local School Curriculum*, a new format developed with SINET. Participants will focus on laying a meaningful foundation, launching and sustaining a schoolwide mapping approach, developing formative benchmarks for monitoring student learning aligned to the CCSS, and setting up ongoing upgrading reviews.

Presenter(s): Heidi Hayes Jacobs, Ann Johnson, Debbie Sullivan, and Marie Alcock, Curriculum Designers, Rye, NY

2306

A Unique Approach to Formative Assessment

McCormick Place West, Level 1, Room W184BC

A middle school principal shares how her faculty met adequate yearly progress by focusing on formative assessment in several unique and innovative ways. The presenter used many innovative strategies to raise student achievement, including videotaping

formative assessment in action; overhauling grading policies; cutting standards and focusing on reading, writing, and discussion; enhancing an extra period of the day for students to practice and resubmit work; conducting student interviews regarding learning objectives; and holding quarterly assessment conferences with all faculty. The presenter will demonstrate how to lead faculty through similar steps that may be put into practice at any school.

Presenter(s): Shawn Clark and Holly Shaw, Saluda Middle School, Saluda, SC; Jennifer Peace, Teachscape, Cornelius, NC

2307

From Dysfunctional School to Dynamic School

McCormick Place West, Level 1, Room W193A

The presenters' story is one of compromise, collaboration, and commitment. Their school was a dysfunctional mess—they didn't have team meetings or collaborate on lessons or procedures, and sometimes they didn't even talk to one another. In this session, the presenters will share the ups and downs of turning around a school. Commitment is the first step—to get better, educators must work together. Much has been written about collaboration, but the presenters will share proven strategies that turned a disconnected, disgruntled faculty into a dynamic school.

Presenter(s): Susan Bell and Chris Watkins, Troy R-III School District, St. Charles, MO

2308

The Common Core Standards Tells Us What, Reading Apprenticeship Shows Us How

McCormick Place West, Level 1, Room W175B

What are the effects of scaling up a research-based instructional framework, Reading Apprenticeship, in 300 schools that serve 400,000 students in five states? Through an Investing in Innovation Fund grant, high school science, history, and English teachers are embedding this framework into existing curriculum. The initiative is showing a strong, positive influence in helping teachers support students learning Common Core State Standards subject-specific literacy skills. The presenters, a district administrator and teacher, discuss the local effects of this initiative.

Presenter(s): Charles Hatt and Amy Deller, Ann Arbor Public Schools, Ann Arbor, MI

2309

Movin' On Up: Transitioning from Colleague to Supervisor

McCormick Place West, Level 1, Room W176B

After spending several years as a teacher in a department, school, or district, many are promoted leadership roles. Although this transition is exciting, educators will undoubtedly confront challenges as they supervise those who used to be their colleagues. This session will focus on the sometimes tenuous situations that surface when teachers are promoted to leaders in their own schools. The presenter will share strategies for building a new professional rapport with those who were colleagues and give examples of her biggest mistakes.

Presenter(s): Heather Rocco, School District of the Chathams, Chatham, NJ; Lynn Muir, The Children's Institute High School, Livingston, NJ

2310

Enlisting Community Agencies and Schools to Support Underserved College-Student Leaders

McCormick Place West, Level 1, Room W187B

For the past two years, National Louis University has partnered with community agencies and schools to identify emerging leaders from underserved populations and award them substantial scholarships, or Harrison Fellowships. This session will describe these ongoing efforts into the best practices of identifying, transitioning, and retaining these future leaders.

Presenter(s): Elaine Kies, Monica Ramos, and Margaret Stemler, National Louis University, Chicago, IL

2311

Leading Technology Integration on Campus

McCormick Place West, Level 1, Room W185D

Educators face new challenges with the ever-increasing digital world. As our students enter classroom doors of the 21st century, educators and administrators must lead technology integration to foster student engagement. This session will walk participants through ways to take a campus through technology integration with manageable chunks by using modeling and hands-on technology camps. At the end of the session, participants will acquire materials and ideas to infuse technology initiatives on their own campus or in their own classroom.

Presenter(s): Kris Mitzner and Whitney Larocca, Katy ISD, Katy, TX

2312

Tier 1 Interventions: Acknowledging the Forgotten Tier

McCormick Place West, Level 1, Room W180

Over 60 school districts in Georgia have found an easy new way to successfully implement the RTI process. With support from West Georgia RESA, these schools are spending time in data teams analyzing the quality of instruction at Tier 1 and implementing targeted interventions as necessary. As a result, fewer students require intervention at Tiers 2 and 3. In this session, the presenters will lead participants through a data team meeting and discuss the most appropriate Tier 1 interventions based on sample school data. The presenters will also share the assessments the data teams used.

Presenter(s): Rachel Spates and Ann Marie Johnson, West Georgia RESA, Grantville, GA

2313

The Best Education Ideas in the World: Adventures on the Frontiers of Learning

McCormick Place West, Level 1, Room W183B

There are places where children's desires, talents, and competences are nurtured, celebrated, and respected. This presentation takes you on an expedition to some of the world's best education ideas. These ideas provide a foundation for technology integration, increased teacher quality, the fuel for sustaining innovation, and meeting the needs of all children. When viewed in isolation, such ideas might inspire incremental solutions to specific problems. When combined, they represent educational transformation.

Presenter(s): Gary Stager, The Oaks School, Los Angeles, CA

2314

Designing Assessment Systems That Support Rigor and Differentiation in Math

McCormick Place West, Level 1, Room W179A

Educators are often surprised that students don't think and perform in mathematics as well as educators hope. Too often, teacher feedback and grading systems unintentionally contribute to this problem. In this session, learn how innovative approaches to assessment can increase achievement and rigor in math courses at any level. Participants will hear how teachers turned Common Core State Standards into novice-expert rubrics that helped raise standards, improve assessments, and enable more strategic differentiation.

Presenter(s): Timothy Hudson, DreamBox Learning, Bellevue, WA

2315

Are You Ready to Implement the Common Core State Standards in Reading?

McCormick Place West, Level 1, Room W190B

Teacher surveys show that educator awareness of the Common Core State Standards is high, yet few teachers report feeling ready to implement them in their classrooms. In this interactive session, the presenter will guide participants through a process of unpacking the standards through restating the standard in other words to describe student proficiencies and writing a rubric to describe skill mastery. Participants will receive an online handout with guiding questions and see a model of how to use these questions to facilitate a text-dependent lesson with a sample text.

Presenter(s): Susan Hall, 95 Percent Group, Lincolnshire, IL

ASCD thanks the many volunteers who are giving their time, energy, and enthusiasm to help make this a great event. Volunteers make all the difference!

2316

Map Paths to Mastery

McCormick Place West, Level 1, Room W176A

Implementing the Common Core State Standards is a complex undertaking—the standards include rigorous content, there is an urgency to address performance gaps, and expanded data and new technologies are available. Understanding the underlying structure of the standards and the research on student learning can lead to data-driven instruction. In this session, participants will learn how a groundbreaking new way to visualize empirically supported developmental progressions of how students move through successive refinements from informal to complex ideas can transform math and English language arts instruction.

Presenter(s): Ellen Edmonds, Wireless Generation, Brooklyn, NY

2317

Leveraging Community Partners to Create High-Quality After-School Programs

McCormick Place South, Level 1, Room S102D

This workshop will examine how schools and community partners can join to create high-quality, whole child–focused, out-of-school learning opportunities. Participants will explore strategies to strengthen programming, advocacy, and outreach, with information on research, federal policy, and tools and ideas for reaching key stakeholders. Join staff from Project Exploration and the Afterschool Alliance to learn successful, innovative, and community-driven strategies for increasing learning time for students.

Presenter(s): Sarah Simpson, Afterschool Alliance, Washington, DC; Kathleen St. Louis, Project Exploration, Chicago, IL

2318

Why I Hate High School

McCormick Place West, Level 1, Room W187A

Hear from students who went from hating high school in a traditional setting—finding learning irrelevant and boring—to discovering innovative, new blended high schools where personalized learning, choice, engagement, collaboration, and technology make learning relevant and motivating. Learn firsthand from the student panel about their “Version 2.0” schools and why they are #LovingHighSchoolNow.

Presenter(s): Mickey Revenaugh, Connections Education, Baltimore, MD

2319

Service Learning in Early Childhood: Reality or Utopia?

McCormick Place West, Level 1, Room W184A

Interested in learning how to implement service learning without leaving the curriculum behind? Through this interdisciplinary pedagogy, children can achieve high standards in school while performing social service, which links everyday activities with their social responsibility. After this session, participants will leave with many ideas to put into practice and evidence of their impact. Educators need to make children aware of their power to influence others' lives. Come join this solidarity crusade!

Presenter(s): Veronica Muller and Sylvia Papazian, St. Andrew's Scots School, Vicente Lopez, Buenos Aires, Argentina

2320

Adolescents and Literacy: Incorporate Brain Research into Effective Instruction

McCormick Place West, Level 1, Room W184D

How can you erase the past failures of adolescent students who never believed they could learn to read? How do you effectively incorporate brain research into instruction? In this session, you will learn about brain development and how to adapt your curriculum to include brain research. Learn from a teacher who will share practical and doable strategies that have taken her nonreaders to high school proficiency, and leave the session with fresh ideas and insight that will help you fine-tune your literacy instruction.

Presenter(s): Lauren Beyer, Victor Valley Unified School District, Phelan, CA; Christine Lund, Cambium Learning Group, Longmont, CO

2321

Designing Interactive Textbooks Using iAuthor and U.S. History Themes

McCormick Place West, Level 1, Room W185A

Textbooks are undergoing a dramatic change as publishers begin to transfer content from the printed page to digital formats. Although often these formats are simply PDF versions of the traditional text, new software and computer apps permit motivated authors to develop their own books that use graphics, 3-D images, websites, and

video to produce content that is both inspiring and interactive. In this workshop, learn how the presenter used the iAuthor app to design and publish an iPad textbook using themes from U.S. history.

Presenter(s): Thomas Anderson, Direction Point Consulting, Westmont, NJ

2323

Socratic Seminars: Getting Students to Find Their Voice and Do the Heavy Lifting

McCormick Place West, Level 1, Room W185BC

In this session, educators of all disciplines and grade levels will learn best practices and methods for building Socratic seminars into their curriculum. Participants will determine the criteria for strong seminar participation and necessary seminar preparation, define the attributes of strong seminar questions and a strong seminar handout, and discuss the tools and methods used during a successful seminar that ensure rigorous learning and assessment take place.

Presenter(s): Jesse Corburn, Uncommon Schools, Brooklyn, NY; Hillary Corburn, Springfield School District, Springfield, NJ

2324

Blended Learning: Classrooms of Tomorrow Today

McCormick Place West, Level 1, Room W182



Students are digital natives. Educators know that the artful, thoughtful, and selective incorporation of new communication technologies into well-organized, productive classrooms enhances learning and can turn boredom into wonder and passive learning into active learning. In this presentation, participants will learn how to turn their classrooms into exciting and effective 21st century learning environments. Participants will also learn more about adaptive learning and assessment, the value of focused creativity and coconstruction, how to create digital portfolios, and how to improve test scores by increasing academic climate.

Presenter(s): Peter Cookson, Teachers College, New York, NY

2325

Going Digital: Using Web 2.0 Tools to Inspire Reluctant Students

McCormick Place West, Level 1, Room W194B

During this session, participants will learn how to leverage Google Apps for Education with iPads and learn about numerous Web 2.0 tools that inspire and motivate reluctant and struggling students. Participants will learn how these 21st century education tools can be blended effectively to meet and enhance their district's special-education, Title I, and RTI programming needs. The session is flexible and intended for beginner and intermediate ability levels. The presenters will showcase examples and data and answer any participant questions.

Presenter(s): Caleb Hundt and Nick Bakke, Cashton Public Schools, Cashton, WI

2327

Equity and Access: Engaging Families and Students for Postsecondary Success

McCormick Place West, Level 1, Room W192A

Learn how a suburban high school district used school-based parent support teams to engage families. This session will describe successful implementation of programs that ensure all families have equitable access to postsecondary options for their children. Participants will have the opportunity to watch a video of the parent support teams in action and receive a compilation of proven strategies that promote family engagement at the high school level.

Presenter(s): Gregory Walder, Philip Henry, Anne Coffman, and Malinda Majoch, Community High School District 218, Oak Lawn, IL

2328

Teacher-Student Data Alignment

McCormick Place West, Level 1, Room W186C

The problem with data alignment is that too many schools, districts, and states rely on data that mirror Swiss cheese to make monumental decisions. Recent research demonstrates best practices to avoid inconsequential and error-laden data while maximizing participation and data use at the student level. In this session, the presenter

will discuss how to communicate about data (teacher evaluation, professional development, student engagement, and school climate) and participants will learn how clean data can substantially increase available funding that would have been otherwise wasted on poor projections.

Presenter(s): Rod Berger, RANDA Solutions, Nashville, TN

2329

Not Quite Burnt, But Crispy Around the Edges: Preventing Teacher Burnout

McCormick Place West, Level 1, Room W192C

Job burnout is one manifestation of excessive stress in every individual's life, especially among educators. Because of the responsibilities educators face when working with children and adults intensely over a period of time and the need to remain supportive, calm, and objective, educators are prone to burnout. Attend this session for a fun, entertaining, and relaxing workshop to learn how to prevent educator burnout. Participants will explore and experience healthy, inexpensive, and practical strategies to deal with stress and prevent burnout as an education professional.

Presenter(s): William Demeo, Specialty Psychological Services, Cincinnati, OH

2330

Designing Cognitively Engaging Learning Experiences

McCormick Place South, Level 1, Room S101A

We all know that engaging learning experiences hook and hold learners. But are the learning experiences rigorous? Too often, educators plan learning experiences with engagement in mind and leave out an important element. Is the learning experience rigorous, and does it require students to interpret, evaluate, and analyze information or concepts? In other words, is it cognitively engaging? This session will take educators through the process of designing cognitively engaging learning experiences. Participants will also analyze learning scenarios, decide whether the scenarios are cognitively engaging, and modify the scenarios to make them cognitively engaging.

Presenter(s): Christiane Townsend, Arts in Action, Los Angeles, CA; Traci Dennis, District of Columbia Public Schools, Washington, DC

2331

How a Focus on Adult Actions Can Dramatically Improve Disruptive Incidents

McCormick Place West, Level 1, Room W181C

Learn from a superintendent who oversaw 150 boys with behavioral challenges in grades 7–12. While working with the boys, the presenter saw a decrease in their violent and disruptive incidents from an average of 55 per month in 2009 to less than two per month in 2012. The boys' Standardized Testing and Reporting (STAR) assessments and graduation rates increased significantly during this time as well. Hear their story and how by intentionally monitoring their specific adult actions, they have dramatically improved and sustained results in a challenging environment.

Presenter(s): Bruce Potter, Berkshire Union Free School District, Canaan, NY; David Nagel, The Leadership and Learning Center, Denver, CO

2332

Developing Innovative School-University Partnerships

McCormick Place South, Level 1, Room S101B

This session will present best practices on developing school–university partnerships to support the growth of preservice and inservice teachers. The presenters will tell their stories as three ASCD emerging leaders who worked to build partnerships within their universities. Participants will then discuss their partnership stories, share their innovative strategies, and develop a plan for their future work.

Presenter(s): Christina Yúknis, Gallaudet University, Washington, DC; Amy Vanden Boogart, George Washington University, Washington, DC

2333

Reaching Today the Emotional and Digital Brains of Tomorrow

McCormick Place South, Level 1, Room S102BC

Do students who have grown up in the digital age think differently? Are students what they click? Have they lost the power of reflection? Web 2.0 students look bored in the classroom. These digital natives defy educators to bridge the gap between the way they teach and the way the brain learns best. Although it is true that technology aids communication, it seems emotional intelligence got lost in cyberspace!

In this session, the presenters will use humor, music, and movies to connect the latest brain-based research to classroom practice.

Presenter(s): Lucrecia Prat Gay and Magdalena Ortiz, Río de la Plata School, Buenos Aires, Argentina.

2334

Staying Ahead of the Common Core Standards' Emphasis on Critical Thinking

McCormick Place West, Level 1, Room W187C

The Common Core State Standards emphasize students' potential to think critically, yet do not specify a thinking-skills model. Session participants will learn about a thinking skills framework (that incorporates deconstruction, reconstruction, reflection, and communication) that has been field tested in 19 high schools worldwide (11 in the United States). Participants will also examine exemplary performance-based student work samples and the scoring guides used to assess them.

Presenter(s): Robert Monson, Columbia University, New York, NY; Sherry Reach, Cambridge International Examinations, Panama City, FL; Christina Reidel, Bronxville High School, Bronxville, NY

2336

Elon Academy: College Students Serve as Mentors to Increase College Access

McCormick Place West, Level 1, Room W195

The Elon Academy, a college access and success program for promising high school students with financial need or no family history of college, involves summer sessions on the Elon University campus and year-round Saturday programs. College students are hired and trained to serve as mentors who regularly communicate with their assigned cohort of scholars and schedule monthly face-to-face meetings with them to offer guidance and support to ensure academic success in high school and beyond. Scholars and mentors form long-term, meaningful relationships.

Presenter(s): Deborah Long, John Pickett, Kelly Coble, and Kyle Keith, Elon University, Elon, NC

2337

From Dropout to Diploma: The ACCESS Code to Student Success

McCormick Place West, Level 1, Room W190A

This multimedia presentation will share stories of students, teachers, administrators, parents, and other community support personnel who participated in the ACCESS program. Using rented storefront classrooms and holding graduation ceremonies in the local movie theaters are just some examples of this exciting and exceptional alternative-education program. Orange County, California, has reduced its dropout rate to less than 11 percent while other comparable counties with similar demographics have rates of 25–30 percent. The ACCESS program's story will give participants compelling arguments to rethink the traditional approach of continuation schools and current dropout programs.

Presenter(s): William Habermehl, Orange County Department of Education, Costa Mesa, CA

2338

Global Connections: Building your Personal Learning Network

McCormick Place West, Level 1, Room W194A

In this session, participants will learn how to use a variety of web-based applications to develop their personal learning networks (PLNs). Presenters will show how to follow like-minded people and experts from across the globe through their blogs, microblogging (Twitter), social bookmarking (Delicious), an RSS reader (Google Reader), an educational social platform (Edmodo), curation (Scoop it), and a virtual pinboard (Pinterest). Educators will learn how to connect around ideas that they are passionate about, communicate, collaborate, and share digital content with their PLN.

Presenter(s): Alejandra Quaglia and Marta Natkemper, St Andrew's Scots School, Buenos Aires, Argentina

2339

Campfires in Cyberspace: Using Technology to Connect with Students and Educators

McCormick Place South, Level 1, Room S103A

Come circle the digital campfire and use your handheld devices (iPads and iPhones) to connect with students and educators around the globe. Put a new, virtual spin on David Thornburg's landmark book, *Campfires in Cyberspace*. Harness free video-conferencing tools like Skype and FaceTime to visit exemplary student projects in real time, and witness how student-facilitated virtual lessons and field trips catapult learning potential. In this session, you will discover exemplary lessons that cover protocols, resources, and best practices that you can take back for your students and teachers to replicate.

Presenter(s): Warren Dale, Los Angeles Unified School District, Los Angeles, CA

2340

Support, Monitor, and Advocate: A New Framework for Effective Parent Engagement

McCormick Place South, Level 1, Room S103D

Parents of students in low- and moderate-income communities can become both effective advocates for their children's education and strong partners with schools to improve education for all children. This highly participatory workshop will provide a model for parent engagement experience in the methods developed by the Right Question Institute (RQI) that have been nationally recognized as key tools for building the critical-thinking skills of all people, no matter their education or literacy level. RQI's methods can be easily integrated into new or ongoing efforts to partner with parents and build a strong constituency for reform and change.

Presenter(s): Luz Santana, Steven Flythe, and Dan Rothstein, The Right Question Institute, Cambridge, MA

2341

Understanding Talented Black Male Athletes on the Field and in the Classroom

McCormick Place South, Level 1, Room S102A

The effect of sports participation on black males with regard to academics and classroom engagement often represent opposing positions for athletes and teachers. Coaching and teaching share some

similarities, and the positive coach-athlete relationship has been attributed to a student's increase in trust, commitment, and closeness, and thus can be used in the classroom to increase achievement. Participants will see how high teaching standards and a positive coaching relationship can increase student learning.

Presenter(s): Wil Parker, Consultant, Arlington, VA; Wagner Marseille, Lower Merion High School, Ardmore, PA

2342

Our Story: Collaborating with Teacher Researchers to Investigate Science and Young Children

McCormick Place South, Level 1, Room W175A

This session will present the design and findings of a National Science Foundation–funded research project involving 24 preK teacher researchers and a team of university researchers and mentors who guided and supported the teacher researchers and learned from their work. Although the project's primary goal was to collect data on young children's knowledge and skills in science, the processes and outcomes of the collaborative work with teachers provide new understanding as to what works in STEM education design. This additional outcome is the session's primary focus.

Presenter(s): Mary Hobbs, University of Texas, Austin, TX

2343

Green Council for School Improvement

McCormick Place West, Level 1, Room W192B

Learn how to amplify school resources as you support student initiatives to make the school community more “green,” or environmentally friendly. An open-panel discussion will follow a brief presentation of one district's successful projects, including an electric car conversion, an aquaponics greenhouse, and a prairie restoration project. Help your students do the right thing by transforming school operations and facilities into teaching resources.

Presenter(s): Neil Koreman, Niles West High School, Skokie, IL; Nanciann Gatta and Jim Szczepaniak, Niles Township High School District 219, Skokie, IL

2344

Strategies for Improving Student Literacy with Mobile Devices

McCormick Place South, Level 1, Room S104A

Develop the skills educators need to use mobile devices for increasing students' engagement in literacy to meet the demands of the Common Core State Standards. Explore practical strategies for using mobile-device features to engage students while improving vocabulary and comprehension, and examine schools' current use of mobile devices and digital texts. In this session, participants will discover instructional strategies, free templates, and other resources they can use to implement mobile devices for reading in the K–12 classroom.

Presenter(s): Ebony Schoon, Crystal Lindsay, and Shelia Graham, NYC Department of Education, Bronx, NY

2345

Using Web 2.0 Tools to Help ELLs Tell Their Stories and Engage in Achievement

McCormick Place West, Level 1, Room W178B

Two ASCD emerging leaders will present ways to use a variety of Web 2.0 tools to support ELL students in developing listening, speaking, reading, and writing skills. The session will include examples of lessons and student projects that effectively use these tools and a short unit that explores the intersection of poetry, technology, and narrative. The session will also focus on how these tools allow students to share their personal stories to build emotional and cognitive engagement, which leads to increased academic achievement.

Presenter(s): Veronica Reilly, Thurgood Marshall Academic High School, San Francisco, CA; Patricia Dickenson, National University, San Jose, CA

2346

Student-Centered Coaching

McCormick Place South, Level 1, Room S105A

Are you wondering how coaching aligns with the Common Core State Standards? Would you like coaching to have a measurable effect on student learning across grades K–12? Discover a model for coaching that does just that. Student-centered coaching maintains a laser-like focus on students, is driven by data, and is established within a culture of learning. By focusing coaching on student learning—rather than on fixing teachers—a coach can navigate more directly toward measurable effect and increased student achievement.

Presenter(s): Diane Sweeney, Spark Innovation, Denver, CO

2347

How Reality TV Is Transforming Learning

McCormick Place South, Level 1, Room S103BC

The expansive worlds of tinkering, maker culture, and even reality television combine to create rich opportunities for learning, mentoring, and teacher development. Student engagement increases when minds and hands are in gear and making things of personal significance, combining the best of the analog (craft) and digital world. The presenter will share strategies for effective project-based learning, the theoretical basis of constructionism, and documentation of student learning.

Presenter(s): Gary Stager, The Oaks School, Los Angeles, CA

2348

Moving Mountains: How Thinking Instruction Ignites Common Core Shifts

McCormick Place South, Level 1, Room S105D

The Common Core State Standards call for instruction that builds knowledge and produces competent critical thinkers. Effective implementation will depend on how educators address the six instructional shifts that have emerged. This session is designed to reflect on these current shifts and examine how the explicit teaching of thinking can spark the kind of cognitive development and intellectual mindfulness students will need to meet these expectations.

Presenter(s): Sheryl Dwyer, Comprehensive Thinking Strategies, Orange Park, FL; Sandra Parks, Consultant, St. Augustine, FL

2349

IB Implementation and Its Positive Effect in a Large Urban School District

McCormick Place West, Level 1, Room W175C



Current research suggests that International Baccalaureate (IB) students in Chicago Public Schools attend four-year colleges, attend more selective colleges, and persist in college at higher rates than similar students in honors programs and selective-enrollment high schools. Hear from a district IB coordinator and an IB regional development specialist on large-scale district implementation. The presenters will show findings on the postsecondary

experiences of students in the IB program and discuss the effect of IB at the college level and the implications of IB in regard to college access and outcome.

Presenter(s): Sara Leven, Chicago Public Schools, Chicago, IL; Melissa Roderick, Consortium on Chicago School Research, Chicago, IL; Brian Spittle, DePaul University, Chicago, IL; Ann Wink, International Baccalaureate, Cedar Park, TX

2350

Building Science Teacher Leaders

McCormick Place West, Level 1, Room W177

In this session, the presenters will discuss their work together and how it led them to develop science teacher leaders. The team's collaboration began with a university coach supporting science teachers and took off from there. Session participants will consider ways that this specific journey has general implications toward developing teacher leadership across a subset of schools.

Presenter(s): Carla Shortino and Wendy Jackson, DePaul University, Chicago, IL; Lisa Wissert, Chicago Public Schools, Chicago, IL

2351

Connecting Teacher Effectiveness and the Common Core Standards: A Single Approach to Improvement

McCormick Place West, Level 1, Room W186A

With pressure to improve teacher effectiveness and simultaneously introduce the Common Core State Standards, districts are challenged with allocating the appropriate time and resources to effectively implement two high-stakes initiatives. In this interactive session, participants will examine the strategies used by four urban districts (Memphis, District of Columbia, Baltimore, and Syracuse) that are leveraging the use of instructional frameworks to implement the standards in their attempts to build a single-reform strategy rather than creating competing initiatives.

Presenter(s): Jason Stricker and Michael Moody, Insight Education Group, Encino, CA



Who Can Deliver Sustainable School Improvement?

Ask for a FREE Consultation TODAY!

Contact ASCD Program Director at
jpride@ascd.org, 1-800-933-2723 or
1-703-578-9600, ext. 5634
to develop your customized
capacity-building solution.

ASCD SIGNATURE CAPACITY-BUILDING IMPROVEMENT MODELS

- Teacher-Leader Model
- School-Improvement Team Model
- Instructional Coach Model

ON-SITE PROFESSIONAL DEVELOPMENT

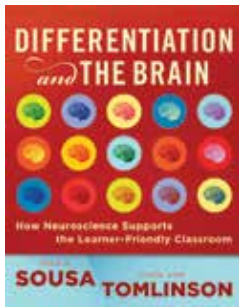
Powerful Capacity-Building Solutions from ASCD

For nearly 70 years, ASCD, the non-profit professional development association for educators, has served educational leaders with the highest-quality professional development solutions dedicated to supporting the success of each learner. Our proven capacity-building solutions provide educators with the support for instructional and leadership practices that administrators and teachers need to succeed

Aligned. Customized. Differentiated. Job-Embedded.

Don't just improve learning —transform it.

Turn your passion for better learning into results that count.



BOOKS | EVENTS | ON-SITE PD | ONLINE COURSES

Visit booth #923



We can help!
solution-tree.com
800.733.6786

A Courtesy

As a courtesy to other participants and presenters, please turn off the sound on all electronic devices or set them to vibrate mode. All telephone calls must be answered outside the meeting rooms.



MONDAY, MARCH 18

8:00–9:30 a.m.	More than 40 sessions to choose from <i>Special Feature:</i> Yvette Jackson
9:30–10:00 a.m.	Free time to explore the Exhibit Hall
10:00–11:30 a.m.	More than 40 sessions to choose from <i>Special Feature:</i> Van Jones
11:30 am–1:00 p.m.	Free time to explore the Exhibit Hall
1:00–3:00 p.m.	More than 40 sessions to choose from <i>Special Feature:</i> Tim Shriver <i>Special Feature:</i> Amy Valens and Daniel Schwartz



THESE ICONS INDICATE THAT THE PARTICULAR SESSION



Features scientifically based education research



Is presented by an author of an ASCD book or action tool



Is being live-streamed

Information in the program guide is current as of January 2013. For the most up-to-date information, please visit Map Your Show, ASCD's online conference program planner, at www.ascd.org/mapyourshow or www.ascd.org/ascd13app. You can also visit ASCD's Annual Conference website at www.ascd.org/annualconference.

INVITED SPEAKERS

MONDAY, MARCH 18



SPECIAL FEATURE

Yvette Jackson, National Urban Alliance,
Syosset, NY

3100 **Transforming Learning and Teaching Through the Pedagogy of Confidence**

One of education's inconvenient truths is that underperforming students fall short of their potential because too much time and energy is focused on remediation. These students do far better when schools use high-operational practices that identify student strengths and nurture their confidence in innate intellectual ability. Yvette Jackson will share ways to systematically develop students' cognitive skills, reflective thinking, and high-intellectual performances.

*Location: McCormick Place West, Level 1, Room W175C,
8:00–9:30 a.m.*



SPECIAL FEATURE

Van Jones, President and Cofounder, Rebuild the
Dream, Los Angeles, CA

3200 **Beyond Green Jobs: The Next American Economy**

Reflecting on his journey from grassroots outsider to White House insider, Van Jones will propose a powerful plan to restore hope, fix our democracy, and renew the American dream. Using stories of those who have made a difference and ideas about what we can do to help point our country in a new direction, Van offers hope that people-powered innovations can get the U.S. economy working again. A strong supporter of education, Jones inspires audience members to find ways to get involved. Participants will be inspired to think about problems in new ways and come up with solutions that benefit us all.

*Location: McCormick Place West, Level 1, Room W196,
10:00–11:30 a.m.*



An Online Community of Educators

Did you know there's a large community of educators on Twitter and it grows every day? Use hashtags like **#ASCD13**, **#edchat**, and **#cpchat** (connected principals) to join in online conversations and connect with educators dealing with the same challenges you are. Start building your professional learning community today!



SPECIAL FEATURE

Timothy Shriver, Chairman and CEO of Special Olympics, Washington, DC

3300 **Special Olympics: It's Our School, Too**

The inclusion movement has brought great change and promise for students with special needs. But if inclusion is only about the special education students, it will always be half-done. That's why Special Olympics promotes unity, with roles and benefits for everyone, within and outside of classrooms. The Project UNIFY model is about connection, respect, and fun in a way that can change attitudes quite suddenly and often for life. Hear from a leader in the social inclusion movement about the power of student leaders of all abilities working together to change attitudes, school climate, and entire communities. This session will include a student-performed play.

Location: McCormick Place West, Level 1, Room W196, 1:00–3:00 p.m.

SPECIAL FEATURE



Amy Valens, Filmmaker, Forest Knolls, CA

Daniel Schwartz, Baker Demonstration School, Evanston, IL

3301 **August to June: Bringing Life to School!**

In this session, participants will view Amy Valens's documentary *August to June: Bringing Life to School!* Participants will intimately follow a year with an experienced teacher and 26 3rd and 4th graders in an unconventional public school classroom where the tenets of the Whole Child Initiative are thriving. A discussion with filmmaker and teacher Amy Valens will follow the film.

Location: McCormick Place West, Level 1, Room W179A, 1:00–3:00 p.m.



INNOVATIVE SOLUTIONS FOR DIVERSE NEEDS

ERB offers admission and achievement assessments for students in Pre-K to Grade 12. All of our solutions are available online, giving ERB member schools around the globe fast, convenient access to a variety of resources:

- › **Independent School Entrance Exam (ISEE) and ISEE Online** now available at over 400 Prometric sites around the world for applicants to Grades 2 to 12!
- › **Comprehensive Testing Program (CTP) and CTP Online**, a rigorous assessment of student achievement of essential standards and learning domains for Grades 1 to 11 in English language arts and mathematics, plus science for Grades 3 to 11.
- › **Writing Assessment Program (WrAP) and WrAP Online** as well as the online Writing Practice Program (WPP) for evaluating and strengthening skills in writing for Grades 3 to 12.
- › **ERB Pathways**, your resource for teacher and student support services! The Pathways programs are used as part of an ongoing curriculum to help build your students' math, writing, and vocabulary skills with guided practice and tutorials. Some of these web-based programs are available FREE with your ERB membership!



Visit us at www.erblearn.org and discover the benefits of becoming a member school today!



Observe and Assist with

OBSERVER [®] TAB

TEACHER & STAFF EVALUATION Web-based System

Summative and formative tools that collect, tabulate, and analyze data

- *by standard* • *by grade* • *by department*
- *across schools district-wide*

**Perfect for
Mobile
Devices!**

Visit us in Booth 500.



Brinkman-Forlini-Williams, LLC
PO Box 10, Bronxville, NY 10708
800-975-5001 www.ObserverTab.com

MONDAY, MARCH 18

8:00–9:30 A.M.

SPECIAL FEATURE

8:00–9:30 a.m.

3100

Transforming Learning and Teaching through the Pedagogy of Confidence

McCormick Place West, Level 1, Room W175C



Please see the session description on page 122.

Presenter(s): Yvette Jackson, National Urban Alliance, Syosset, NY



3101

A High School Professional Development Program for Student Teachers

McCormick Place West, Level 1, Room W183B

This session will explore a unique framework of schoolwide support services for student teachers that assists them with navigating the school environment and making a more successful transition to classroom teaching. Learn how a model of providing an on-site, dedicated professional development coordinator enables student teachers to work collaboratively and have a genuine teaching and learning experience. By the end of the session, participants will understand what works best to help student teachers make contributions that are useful and practical to stakeholders.

Presenter(s): Richard Lange, National-Louis University, Chicago, IL; Antwan Babakhani, Niles West High School, Skokie, IL; Todd Frantz, Amundsen High School, Chicago, IL; Patrick Riley, Chicago Tech Academy, Chicago, IL

3102

Formative Walkthroughs: Targeting Increases Student Achievement

McCormick Place West, Level 1, Room W195

Taking a formative approach to walkthroughs elevates them from mere mini-observations to vehicles for significant professional learning. Using vignettes from real classrooms, the interactive session will help administrators use learning targets, performances of understanding, and student look-fors to discern lesson quality, feed teachers forward, and promote evidence-based learning in their building and district. Extensive presentation materials and an action tool promote immediate application of new learning.

Presenter(s): Connie Moss and Susan Brookhart, Duquesne University, Pittsburgh, PA

3103

The Collaborative Analysis of Student Learning for Excellence with Equity

McCormick Place West, Level 1, Room W186B



The Collaborative Analysis of Student Learning (CASL) system uses collective inquiry into content, assessment, and instruction that results in responsive and equitable interventions for struggling learners. Teacher study groups use specific collaborative norms as they assess and analyze students' progress toward local learning standards. Through extended guided inquiry, teachers discover how their students learn best and how to provide appropriate learning opportunities for all students. The CASL system especially helps those whose cultural backgrounds are different than their teachers'. Participants will learn about the five CASL inquiry phases by engaging in case examples.

Presenter(s): Amy Colton and Jennifer Rosenberg, Center For Collaborative Inquiry, Ann Arbor, MI

3104

Information for Transformation: Lessons Learned from Central Falls

McCormick Place West, Level 1, Room W175B

In this session, learn how educators at Central Falls High School are turning the school around, making plans by analyzing strands of data and making progress by emphasizing the human connections of teaching and learning. Participants will see how the presenters create personal data portraits by combining quantitative data (such as attendance) with digital portfolios of student work. Then, by adding social network discussions to these portraits, educators help students set and reach individual achievement goals.

Presenter(s): David Niguidula, Ideas Consulting/Richer Picture, Providence, RI; Jodi Timpani, Central Falls High School, Central Falls, RI

3105

The Whole Child Approach and ASCD's Whole Child Network of Schools

McCormick Place West, Level 1, Room W194B

In May 2012, ASCD selected a small group of schools to become part of its Whole Child Network of Schools. Since then, network participants have come together to change the conversation about education from a focus on narrowly defined academic achievement to one that promotes the development of children who are healthy, safe, engaged, supported, and challenged. Come hear a panel of principals share their beginning stories and be part of the conversation as the presenters examine some of the necessary components for a successful, comprehensive school improvement process using the whole child approach.

Presenter(s): Donna Snyder and Adriane Tasco, ASCD, Alexandria, VA

3106

Real-World PolarTREC Archaeology with Google Earth

McCormick Place West, Level 1, Room W184A

The past can be tough to relate to, but projects like PolarTREC, which brings teachers out into the field to share real science with students online, make it a lot easier. The presenters in this session hope to open the window of the past to students by using real-world research,

artifacts, and technology to engage them in being part of the solution-finding team. Participants will learn how to integrate online expeditions, journals, question-and-answer forums, and live webinars to infuse authenticity into their curriculum.

Presenter(s): Wendy Gorton and Jeff Rasic, PolarTREC, Fairbanks, AK

3107

Using iPad Tablets in the Classroom

McCormick Place West, Level 1, Room W184D

Schools across the United States are implementing initiatives using mobile devices. Tablet devices such as iPads are becoming more and more common in classrooms—some schools provide one for every student, while others opt to put five or six in each classroom and use them for remediation or enrichment. In this session, the presenters will talk about various ways to manage classroom tablets, how to search for and find the best education apps, and ways to correlate these apps to Bloom's Taxonomy, the Depth of Knowledge model, and the Common Core State Standards.

Presenter(s): Julie Barchenski and Amy Youngblood, SuccessLink, Jefferson City, MO

3108

Differentiated Math Instruction Through Games

McCormick Place West, Level 1, Room W185A

Math games are an engaging medium that can be easily differentiated to meet the needs of all children. Math games reinforce learned skills, teach fluency and problem solving, and promote oral-reasoning skills. In this session, participants will learn how to use a mathematical concept to create differentiated games that meet the diverse needs of their students. Participants will have opportunities to play and create games and will receive resources that support using math games as a learning tool.

Presenter(s): Kathryn Howard, Lauren Kaplan, Maria Dotter, and Meryl Glicksman, Spruce Street School PS 397, New York, NY

3109

Making a Shift: Integrating Technology Through an Instructional Lens

McCormick Place West, Level 1, Room W183A



How do you integrate technology through an instructional lens? In most districts, educators integrate technology and then select instructional goals. Come and learn what happens when you shift those elements by first selecting instructional goals and then integrating technology. In partnership with the Marzano Research Laboratory, San Juan Unified School District conducted action research to investigate effective technology-integrated lessons. Come find out how making a shift can lead to powerful teaching and learning.

Presenter(s): Debra Pickering, Marzano Research Lab, Littleton, CO; Cheryl Dultz and Kalei Eskridge, San Juan Unified School District, Carmichael, CA

3110

i3Nduction: Inviting, Inspiring, and Igniting New Teachers

McCormick Place West, Level 1, Room W192A

Need to know how to give new teachers a head start and induct them in your district's culture? Learn how to provide new professionals with a comprehensive and differentiated induction, including essential concepts like building relationships, content standards, innovative instructional strategies, effective classroom management principles, and more. Also discover how we build the capacity of teacher leaders who mentor and document the learning that occurs in the mentor-protégé relationship.

Presenter(s): Jo-Lynette Crayton and Helen Mowers, Killeen ISD, Killeen, TX

3111

Ensuring Success for English Language Learners in the Era of Common Core State Standards

McCormick Place West, Level 1, Room W180

The Common Core State Standards (CCSS) affect how educators teach and the learning environments educators promote. Embedding literacy instruction across all content areas creates particular challenges for English language learners (ELLs) and the teachers who

work with them. In this session, the presenters will focus on how to engage participants in the process of using language standards and example model performance indicators in tandem with the CCSS, illustrating how language and content instruction can be effectively combined to maximize ELL student learning, even while enhancing learning for all.

Presenter(s): Timothy Boals, Margo Gottlieb, and Mariana Castro, University of Wisconsin, Madison, WI

3112

Increasing Parental Involvement in High School Mathematics

McCormick Place West, Level 1, Room W178A

To increase the connection between classroom and home, the presenter created a curriculum for a yearlong series of parent workshops for his Algebra 1 students' parents. The students' parents attended monthly Saturday sessions to learn the most prominent aspects of the curriculum so they could better support their child at home with homework and studying. The effects of this program, proven by three years of data, are remarkable. In this session, the presenter will detail how he'd like to help establish similar programs in high schools across the country.

Presenter(s): Cliff Breese, Horace Howard Furness High School, Philadelphia, PA

3113

Implementing Mapping to the Core and Curriculum 21 in a Bilingual, Bicultural School

McCormick Place West, Level 1, Room W184BC

What does preparing students for 2025 look like in a bilingual, bicultural independent school? During this session, leaders will share how teachers and staff of the Chinese American International School in San Francisco have adapted the Mapping to the Core process to upgrade and map a viable 21st century curriculum in English and Mandarin. Presenters will share how they engage faculty and administrators schoolwide by using three essential curricular questions—What should we keep? What should we cut? What should we create?—to guide decisions.

Presenter(s): Ann Johnson, Chinese American International School, San Francisco, CA; Elizabeth Larose and Kevin Chang, Curriculum Designers, Ames, IA

3114

“Excuse Me, MIS”: Mis-conceptions, Mis-takes, and Mis-sed Opportunities in Science Teaching and Learning

McCormick Place West, Level 1, Room W187A

In this session, presenters will share elements of their STEM PD model and data-supported findings from an NSF-supported partnership with the University System of Maryland. Participants will engage in an interactive session to learn how classroom teachers can maximize STEM student engagement and learning by understanding the role and challenging their understanding of misconceptions, mistakes, and missed opportunities that often occur in the classroom setting. Next, the presenters will offer concrete methods for collecting supporting data and suggestions for using that data to help teachers improve their practice.

Presenter(s): E. Dewayne Morgan, University System of Maryland, Adelphi, MD; Felicia Martin, Prince George’s County Public School System, Lanham, MD

3115

Improving Students’ Reading and Writing of Informational Texts: Methods and Structures

McCormick Place West, Level 1, Room W183C

Find out how to achieve the Common Core levels of reading and writing across English language arts, social studies, and science. Participants will access assessments that will let them give expert, efficient feedback; study predictable skillsets they can teach across content; and learn how to maximize transference and independence. By deepening reading and writing connections, teaching is more effective and lasting. In this session, the authors of *Pathways to the Common Core* will share research, unit plans, and assessment tools.

Presenter(s): Chris Lehman, Mary Ehrenworth, and Lucy Calkins, Teachers College, New York, NY

3116

Scheduling and Organizing Support for RTI in High School

McCormick Place West, Level 1, Room W190A

High schools struggle to provide responsive, short-term Tier 1 and 2 interventions during the school day. Attempts to help students before and after school, during lunch, or in place of study hall have proven unsuccessful as systemic approaches. This session explores an innovation being placed into many high school schedules: the intervention/enrichment period. The presenters will share bell schedules, program ideas, planning documents, and management systems from schools around the United States.

Presenter(s): Michael Rettig, School Scheduling Associates, Charlottesville, VA

3117

Serving African American Male Students: Essential School and Classroom Changes

McCormick Place West, Level 1, Room W181C

This session will provide a set of features identified over years of rigorous research that address the academic and socioemotional needs of African American males. Through a series of interactive demonstrations, participants will acquire specific strategies for teaching and developing African American male students. Learn school management techniques, instructional strategies, and behavior management solutions for African American male students’ academic and social success, and make essential adjustments to put them on the path to increased achievement and the elimination of discipline issues.

Presenter(s): Wanda McNair, Helen Stiff-Williams, and WaNelle Anderson, Regent University, Virginia Beach, VA

A conference evaluation will be e-mailed to all participants who have provided us with a valid e-mail address. To help us plan future conferences that meet your needs, we need your input. Please respond to the e-mail evaluation.

3119

The Principal's Changing Role in Teacher Evaluation

McCormick Place West, Level 1, Room S102D

The Midwest Principals' Center supports principals by enriching their leadership, affiliation, and knowledge. This session's presenters, who are sitting principals, will discuss how their role is changing with regard to current education reform, specifically teacher evaluation. Members of the panel will discuss the various roles principals play as coach, mentor, supervisor, evaluator, curriculum specialist, and more to make the teacher evaluation process a source of growth for teachers. Presenters will use personal anecdotes to highlight the complexity of the ever-changing principal role and provide a means for networking and interactive discussion.

Presenter(s): Luann Cooper and Joseph Hailpern, Midwest Principals' Center, Wheaton, IL

3120

Elementary Math Games to Teach the Core: Engaging Activities for All Students

McCormick Place South, Level 1, Room S102BC

Are you looking for ways to challenge, motivate, and engage learners in your math program? In this session, you will learn how to use games as a teaching strategy for delivering core curriculum and why this powerful strategy works. The presentation materials, student samples, assessment, and game ideas will focus on the areas students often struggle with. The presenter will share ideas for making math come to life for general, Title I, special-education, and after-school programs. Come prepared to play and learn how both students and teachers can benefit from this effective strategy.

Presenter(s): Jane Felling, Box Cars & One-Eyed Jacks, Edmonton, Alberta, Canada

3121

The "New" Urban Educator

McCormick Place West, Level 1, Room W186C

A viable teacher-preparation program understands that there must be a connection with neighboring schools and serves as the bridge between research and practice. In southern New Jersey, where high-risk elementary schools are at an all-time high, Rowan University offers a solution in its unique system of designing, supplementing,

and inevitably changing the inner workings of what is considered a professional development school. The presenters will describe what it means to be an urban educator and how to tackle all the inside and outside influences as educators change the future of urban education.

Presenter(s): Shawna Bushell and Corine Meredith, Rowan University, Glassboro, NJ; Roy Dawson Jr., Bridgeton School District, Bridgeton, NJ

3122

Standards-Based Math: The First Year of One Middle School's Journey

McCormick Place West, Level 1, Room W178B

Once upon a time, four curious math teachers were inspired by the 2011 ASCD Annual Conference to dive head first into standards-based grading. The journey has been fun and full of many unexpected benefits and challenges. In this session, the presenters will share their highs and lows, how to empower kids to take responsibility for their grades, the pains and pitfalls of bad quizzes, whether to use subjectivity in grading, and much more.

Presenter(s): Jana Sparks, Hope Isitt, Leslie Adams, and Erin Thomas, Odle Middle School, Bellevue, WA

3123

Developing Districtwide Leadership That Is Willing and Able to Lead

McCormick Place West, Level 1, Room W192C

In this age of accountability, the need for change is greater than ever. How can administration provide all the components necessary to move a district into sustained improvement? In this session, hear how, over a six-year period, one school district used the work of leading researchers to develop administrative training, mentoring, and team building to create a strong administrative team that is ready, willing, and able to lead change with positive results. Hear how this district and its schools were transformed from good to great.

Presenter(s): Carole Geary and Christopher Fisher, Pleasant Valley School District, Brodheadsville, PA

3124

Learning from Norway's National Curriculum to Refine the Common Core Standards

McCormick Place West, Level 1, Room W176B

Assuming that a nation's education success is based on a combination of economics and Program for International Student Assessment scores, then Norway outperforms Finland, Singapore, and the United States. U.S. and Norway curricula were analyzed using an innovative method that exposes the strengths and weaknesses of each. In this session, participants will leave with specific examples of curriculum standards and language based on the data from Norway's curriculum. Participants may use the data to improve or supplement the Common Core State Standards to better prepare U.S. students to compete in global markets.

Presenter(s): Anissa Lokey-Vega, Kennesaw State University, Kennesaw, GA

3126

Three Principles for Growing Your Staff: Building Capacity, Creating Continuity, and Breeding Innovation

McCormick Place West, Level 1, Room W185BC

Each year, we engage in a cycle of recruiting new teachers into the tapestry of our existing team. Through this interactive session, participants will engage in a strengths and needs assessment of their current teachers. Which teachers want or need a change? How do we empower our teachers to embody three qualities: capacity, continuity, and innovation? Participants will identify anchors on their staff for each of these three guiding principles. They will receive tools to create an action plan for growing a staff that meets the needs of students, teachers, and the larger organization.

Presenter(s): Miranda Nichols and Nancy Harris, Spruce Street School-PS397, New York, NY

3127

Successful Learning Stories on Peer and Self-Assessment

McCormick Place South, Level 1, Room S101A

How can teachers create opportunities for students to self-monitor and share their voice? Learn how to support students in providing feedback to their peers and monitoring their own progress that is

directly related to learning goals and shared criteria. In this session, participants will acquire effective pedagogical practices that have been proven to transform student awareness. These strategies have contributed greatly to student motivation, engagement, and success in over 71 elementary and secondary schools throughout Ontario.

Presenter(s): Yves Rainville, CFORP-FARE, Sudbury, Ontario, Canada

3128

How to Decode the New Americans with Disabilities Act and Section 504

McCormick Place West, Level 1, Room W192B



Recent amendments to the Americans with Disabilities Act have significant implications for K–12 schools, especially with respect to providing Section 504 plans for students. By broadening the definition of disability, the amendments may make more students eligible for Section 504 adaptations and accommodations. This presentation will explain the new amendments and why parents may regard a Section 504 plan as more desirable than an Individualized Education Program. Administrators and teachers need to be aware of the changes and prepared for the possible shifts in parent attitudes.

Presenter(s): Kathleen Conn, Neumann University, Aston, PA Icons:

3129

Outdoor Play and Learning: Policy and Practice

McCormick Place West, Level 1, Room W177




In this session, participants will learn about national school district policy and practice regarding elementary school children's outdoor learning and play. District representatives from 173 randomly selected school districts completed questionnaires describing policy and practice related to recess, outdoor play, outdoor curricular studies, playground materials, ADA accessibility, and administrative support. Quantitative analyses indicate that although the largest proportion of school districts overall reported maintaining the same amount of outdoor activity time, more school districts reported decreasing time spent outdoors than school districts that reported increasing children's time outside.

Presenter(s): Kathleen Burriss and Larry Burriss, Middle Tennessee State University, Murfreesboro, TN

3130

Adopt-a-Class Program Evaluation

McCormick Place West, Level 1, Room W182

 The Expanding Horizons project is a community/K–12 school partnership that offers a set of field trips intended to engage 5th grade students' imagination about their future education, careers, and choices that will enable their dreams to come true. The associated research is a longitudinal evaluation of the project's effect on students' educational and vocational aspirations and their life choices. The study follows students from two primary schools (one intervention and one paired control) to two secondary schools in a large urban Canadian school district. This research is generously funded by a grant from the Cmolik Foundation.

Presenter(s): Michelle Nilson, Simon Fraser University, Surrey, British Columbia, Canada

3132

Design Thinking: Cultivating Tomorrow's Critical Thinkers and Innovators Today

McCormick Place West, Level 1, Room W181B

Now is the time for K–12 schools to equip our young people with the skills to become tomorrow's bold critical thinkers and innovators—their persistence and success in college and careers requires it. In this hands-on session, participants will experience “design thinking,” an empowering process driven by personal interests that helps students learn how to identify and address real-world problems and experience a design challenge in real time.

Presenter(s): Sarah Pazur, Henry Ford Academy, Detroit, MI; Deborah Parizek, Henry Ford Learning Institute, Dearborn, MI

3133

Comics, Curriculum, and the Whole Child: Using Graphic Novels Across the K–12 Curriculum

McCormick Place West, Level 1, Room W179A

Graphic novels are an increasingly popular format for meeting the recreational and educational needs of all learners, regardless of whether they are reluctant readers, students with special needs, ESL students, or AP students. This session will present the hottest graphic novel titles and the latest graphic novel research. The presenter will introduce strategies for using curriculum-based graphic novels to

teach the whole child in grades K–12 and make connections to the Common Core State Standards and other national standards. Bibliographies and handouts will be available for download.

Presenter(s): Karen Gavigan, University of South Carolina, Columbia, SC

3136

Clear, Collaborative Communication with Parents Ensures Student Success

McCormick Place South, Level 1, Room S101B

To create a more positive educational experience for children, educators must consider parents partners in the learning community. Oftentimes parents feel disengaged from schools because of their own childhood experiences or because a school hasn't attempted to create a healthy and respectful partnership with them. Parents increasingly find themselves in the role of adversary instead of ally, whether it is about homework, standardized testing, or fundraising support for school programming. In this session, an advocate for positive parent engagement in education will address how to facilitate better communication, how to engage parents, and how to create other opportunities for community engagement.

Presenter(s): Myrdin Thompson, National Family Engagement Alliance, Louisville, KY

3137

Defying the Norm: Innovative Ideas and Tangible Results

McCormick Place West, Level 1, Room W190B

Improving student achievement requires a collaborative and coherent effort among all stakeholders. This session will provide proven best practices to increase student achievement and boost a school system's culture for improvement and teaching and learning. Learn how one school district has defied the norm in the midst of significant community change that has taken place over the past 10 years. The presenter will share a strategic planning process that has resulted in the district achieving AYP for an unprecedented six consecutive years.

Presenter(s): Linda Seigny, Rockdale County Public Schools, Conyers, GA

3141

Seven Golden Rules of Ethics Training for Teachers and Principals in Testing Environments

McCormick Place West, Level 1, Room W193B

The recent cheating scandals across the United States have highlighted how the high-pressure cooker of testing has prompted teachers and principals to make tough decisions that are unethical. How does one stop a teacher or principal from doing bad things in an outcome-driven environment? This session examines the importance and need for ethical training for teachers and principals in testing environments. Using case studies and technology to simulate real-life scenarios, the session discusses seven golden rules for teachers and principals to act ethically when it comes to testing.

Presenter(s): Tom Shields, University of Richmond, Richmond, VA; Dave Myers and Eric Jones, Henrico County Public Schools, Richmond, VA

3142

Developing Differentiated Formative Assessments to Customize Learning for English Language Learners

McCormick Place West, Level 1, Room W187B

All English language learners are unique, and designing instruction that is both rigorous and meaningful based on their level of language acquisition is a challenging task. This interactive session will empower educators to create differentiated formative assessments that provide targeted feedback to both the teacher and student, resulting in increased achievement for all learners. Participants will leave with concrete strategies that allow them to begin designing these assessments, and tools to help use the data to intentionally differentiate and customize instruction to every learner's needs.

Presenter(s): Rachel Syrja, The Leadership and Learning Center, Denver, CO

3143

Great Urban Schools Exist and More Are Possible

McCormick Place West, Level 1, Room W181A

Schools That Can Milwaukee (STCM) is leading an unprecedented cross-sector collaboration of public, charter, and private schools that serve more than 9,000 students in Milwaukee. Using proven

strategies and a leadership model, STCM is developing high-quality urban schools. Participants in this session will learn strategies that they can use in schools to improve student achievement; create a sustainable, high-performing culture in high-poverty neighborhoods; and develop a cadre of teachers and school leaders to sustain high-performing schools.

Presenter(s): Kole Knueppel and William Hughes, Schools That Can Milwaukee, Milwaukee, WI

3145

Sleeping with the Enemy: Multiuniversity Curriculum Design for a One-Year Residency Program

McCormick Place West, Level 1, Room W176C

Six private universities located within the same metro area and with competing programs in teacher education united in an effort to design a joint one-year residency program for initial licensure in secondary education. Presenters in this session will share their story of the larger general exploratory phase of program development and their eventual emergence as a four-member curriculum design team. Their story describes their two-year curriculum design process that overcame institutional boundaries while forging collegial relationships and includes their work as a curriculum advisory team during year one of the residency program.

Presenter(s): Robert Nistler, University of St. Thomas, St. Paul, MN; Karen Moroz, Hamline University, St. Paul, MN; Susan Goetz and Jill Long, St. Catherine University, St. Paul, MN; Rob Reetz, Irondale School District, Irondale, MN

3146

Teacher-Led Reform: How Teachers Can Change Reading Instruction Delivery

McCormick Place West, Level 1, Room W193A

This session will address reading instruction reform and look at ways school districts can use their current resources rather than look outside to commercial programs. The presenters will examine the balance between teacher empowerment and accountability and highlight the efforts a New Hampshire school district took to align the needs of their students with the standards while creating their own successful teacher-designed, student-centered reading program.

Presenter(s): Elizabeth Birnam and Debora Nary, Dover School District, Dover, NH

10:00–11:30 a.m.

SPECIAL FEATURE

10:00–11:30 a.m.

3200

Beyond Green Jobs: The Next American Economy

McCormick Place West, Level 1, Room W196

Please see the session description on page 122.


Presenter(s): Van Jones, President and Co-founder, Rebuild the Dream, Los Angeles, CA



3201

Making Your School into a Whole Child School

McCormick Place West, Level 1, Room W192B

 Becoming a whole child school takes two to three years, but the path is well-known. Learn the steps that have led hundreds of schools to success: creating an implementation infrastructure, assessing and improving school climate, analyzing and coordinating social-emotional and character-development programming and integrating it into core curriculum content, and promoting student voice and engagement. Participants will see examples of successful schools and leave with tools to start transforming their own school into one where all students thrive.


Presenter(s): Maurice Elias, Rutgers University, Piscataway, NJ

Please remember that you must wear your Annual Conference name badge at all times. Your name badge is a part of the security system, as well as how you gain admission to conference sessions, the Exhibit Hall, and the shuttle buses.

3202

Rekindling the Message of Gettysburg: Lessons for Today's School Leaders

McCormick Place West, Level 1, Room W194B


 Great accomplishments begin with a leader's credibility. Abraham Lincoln's Gettysburg Address, given 150 years ago, provides inspiration and practical strategies for success. Lincoln's message is powerful: a nation that addresses inequities can realize its democratic vision. This interactive session, based on the presenters' ASCD book *Learning from Lincoln*, invites participants to examine their own leadership voice to envision a future that energizes leaders, rekindles teacher passions, and addresses the needs of each learner. Presentation materials will be provided online.

Presenter(s): Harvey Aloy, Eastern Washington University, Cheney, WA; Pam Robbins, Leadership and Learning, Mt. Crawford, VA

3203

Addressing Academic and Behavioral Problems

McCormick Place West, Level 1, Room W190A


 Trying random strategies before carefully diagnosing student difficulties is like asking a surgeon to perform an operation before carefully diagnosing the cause. It could be both unproductive and costly in terms of time and effort. In this session, the presenter will use case studies to demonstrate a five-step process that diagnoses learning and behavioral problems and gets parents, teachers, and students involved in implementing an action plan using research-based interventions.

Presenter(s): Margaret Searle, Ashland University, Ashland, OH

3205

Making the Common Core Work For You

McCormick Place West, Level 1, Room W183A

 Leaders who helped write the Common Core State Standards will provide insight into the key instructional shifts all educators should know about, top actions educators can take right now to implement the standards in their work, and a list of ready-to-use resources for classrooms and schools.

Moderator(s): Efrain Mercado and David Griffith, ASCD, Alexandria, VA

3206

Using Walkthroughs for Effective Instructional Change

McCormick Place West, Level 1, Room W185D

From an instructional leader's perspective, regular walk-throughs can be an essential part of understanding what is truly happening behind classroom doors. From a teacher's perspective, though, walk-throughs may be considered intrusive, inaccurate, or even a threat. When one high school collected and analyzed their walk-through data, for the first time they were able to see the inside of colleagues' classrooms. Over time, these teachers have seen preconceived notions change, opportunities for collaboration and reflection arise, and accountability increase. Through video interviews and collected data, participants will see each department's instructional development over time as a direct result of teacher-collected walk-through data.

Presenter(s): Rachele Hill, The Colony High School, The Colony, TX; Amy Harp, Lewisville ISD, Flower Mound, TX

3207

How Strategic Adult Behavior Affects Student Achievement

McCormick Place West, Level 1, Room W180

Each day, 17,000 students choose to drop out of school. Find out why strategic and intentional adult behavior are crucial to what students choose to do or don't. In this session, the presenter will share the heart-throbbing parallels of saving lives in emergency situations and the urgency of saving lives in education. He will make you laugh, cry, and reflect as you focus on strategic and intentional adult behavior to dramatically affect student achievement.

Presenter(s): Al Thompson, The Leadership and Learning Center, Englewood, CO

3208

Creating a Healthy Learning Community through Systematic Leadership

McCormick Place South, Level 1, Room S101A

Establishing an education community in which all staff and students are healthy, safe, engaged, supported, and challenged requires leaders to give attention to every aspect of a school and to the needs of the whole child and community. During this session, the presenter

will discuss a systematic approach for creating a positive, student-centered school environment. From positive behavior interventions to academic differentiation to transportation and support services, participants will examine strategies and ideas to begin the process of facilitating lasting campus improvement.

Presenter(s): Lori Mora and Katherine Wanslee, Deer Valley Unified School District, Phoenix, AZ

3209

Creating Professional Learning Communities That Lead to Student Success

McCormick Place South, Level 1, Room S101B

This session focuses on the work of a superintendent and principal who took schools that were performing at average achievement levels and worked with their teams to create two of the most improved high schools in the state and country. The presenters will tell how they created a continual improvement culture, relied on distributive leadership; collaboratively built shared vision and values; and used interventions, formative assessment teams, and professional learning community concepts to bring about significant results in student learning. The presenters will also share what led to the implementation of highly effective professional learning communities dedicated to the success of all students.

Presenter(s): Jack Baldermann, Westmont High School, Westmont, IL; Kevin Carey, Community Unit District 201, Westmont, IL; Scott Helton, DuPage High School District 88, DuPage, IL

3210

Lifelong Learning Through Service

McCormick Place West, Level 1, Room W181B

This session will detail a first-person account of how a service-learning project in one high school influenced a group of young graduates so profoundly that they turned the project into a movement involving successive student cohorts. Five years after its inception, the project has far transcended the educational environment to affect the disadvantaged community it serves in the north of Argentina and the school community at large. A student, a teacher, and a community leader will share their joint journey of how an education project can become a life-changing experience for all involved.

Presenter(s): Luz Del Rio, Saint Andrew's Scots School, Buenos Aires, Argentina; Elena Salazar, Escuela N 129, Palomino, Tucumán, Argentina; Guadalupe Ayerza, Minkai Trabajo Solidario, Buenos Aires, Argentina

3211

The Senior Instructional Leadership Corps (SILC): A Pathway for Future Teachers

McCormick Place West, Level 1, Room W183C

This session presents a highly successful student mentoring program in which high school seniors are trained to work closely with teachers in classrooms across the curriculum. The SILC program emphasizes development of leadership skills and an awareness of effective teaching practices. The session facilitates reflection and appreciation of using seniors as vital instructional leaders in a classroom setting. The ultimate goal is to help participants implement a SILC program in their schools.

Presenter(s): Janice Dreis and Larry Rehage, New Trier High School, Winnetka, IL

3212

Helping Students Who Struggle in Math

McCormick Place West, Level 1, Room W185BC

In this session, the presenter will answer the question superintendents and school administrators are asking: “How are we expected to successfully implement the more rigorous Common Core State Standards in Math when we have high failure rates in algebra and geometry with the old standards?” In his no-nonsense, common-sense, and humorous session, the presenter will address the needs of struggling students, the needs of students living in poverty, and what can be done to improve student performance and achievement.

Presenter(s): Bill Hanlon, Regional Professional Development Program, Las Vegas, NV

3213

Asking Our Customers: Using Student Surveys as a Measure of Teacher Practice

McCormick Place South, Level 1, Room S102D

This presentation will help practitioners understand the research on student surveys and how schools use them as a tool for teacher evaluation. The session will also look at how the results from these surveys can provide feedback to teachers. The presenter will discuss the results from a recent survey validation pilot in Georgia through the state’s Race to the Top initiative involving over 15,000 students and 900 teachers.

Presenter(s): Ryan Balch, Vanderbilt University, Nashville, TN

3215

Teaching About Civil Rights with Smithsonian Resources

McCormick Place West, Level 1, Room W177

In the 2011 National Assessment of Educational Progress test, only 2 percent of high school seniors nationwide could correctly answer a question related to civil rights history. Could your students? Learn some new approaches and strategies in this session led by Smithsonian educators. They will engage you in hands-on, interactive activities that introduce the civil rights movement through the unique lens of Smithsonian collections using their new website, Oh Freedom! Teaching African American Civil Rights through American Art at the Smithsonian (AfricanAmericanArt@si.edu).

Presenter(s): Elizabeth Eder, Smithsonian American Art Museum, Washington, DC

3216

Practical Leadership Strategies to Improve Achievement and College Readiness

McCormick Place West, Level 1, Room W181C

The College Board Advocacy & Policy Center and the National Association of Secondary School Principals are collaborating to create a resource that profiles school leader best practices across the United States. This new and innovative resource will support school leaders in a manner that is inclusive, supportive, and based on high standards. School leaders will discuss how to implement best-practice leadership strategies for creating college-attending cultures; using data to assess and inform school change; and promoting student, family, and community engagement in the school. Participants will actively engage in the session using some of the highlighted research-based strategies.

Presenter(s): Judith Richardson, National Association for Secondary School Principals, Reston, VA; Annika Mary, The College Board, New York, NY; Judith Marty, Mater Academy Charter Middle/High School, Hialeah Gardens, FL; Lavonne Smiley, Tefft Middle School, Streamwood, IL

3217

International Book Club for Teachers: Using Multicultural Literature in the Classroom

McCormick Place West, Level 1, Room W182

LATTICE (Linking All Types of Teachers for International and Cross-Cultural Education) is an organization of American educators and international graduate students who seek to gain knowledge, promote understanding, and overcome stereotypes to improve the world for children. International LATTICE members and K–12 teachers participate in book-club discussions about the accuracy of books about other countries and how a particular book might be used in the classroom. Book club participants learn about other cultures and diverse authors. They also become more aware of differing backgrounds among their students.

Presenter(s): Amy Kilbridge, Ingham Intermediate School District, East Lansing, MI

3218

Arts and Assessment: Michigan's Emerging Story

McCormick Place West, Level 1, Room W193A

Arts has long been the discipline that offers rich, authentic assessments. The Michigan Assessment Consortium is leading a collaborative project resulting in a Michigan Arts Education Blueprint, an audit tool, and a framework for model assessments. This session illuminates how assessment can and should be used to advance student learning and meet 21st century skills. Assessment literacy and this collaborative project provide the prologue and epilogue for this story.

Presenter(s): Kathy Dewsbury-White, Michigan Assessment Consortium, Haslett, MI

3219

Research in the 21st Century

McCormick Place South, Level 1, Room S102BC

Participants in this session will learn how to infuse 21st century technology into their classroom to enhance their research practices and implementation. The presenters will demonstrate not only the skills and standards met, but also the tools educators can use to develop students' ability to research, construct, and analyze material. The presenters will focus on developing research projects aligned with Common Core State Standards and 21st century learning skills. They will also examine different research practices in the classroom and

demonstrate the use of multiple Web 2.0 tools and iPad integration to engage and improve research instruction.

Presenter(s): Nick Bakke and Caleb Hundt, Cashton School District, Cashton, WI

3220

Lessons Learned: Implementing Danielson's Framework for Teaching

McCormick Place South, Level 1, Room S102A

This interactive session will examine how principals used Danielson's Framework for Teaching to improve teaching and student learning in their schools. Presenters will share their story on how to deeply engage teachers when implementing the teacher observation and evaluation model. Participants will partner up and complete mock self-assessments and goal-setting targets and participate in a pre- and post-observation conference.

Presenter(s): Carolyn Poole, Pearl Harmon, and Melissa Ellis, Prince George's County Public Schools, Upper Marlboro, MD

3221

You Expect Me to Read Your Feedback on My Paper?

McCormick Place West, Level 1, Room W194A

In this session, participants will examine a model of giving feedback where written and oral comments are paired with explicit instruction. This model holds students accountable for reflecting and applying feedback. Participants will hear results of two case studies (elementary and higher education), view videos of student conferences, and examine written student feedback. The session will demonstrate the steps in the feedback model participants can use to lead this process with their own students.

Presenter(s): Michelle Hanson, University of Sioux Falls, Sioux Falls, SD; Amanda Schouten, Garfield Elementary School, Sioux Falls, SD; Renee Neu, Rosa Parks GS/WL Elementary, Sioux Falls, SD

3222

Bullying in the Digital Age

McCormick Place West, Level 1, Room W175C



Bullying is no longer confined to the schoolyard. Today cyberbullying can proliferate in an instant, emotionally scarring young people and disrupting school life. New policy

mandates demand action, but technology abuse can be difficult to track and manage, especially when it begins off campus. In this interactive workshop, participants will assess their institutions to identify needs, explore the elements of a comprehensive school approach to cyberbullying, and discuss legal and disciplinary responses to online aggression.

Presenter(s): Beth Yohe, Anti-Defamation League, Denver, CO

3224

Using the Employability Skills Assessment for All High School Students

McCormick Place West, Level 1, Room W186B

Originally designed to set a standard for career and technical education (CTE) internships and job shadows in Chicago Public Schools (CPS), the Employability Assessment used in all CTE courses has helped create and embed opportunities for CTE teachers and students to discuss and assess skills and behavior that affect employability, job retention, and more. Now in its third year of implementation outside of CPS, other school districts and hundreds of community-based organizations are clamoring for access to this assessment.

Presenter(s): Karen Cushing, Leslie Beller, Julia Flores, and Sarah Rudofsky, Chicago Public Schools, Chicago, IL

3225

Orchestrating Student Voices to Build a Community of Learners

McCormick Place West, Level 1, Room W187C

In this session, experience activities designed to engage students of all age levels and populations in building their own community of learners. Participate in activities that facilitate the teacher and students getting to know each other. Learn how these interactive activities allow students to direct their learning and interactions while giving the teacher data to design meaningful, relevant learning experiences. Participate in small-group discussions to construct understanding in how community-building activities enhance student learning and promote social justice. Presentation materials for all activities will be available for download.

Presenter(s): Jennifer Fontanini, Linda Carpenter, and Linda Neiman, Cardinal Stritch University, Milwaukee, WI

3227

Rethinking Arts Education and the Whole Child: A School–University Partnership Model

McCormick Place West, Level 1, Room W193B

Teaching the whole child is especially valued in a new practice model between a suburban school and university, supporting preservice arts education majors and students with special learning needs. Our three-tiered experiential learning design helps future teachers understand their needs as professionals and better prepare for student needs through an assessment of the college's special education courses, expanded classroom observation and student interaction opportunities, and bartered professional development activities between school and university.

Presenter(s): Maria Kreiter, Valley Forge Educational Services, Paoli, PA; Bryan Burton, West Chester University of Pennsylvania, West Chester, PA

3228

Advocating for Whole Child Policy in Your State

McCormick Place West, Level 1, Room W181A

Official recognition of whole child education's importance is a crucial first step in promoting whole child policies at the state, district, and school levels. Resolutions supporting the whole child approach can be introduced and approved by state legislatures and school boards. In this session, learn easy steps you can take to get resolutions adopted by your state legislature or school board. Participants will receive a customizable model whole child resolution and learn how to select supportive legislators to introduce the resolution, engage your members and other partners to contact their lawmakers to support it, and perform follow-up activities.

Presenter(s): Nancy Gibson, Concordia University, Chicago, IL; Mary Gunter, Arkansas Tech University, Russellville, AR; Richard Lange, National-Louis University, Deerfield, IL; David Griffith, ASCD, Alexandria, VA

ASCD thanks the many volunteers who are giving their time, energy, and enthusiasm to help make this a great event. Volunteers make all the difference!

3229

Engaging Adult Learners: Designing Interactive Presentations

McCormick Place West, Level 1, Room W184A

Using interactive presentations, facilitators have raised the level of engagement of adult learners in Millard Public Schools. Whether leading staff development or a faculty meeting, participants will learn how to create an engaging session using a variety of facilitation strategies. Presenters will share their thought processes in designing interactive presentations and model engaging facilitation. Participants will be inspired to elevate their own presentations. Detailed handouts and multimedia resources will be available for download to allow participants to replicate this model.

Presenter(s): Jodi Grosse and Kim Saum-Mills, Millard Public Schools, Omaha, NE

3230

Restorative Discipline: From Getting Even to Getting Whole

McCormick Place West, Level 1, Room W175B

What would a noncoercive discipline approach look like? Restorative discipline (RD) is a differentiated discipline approach that invites students to put things right and to make healthy choices. Approached from a restorative justice perspective, participants will explore a discipline strategy paradigm shift from punishment to reconciliation. Participants will experience moment-to-moment restorative practices anchored in several key tenets of the Whole Child Initiative. RD is a practical step for remembering the well-being of our profession and our students.

Presenter(s): Judy Mullet and Lori Leaman, Eastern Mennonite University, Harrisonburg, VA

3231

Changing Language, Changing Lives: How Your Speech Affects Student Development

McCormick Place West, Level 1, Room W184BC

Neuroscience discoveries have revolutionized our understanding of how children's brains learn and grow. In particular, brain research reveals how the specific language used by adults who teach, mentor,

counsel, and parent youth has a much more profound effect on child development than previously realized. Learn the four powerful Languages of the Brain that will transform the lives of the children you serve. Learn the fixed and growth mind sets and how to apply them with your students. What you say matters more than you ever knew.

Presenter(s): Shauna King, The Upside Down Organization, Baltimore, MD

3232

Effective Grading For Common Core State Standards

McCormick Place West, Level 1, Room W176B

In preparing to implement the Common Core State Standards, do you have a plan for effectively communicating student achievement? This interactive session will address the details of planning and implementing standards-based grading within the CCSS, from developing detailed procedures to educating parents. Learn from classroom teachers who are currently using these procedures. Presentation materials, including examples of assessments, grade book organization, parent letters, progress reports, and report cards, will be available online.

Presenter(s): Forrest Clark and Elizabeth Clark, North Thurston Public Schools, Lacey, WA

3234

The Kinesthetic Classroom: Teaching and Learning Through Movement

McCormick Place West, Level 1, Room W178A

This highly interactive session will enliven your K–12 classroom and content through the use of dynamic movement. Participants will discover a six-level framework for using movement with a purpose, including preparing the brain, providing brain breaks, supporting exercise and fitness, developing class cohesion, reviewing content, and teaching content. The session will explore the connections between fitness and cognition, implicit learning and academic achievement, and state and classroom management, and why movement enhances the learning process.

Presenter(s): Michael Kuczala, The College of New Jersey, Ewing, NJ

3235

Demystifying the Common Core Standards and Informational Text

McCormick Place West, Level 1, Room W186A

This session will focus on teachers exploring the Common Core standards as they apply to English/language arts and social studies. The session will be a hands-on investigation on informational text with innovative, effective, and fun strategies designed for easy classroom implementation. The session will showcase ways to differentiate instruction to enhance the whole learning experience while unlocking the standards. Participants will leave ready to tackle informational text in ways that reach all students, and they will be actively engaged throughout the session and see the benefits of their participation immediately.

Presenter(s): Anthony Fitzpatrick, The American Institute for History Education, Swedesboro, NJ

3238

Off the Clock: Moving Education from Time to Competency

McCormick Place West, Level 1, Room W183B

What would learning look like if instead of moving students forward by grade and age, students move forward based on mastery, at their own pace, and in any place? This whole child approach received the 2011 and 2012 State Innovation Award from the Education Commission of the States. This session will consider how state, district, and school leaders can redesign learning for the 21st century based on work in New Hampshire, which requires that high schools students only receive credit upon demonstration of course competency.

Presenter(s): Fred Bramante, Plymouth State University, Plymouth, NH

3239

Common Core Standards: Implications for Gifted Learners

McCormick Place West, Level 1, Room W179A

Although the CCSS may be considered more rigorous than some previous state standards, they still fall short in meeting gifted learners' specific needs. What misconceptions related to CCSS and gifted

students should be considered? This session will examine the standards' implications for curriculum content, instruction, and program delivery for gifted students. Specific strategies for using the CCSS to guide acceleration and to increase depth and complexity of learning will be offered. Explore how the standards may assist us in reframing gifted services.

Presenter(s): Diane Heacox, St. Catherine University, St. Paul, MN

3240

Guiding Students in the Digital World

McCormick Place West, Level 1, Room W187B

What is the key to staying safe in the digital world? As digital devices have transformed human communication, we must learn how to stay safe in our digital environments. The presenter, a teacher, principal, and cyberbullying researcher, will discuss proactive measures to keep your students safe in your school with a focus on digital footprints, social networking, and cyberbullying. In this interactive session, you will gain access to ideas and resources to take back and implement on your campus when you return.

Presenter(s): Kris Mitzner, Katy ISD, Katy, TX

3241

Developing High-Quality Performance Assessments Aligned to the Common Core State Standards

McCormick Place South, Level 1, Room S103A



This session will explore the concept of student performance assessments both as exhibitions conducted in the regular classroom and those conducted outside of the typical classroom such as senior projects, gateways, portfolio assessments, and exit exhibitions. Participants will learn how to develop performance assessments that align with both the Common Core standards and 21st century skills while allowing for maximum student engagement. Strategies for creating and structuring exhibitions that ensure rigor and relevance are critical components of this session.

Presenter(s): Joseph DiMartino, Center for Secondary School Redesign, West Warwick, RI

3242

The Virtues Project: Rediscovering Joy, Meaning, and Purpose in Teaching and Learning

McCormick Place West, Level 1, Room W176A

Most of us became educators to help make a difference in children's lives. But in today's high-tech world, we are so focused on academic rigor and testing that we have lost the joy, meaning, and purpose in teaching and learning. The five strategies of the Virtues Project empower us to live more authentic, purposeful lives; to raise children of compassion and integrity; to transform bullies into leaders; and to create a culture of caring and ethical character in our schools and communities where students, staff, and families thrive.

Presenter(s): Dara Feldman, Montgomery County Public Schools, Rockville, MD

3243

Leadership Development: The Whole Child, 21st Century Skills, and Student Voice

McCormick Place West, Level 1, Room W190B

Based on Stephen R. Covey's book *The Leader in Me*, this session models a schoolwide approach that emphasizes staff and students' leadership development as much as it does academic success, seamlessly integrating leadership into the curriculum, activities, and culture. The benefits are profound, meeting the needs of the whole child, developing 21st century skills such as initiative and collaboration, and engaging students to use their unique gifts to better their school and their world.

Presenter(s): Matt Miller, Stanton Elementary, Fenton, MO; Meg Thompson, Franklin Covey, Salt Lake City, UT

3244

Building Resilience to Improve Academic Engagement and Performance

McCormick Place West, Level 1, Room W175A

This session will provide an overview of research findings, examine social-emotional/resiliency assessment tools and data implications, and provide proven classroom strategies that improve resiliency and academic achievement for middle and high school students.

Participants will be able to identify six critical resiliency skills and how these skills affect student behavior and performance; analyze resiliency data, including mock data combined with early warning indicators to understand the needs of the whole child and plan targeted support; and use research-based, proven strategies to build resiliency skills in the classroom.

Presenter(s): Melissa Schlinger, ScholarCentric, Denver, CO

3245

Simplifying Text Complexity

McCormick Place West, Level 1, Room W186C



The new Common Core standards require that the level of texts students read increase in difficulty through the grades.

Students who are able to read complex texts are much more successful in postsecondary school and career reading tasks. The standards measure text complexity not only by readability formulas and Lexile levels, but also by a new system of qualitative and quantitative measures. This interactive session will explore how text complexity is measured, how deeper reading enables critical and creative thinking, and the expectations of student literacy growth the standards demand.

Presenter(s): William McBride, Consultant, San Francisco, CA

3246

Creating Math Success with District Professional Learning Teams

McCormick Place West, Level 1, Room W184D

Research data tells us that the quality of teaching enhances student achievement more than any other factor, and teacher collaboration is an important element in improving teaching quality. In this session, will learn how educators in Isleta ISD combined networking, professional development, blending of technology, planning, and best practices to strengthen student achievement and rigor in the mathematics classroom. Participants will leave with strategies the team used to create, grow, and sustain district professional learning communities.

Presenter(s): Rita Tellez, Josie Saucedo, Stella Woo, and Robert Trejo, Ysleta Independent School District, El Paso, TX

3248

Zap the Gap: High-Achievement Strategies for All Subgroups

McCormick Place West, Level 1, Room W187A

To eliminate achievement gaps, some groups of students must achieve more than one year's growth in a school year. Learn how a district quadrupled the rate of achievement gains by implementing bold resource allocation and specific professional development. By focusing on English language learners, learn how methods designed to improve their instruction have raised the roof and are eliminating the gap for all students.

Presenter(s): Ruth Bareket, Eric Andrew, Debi Bodenheimer, and Denise Kilpatrick, Campbell Union School District, Campbell, CA

3249

Using Mathematical Practices to Promote Active Learning and Higher-Order Thinking

McCormick Place West, Level 1, Room W185A

The Common Core standards for mathematical practice are based on research that suggests that students need to do more in the mathematics classroom than listen. They need to develop the habits of mind that ensure success. Students need to be actively involved in learning: reading, writing, and discussing. In this session, participants will look at the Mathematical Practices and explore instructional strategies that promote active learning and higher-order thinking. The session will also address barriers to instructional change and how careful planning can overcome them.

Presenter(s): Denise McDowell, Big Ideas Learning, Erie, PA

3250

Aligning Writing Instruction Across the Curriculum with Common Core State Standards

McCormick Place West, Level 1, Room W176C

Learn how research-based best practices support the teaching and learning of writing across the curriculum. In this session, participants will learn characteristics of effective writing programs and successful ways to integrate writing processes, 6+1 Traits of Writing, and writing genres in different subject areas. Using research from Writing Next, NCTE, and the 2011 NAEP Writing Framework, the presenter will

discuss how writing across the curriculum correlates with the CCSS. By using the recommended writing instruction strategies and knowing the standards, teachers can help students become competent, confident writers in school and beyond.

Presenter(s): Beverly Chin, University of Montana, Missoula, MT

3251

The PTLA Way: Preparing Future Principals of High-Need Schools

McCormick Place West, Level 1, Room W178B

What does it take to train great principals who turn around low-performing schools? At the Piedmont Triad Leadership Academy (PTLA), our answer is an innovative, Race-to-the-Top funded principal training program formed via district–university collaboration. In this interactive session, participants will engage in core instructional practices and gain ideas for promoting leadership preparation partnerships in their school districts. PTLA principals, assistant principals, interns, and superintendents will share their stories. Presentation materials will be available for download.

Presenter(s): Anna Brady, Piedmont Triad Leadership Academy, Greensboro, NC; Craig Peck, UNC-Greensboro, Greensboro, NC; Lillie Cox, Alamance-Burlington School System, Burlington, NC; Patrice Faison, Oak Hill Elementary School, Greensboro, NC

1:00–3:00 P.M.

SPECIAL FEATURE

1:00–3:00 p.m.

3300

Special Olympics: It's Our School, Too

McCormick Place West, Level 1, Room W196

Please see the session description on page 123.

Presenter(s): Timothy Shriver, Special Olympics, Washington, DC



SPECIAL FEATURE

1:00–3:00 p.m.

3301

August to June: Bringing Life to School!

McCormick Place West, Level 1, Room W179A

Please see the session description on page 123.

Presenter(s): Amy Valens, Filmmaker, Forest Knolls, CA; Daniel Schwartz, Baker Demonstration School, Evanston, IL



3302

Not Your Mother's Grade Book: Transitioning to Standards-Based Grading

McCormick Place West, Level 1, Room W185BC

Not quite ready for standards-based grading but ready to move toward more authentic grading practices? This session will provide examples of how K–12 teachers have begun moving toward standards-based grading while operating within a traditional grading system. Learn how to create a grade book that more accurately reflects student learning and standards mastery. Learn how teachers organize grade books by standards, how they document work without grading, and how they adapt computerized grade book programs. Understand the logistics of giving feedback, organizing retakes, and providing multiple versions of assessments.

Presenter(s): Cathy Vatterott, University of Missouri–St. Louis, St. Louis, MO

3303

Why Coeducation Matters and How to Make it Better

McCormick Place West, Level 1, Room W194B

Today's boys and girls will interact more as adults than any prior generation, but schools are not using the opportunity of coeducation to teach them to respect, collaborate, and compete with each other. This session will present the latest research on gender in education, discuss the benefits of true coeducation (versus the self-segregation in many classrooms) for both boys' and girls' development, and offer practices for enhancing gender interactions in schools. Presentation materials will be available for download.

Presenter(s): Lise Eliot, Philip Rodkin, Rebecca Bigler, and Janet Hyde, Rosalind Franklin University of Medicine & Science, North Chicago, IL

3304

Superintendents and their Leadership Teams Discuss 21st Century Education

McCormick Place West, Level 1, Room W183B

Rarely do we hear from superintendents and their leadership teams on how to deeply implement 21st century education initiatives. The presenters have designed a unique discussion on this subject and have divided the afternoon into two panels: "Superintendents' Perspective on 21st Century Education" and "21st Century Education from a Curriculum and Assessment Perspective." This session will provide insight on how district leaders, curriculum directors, and assessment directors can all contribute to enhancing 21st century education for students.

Presenter(s): Ken Kay, Partnership for 21st Century Skills, Tucson, AZ; Valerie Greenhill, EdLeader21, Tucson, AZ

3306

Increasing the Likelihood of Having Your ASCD Annual Conference Proposal Accepted

McCormick Place West, Level 1, Room W177

Are you interested in presenting at a future ASCD Annual Conference and Exhibit Show? Have you submitted a proposal in the past that was not selected? The online proposal system is now live for ASCD's 69th Annual Conference and Exhibit Show in 2014. We encourage you to attend this session to learn some helpful tips on increasing the likelihood that your proposal will be accepted.

Presenter(s): Sari Houston, ASCD, Alexandria, VA

3308

Whole Brain Teaching as a Tool for a Dynamic Class

McCormick Place West, Level 1, Room W184A

Do you wish to teach in a fun and dynamic environment? Do you wish to engage all students in highly effective learning? In this session, you will learn about whole brain teaching and how it can transform any classroom into teacher heaven. The session is highly interactive and offers different examples and techniques on how to incorporate whole brain teaching and get the most out of this technique.

Presenter(s): Elmo Sullivan and Angel Nieves, Colegio Congregación Mita, Hato Rey, San Juan, Puerto Rico

3309

Internationalizing School Reform: The Finland–Alberta Partnership

McCormick Place West, Level 1, Room W175C



This session will describe a three-year international partnership among high schools in Finland and Alberta, Canada, focused on one overarching question: How can we create a great school for all students? The presenters will share curricular initiatives sustained through networks of high schools supported by the Alberta Teachers' Association, Alberta Education, the Finnish Ministry of Education and Culture, and the National Board of Education and the Centre for International Mobility (CIMO). The research activities evaluating the effect of the partnership linking three levels of leadership (principal, teacher, and student) will be reviewed.

Presenter(s): Pasi Sahlberg, CIMO, Helsinki, Finland; Jean Claude Couture, Alberta Teachers Association, Edmonton, Alberta, Canada; Jean Stiles, Edmonton Public School Board, Edmonton, Alberta, Canada

3310

Coaching Teachers to Teaching Excellence

McCormick Place West, Level 1, Room W184BC

Teaching is at least as complex as any game or sport for which ongoing, effective coaching is critical to success. In this session, we will explore moving from walk-throughs and evaluations to leading and supporting teachers by applying a powerful coaching model. No school would ever expect a winning athletic season without the best coaching, and yet teachers, our most valued and critical players, have

been expected to become all-stars with a minimum of coaching. We will explore ways to increase the effectiveness of our coaching from preconferences through effective implementation of best practices.

Presenter(s): Spence Rogers, Peak Learning Systems, Conifer, CO

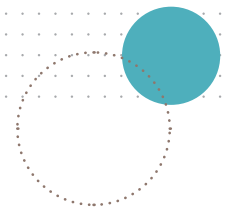
3311

Preventing Bullying: Doing Good When No One is Looking

McCormick Place West, Level 1, Room W183C

We see stories about bullying all over the news and even in the 2011 film *Bully*. Who bullies and why—and how can educators prevent it? Teaching the whole child means helping students become good, morally responsible citizens. In this session, you will learn practical strategies to integrate into your existing curriculum that teach students to solve problems, make good decisions, and resolve conflict. The concepts and activities are infused within the curriculum rather than teaching character as a stand-alone course of study.

Presenter(s): Roger Taylor, Curriculum Design for Excellence, Oak Brook, IL



3312

Using the Common Core to Transform Instruction

McCormick Place West, Level 1, Room W185D

Implementing Common Core State Standards isn't business as usual. The standards are more demanding and implementation is complex. But instruction will be transformed with effective implementation. Learn how this can happen in your school or district. In this session, the presenter will discuss how the CCSS in Mathematics can be used to improve instruction using the concept of learning trajectories. Participants will learn about a groundbreaking new way to visualize these trajectories, track student progress, and inform instruction in the context of the CCSS.

Presenter(s): Jere Confrey, North Carolina State University, Raleigh, NC

3313

Building Resiliency: Coaching Practices that Attend to Student Burnout

McCormick Place West, Level 1, Room W175A

Educators understand burnout; students may not even know they have it. An effective support system builds organizational resiliency. This session provides educators with a coaching methodology for creating in-school sustainability. Through live coaching demos, educators will learn how to spot the signs of student burnout, energize and engage students, and create networks of personalized student learning environments. Elements of this session were developed in partnership with Education Service Center, Region 20, in Texas and are implemented in school districts across the United States and Canada.

Presenter(s): Sandra Slough, iPEC Coaching, Shrewsbury, NJ

3314

Practitioner Action Research as a Measure of Teacher Effectiveness

McCormick Place West, Level 1, Room W176A

How can we create an evaluation system that inspires teachers to develop throughout their careers, seek feedback from peers and students, and collect data about student learning? Learn how the presenters transformed the state evaluation process into practitioner action research: measuring teacher effectiveness by assessing a teacher's

ability to identify a student learning challenge, systematically collect evidence that addresses this challenge, and adjust instruction based on the evidence. This session will share how to evaluate teaching practices in a culture of feedback and improvement.

Presenter(s): Julie Radoslovich, South Valley Academy, Albuquerque, NM; Shelley Roberts, University of New Mexico, Albuquerque, NM

3315

Teacher Evaluation and Teacher Learning: A Formative Growth Opportunity

McCormick Place West, Level 1, Room W186C

The 5D+ Teacher Evaluation rubric can be a catalyst for improving teaching and learning practice in the classroom. Engage in learning that will help you to deepen your understanding of instructional practice and use a formative process of ongoing reflection to improve instructional practice. Learn to use the Center for Educational Leadership's 5 Dimensions of Teaching and Learning and the 5D+ Teacher Evaluation Rubric to inform teacher inquiry and give focused feedback to teacher practitioners.

Presenter(s): Patty Maxfield, Center for Educational Leadership, University of Washington, Seattle, WA

3316

Mission Possible: Creating Customizable Learning Plans

McCormick Place West, Level 1, Room W193A

How do you really create customized learning plans for all students? Learn how one elementary school in Georgia has successfully created learning plans for students by integrating technology, school, and community. Participants will learn more about implementing student-led conferences for preK–5 students and receive tools that effectively manage behavioral and academic RTI plans that work for teachers and students.

Presenter(s): Shauna Miller, Shoal Creek Elementary, Conyers, GA; Linda Sevigny and Ann Moore, Rockdale County Public Schools, Conyers, GA

3317

STEAM (Science, Technology, Engineering, Arts, and Mathematics) at Boston Arts Academy

McCormick Place West, Level 1, Room W183A



The Boston Arts Academy STEAM curriculum creates interdisciplinary, student-centered learning experiences that encourage collaboration and risk-taking. Students become the authors of their own learning as, for example, they explore the geometry of tessellations and how patterns are incorporated into Islamic tile designs, create stop-motion animated movies that describe mitosis, or explore the physics of music through glass bottles. Participants will leave this interactive session with specific curriculum units to use in their schools and ways to infuse the STEAM pedagogy.

Presenter(s): Linda Nathan, Mark Lonergan, and Ramiro Gonzalez, Boston Arts Academy, Boston, MA

3318

Teaching Credit Recovery and Failure Prevention in High Schools

McCormick Place West, Level 1, Room W190B

Through intentional and specific practices and monitoring systems, observe firsthand how many high schools are significantly decreasing dropouts and increasing graduation and overall proficiency through successful credit recovery and failure prevention models. The presenter will share how his previous school increased graduation rates by 18 percent in five years and examples of many others he now works with as a professional developer. Participants will leave with specific tools and guides to begin or augment existing practices for immediate and sustained results.

Presenter(s): David Nagel, The Leadership and Learning Center, Denver, CO

3319

Standards-Based Grading: Moving from Research to Implementation

McCormick Place West, Level 1, Room W187A

Educators across the country are researching and exploring standards-based grading practices. While others are talking, ISD 279-Osseo Area Schools, Minnesota's fifth largest school district, has

moved to action. In this session, members of the SBG Leadership Team from ISD 279 will share their story of transformative change. Osseo has moved beyond research and planning to implementing standards-based grading, assessment, and instruction in a K–12 system that emphasizes instructional excellence and student learning for all. Additional presenter: Sandra Day.

Presenter(s): Kristin Rouleau, Teri Staloch, Don Pascoe, and Wendy Biallas-Odell, ISD 279-Osseo Area Schools, Maple Grove, MN

3320

Getting Learning Right the First Time Every Time

McCormick Place West, Level 1, Room W178B



The Institute at Cooperative Educational Service Agency #1 (CESA #1) provides leadership and consultation to a network of school districts working to make education more effective, dynamic, financially sustainable, and better able to meet the needs of today's learners. In this interactive session, the presenter will briefly introduce the Institute, share the innovative modules and models being implemented, and discuss the research and vision that guides the work to personalize student learning. Participants will test their assumptions about the current education system and engage in discussion on how to bring innovation to their districts.

Presenter(s): James Rickabaugh, CESA #1, Pewaukee, WI

3322

Launching the Common Core With Vision, Integrity— and No Budget

McCormick Place West, Level 1, Room W190A

When your school or community sets out to launch the Common Core, you want to take the time to develop local expertise, learn from research, and avoid pitfalls. Learn how to raise the expertise of faculty and students, take away replicable workshop plans for PD, access curriculum planning tools, and find out the most urgent instructional methods. The presenters, authors and leaders of national and international learning communities, will share assessment and instruction implications for your school community.

Presenter(s): Mary Ehrenworth and Lucy Calkins, Teachers College, New York, NY

3323

Inclusive Scheduling: A Student-Centered Approach

McCormick Place West, Level 1, Room W193B

Many schools implement inclusive practices to close the achievement gap and ensure academic success for students with disabilities. However, ensuring that students with disabilities receive appropriate levels of support in general education classrooms can often be a scheduling nightmare. This session will explore a four-step scheduling process that starts by aligning the IEP needs of each student to instructional support in the classroom. Participants will receive tools that will enable them to create a schedule to support inclusive practices at their school.

Presenter(s): Tracy Knickerbocker, Consultant, Houston, TX; Mary Lasater, Consultant, Victoria, TX

3324

The Case Method: Learning through 21st Century Thinking and Questioning

McCormick Place West, Level 1, Room W180

Our students' success is dependent upon their abilities to think, reason, and problem-solve. Deep and complex learning is achieved when students use authentic problems in condensed form (i.e., a case) to learn how to form questions that aid in problem analysis and solution design. The case method encourages healthy emotional and intellectual exchange to negotiate effective solutions. Hear how a diverse school achieved greater student motivation and engagement through this method. During the session, case examples and question typology will be provided.

Presenter(s): Richard Cash, Bloomington Public Schools, Bloomington, MN

3326

Innovate: How Student Voice and Teacher Leadership Inspire Change

McCormick Place West, Level 1, Room W192C

When districts foster professional learning inspired by students and led by trusted colleagues, change becomes a less threatening imperative. Our story is intended to support educators seeking relevant curriculum and sustainable change. Learn how one district implemented curriculum reform based on the Understanding by Design®

framework by developing structures to nourish creativity, invite collaboration, encourage teacher leadership, and focus on student voice. Participants will review locally developed exemplars and engage in activities that can be replicated in any setting.

Presenter(s): Rita Fischer, Shanna Piggott, and James Roscoe, Grayslake Community High School District 127, Grayslake, IL

3328

Strategy for Success: A Schoolwide Approach to Reading for Meaning

McCormick Place West, Level 1, Room W178A

Schools need to help students read for more than just basic comprehension. College- and career-ready students read for meaning: they process rigorous texts, summarize ideas, draw conclusions, and use evidence. In this session, participants will explore Reading for Meaning, a strategy that builds students' reading, reasoning, and inference skills. Participants will also learn how one school's commitment to this strategy helped all students become better readers and more successful learners.

Presenter(s): Susan Morris, Thoughtful Education, Barrington, IL; Brenda Donahue and Timothy Shimp, Yorkville CUSD 115, Yorkville, IL

3329

Getting Prepared for Students in the 21st Century Classroom

McCormick Place West, Level 1, Room W195

Integrating technology into the early childhood classroom is both challenging and controversial. Although most will agree that young children love to use technology, the appropriateness is often in question. Learn how to use current technology, including iPod Touch players, iPad tablets, Promethean boards, and digital handheld microscopes, in a developmentally appropriate way for our youngest 21st century learners.

Presenter(s): Shari Ehly and Helen Mowers, Killeen ISD, Killeen, TX

3330

Becoming a Great High School: 6 Strategies and 1 Attitude That Make a Difference

McCormick Place West, Level 1, Room W192A



This interactive session, based on both research and the experiences of a veteran high school principal and author, will provide participants with an understanding of the characteristics high schools that get extraordinary results from an “ordinary” collection of students have in common, an overview of the 6 + 1 model for moving from good to great, and examples of how high schools across the country are making this important transition.

Presenter(s): Tim Westerberg, Westerberg Consulting, Dillon, CO

3331

Moving Toward Deeper Implementation of Standards-Based Education

McCormick Place West, Level 1, Room W175B

The Omaha Public Schools have moved forward in implementing fairer grading practices and standards-based education. But in this time of being pulled in multiple directions, how can educators sustain and monitor this movement in our schools? In this interactive session, the presenter will discuss some key components for change that have helped sustain standards-based education in Omaha and how these lessons can be implemented in other districts.

Presenter(s): Karen Spencer-May, Omaha Public Schools, Omaha, NE

3332

Going Digital: Using iPad Tablets in High-Performance School Leadership

McCormick Place West, Level 1, Room W176C

Increase your productivity as a leader by using the iPad to manage your time and work without spending all day in your office. In this session, you’ll see how principals are using iPads for walkthroughs, e-mail, documentation, and more. Say goodbye to your paper day planner and learn how to fully make the leap into digital organization in this high-impact session. Bring your iPad (if you have one) and learn about specific apps that will make a difference in your daily work.

Presenter(s): Justin Baeder, The Principal Center, Herber Springs, AR

3333

Suspension Alternatives: Increasing Academic Achievement and Sense of School Belonging

McCormick Place West, Level 1, Room W181A

When students are suspended, they lose valuable academic time and become disengaged from school. Many studies have shown that suspension is discriminatory and ineffective in changing behavior. The majority of this session will focus on positive alternatives to suspension for common behavior problems. The focus will also be on the importance of teaching students appropriate behavior. Logical consequences other than suspension will be discussed for behavior problems occurring in school from defiance of authority to bullying to cheating and many more.

Presenter(s): Beverley Johns, MacMurray College, Jacksonville, IL

3334

Help Students of Color Find a Voice With Rigor and Efficacy

McCormick Place West, Level 1, Room W186A

This innovative session will present the Project Excel Program, an exciting initiative to support and teach students of color to become resilient, hard-working, engaged learners in accelerated and AP classes. Program components include student selection, efficacy training, math and English enrichment, AP prep, cohort classes, school involvement, counseling, mentoring, leadership training, and college preparation. It will show how students learn to support each other, study together, and plan for the future. It will share challenges and successes through interactive discussions on embracing diversity and multiculturalism in high school.

Presenter(s): Susan Quinlan, Asa Gordan, and Anita Lee, Palatine High School, Palatine, IL

There are more than 40,000 educators using ASCD EDge® to share, blog, and connect. Join them at <http://edge.ascd.org>.

3338

A School Leader's Guide to 21st Century School Design

McCormick Place West, Level 1, Room W187C

We believe that educators must adopt a habit of constantly learning, adapting, and reinventing themselves by considering the key levers that affect the effectiveness of our schools: time, culture, curriculum, and human capital. Participants will learn about the process the NYC iSchool uses to sustain a successful 21st century learning environment. Delving into the specifics of the way one school has rethought time, human capital, curriculum, and culture, we want to help other school leaders think about and create a plan for using these levers of change to transform their own schools.

Presenter(s): Mary Moss, Novare Schools, Charlotte, NC; Alisa Berger, NYC iSchool, New York, NY

3339

Developing Principal Leadership and Autonomy Through Network Support and Learning Structures

McCormick Place West, Level 1, Room W176B

A serious problem large school systems face is how to achieve a degree of cohesion and focus in what may seem like a fragmented environment. Neither top-down nor bottom-up leadership has been found to be effective. The key to achieving optimum balance lies in establishing structures to develop, support, and internalize purposeful peer interaction within schools. In this session, participants will learn about various leadership strategies and learning structures that promote cohesion, focus, and autonomy.

Presenter(s): Margaret McGregor, Craig Benes, and Olimpia Bahena, Chicago Public Schools, Chicago, IL

3340

Closing the Teaching Gap: Helping Teachers Develop Effective Teaching Methods

McCormick Place West, Level 1, Room W181B

Building the future of learning requires effective teaching. But even competent teachers cannot be effective if their methods are limited and do not promote better learning opportunities for students. This highly interactive session is designed for experienced instructional leaders in grades 7–12 who want to learn more about how to help competent teachers transform their teaching from good to highly effective. Participants should bring to the session one example of how they would like to see more effective teaching in their school. These examples will provide the context for new learning.

Presenter(s): Donald Bartalo, UNITY Instructional Leadership Development & Coaching, Rochester, NY

3341

Induction and Mentoring: Examining Program Effect

McCormick Place West, Level 1, Room W185A

Induction and mentoring of new teachers can lead to increased student achievement, but it may be challenging to convey progress to administrators, school boards, and the public. In this hands-on session, participants will learn how to collect and use local data for program development and evaluation. Participants will use case studies and sample data to understand the processes of identifying problems, creating research questions, analyzing data, and writing reports. A workbook will provide a step-by-step approach to examining program influence and planning for program growth.

Presenter(s): Patricia Brady, Mary Elin Barnish, and Jason Swanson, Illinois New Teacher Collaborative, Champaign, IL

Your Classroom. Their **Future.**

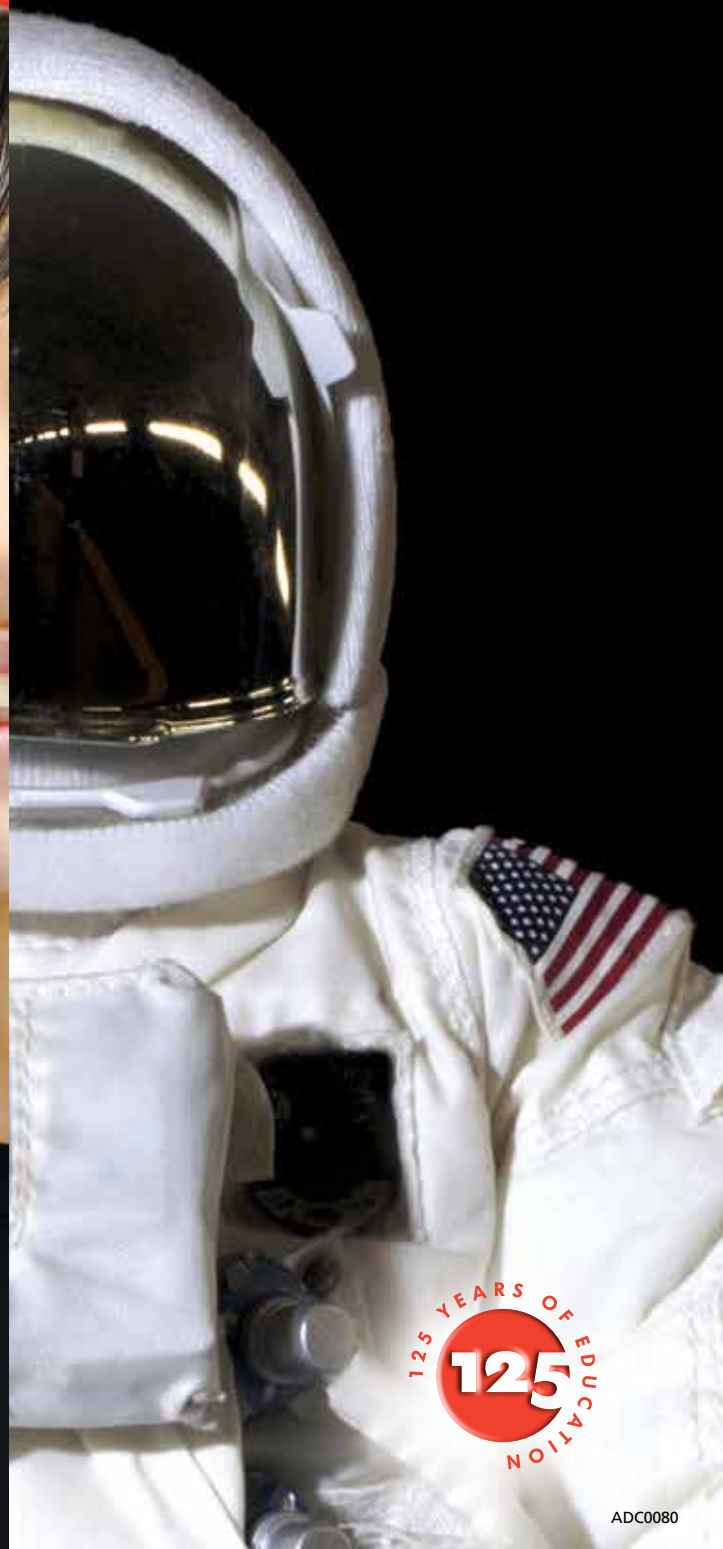
You help students learn lessons every day that mold their future lives. Zaner-Bloser provides flexible and customizable products to help you succeed—research-based products built upon the Common Core State Standards; products that inspire and engage students, creating lifelong learners capable of achieving their dreams and enhancing the future for the world in which we live.

Visit booth #917.

Join us in the Zaner-Bloser booth to begin envisioning the future—together.

ZB Zaner-Bloser

www.zaner-bloser.com • 800.421.3018



UPCOMING ASCD

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BE A PRESENTER AT THE

2014

ANNUAL CONFERENCE IN LOS ANGELES!



We'd love to hear your ideas.

Submit a proposal now at www.ascd.org/acsubmit or read more about our theme, “@EveryLearner: Someday Is Now.” The proposal system is open January 15 through May 15, 2013.

UPCOMING ANNUAL CONFERENCES

- 2014: Los Angeles, Calif., March 15–17
- Pre-Conference Institutes: March 12–14
- 2015: Houston, Tex., March 21–23
- 2016: Orlando, Fla., March 21–23
- 2017: Anaheim, Calif., March 25–27

UPCOMING CONFERENCES AND INSTITUTES

Conference on Teaching Excellence

- 2013: National Harbor, Md. (near Washington, D.C.), June 28–30
- 2014: Grapevine, Tex., June 27–29
- 2015: Nashville, Tenn., June 26–28

Conference on Educational Leadership

- 2013: Las Vegas, Nev., November 1–3
- 2014: Orlando, Fla., October 31–November 2
- 2015: San Diego, Calif., October 30–November 1

Common Core State Standards Institutes

Please visit www.ascd.org/ccpdi to find the institute scheduled closest to you.

21st Century Professional Development for 21st Century Schools

CORWIN eLibraries

affordable • collaborative • sustainable

Corwin eLibraries provide online access to authoritative, high-quality content essential for implementing professional development initiatives for districts, schools, PLCs, and individuals.

Each **eLibrary** includes 10 – 15 **eBooks** from leading authors including Jim Knight, Gayle Gregory, Carolyn Chapman, Tom Guskey, Randall Lindsey, and David Sousa.

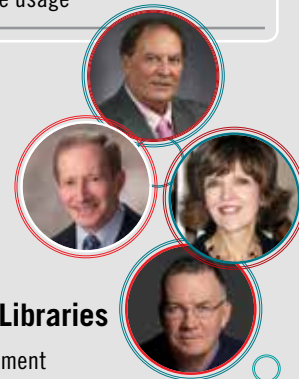
Key Features:

- Support the unique professional development needs of teachers, administrators, and coaches
- Enables you to design a customized PD plan and to direct learning in your district
- Supports facilitation of PLCs and book clubs
- Tools such as pre- and post- assessments and implementation guides
- Each book is available for one semester hour of graduate credit through **Read2Earn!**

Key Functionality:

- Unlimited, simultaneous access for the entire district
- Quick and advanced search by topic
- Save searches and make notes for easy reference
- Ability to print pages and notes
- Analyze usage

Visit us at
booth #401
to learn more!



Corwin eLibraries

- Assessment
- Bullying
- Coaching & Mentoring
- Common Core
- Cultural Proficiency
- Differentiation
- English Language Learners
- RTI

More coming in 2013, including the ability to create a custom eLibrary!



Offered by subscription or purchase. To learn more and to request a trial, go to www.corwin.com/elibraries, or contact your regional Sales Manager at **800-831-6640**.



GUIDE

TO THE ASCD EXHIBIT SHOW

Prepared to be overwhelmed and excited about the abundance of information available in the ASCD Exhibit Hall. It's undeniable: this is an essential part of your conference experience. Every aisle is filled with displays of new classroom products for every grade level and subject and tools to help make your job easier and more rewarding.

ASCD is proud to host one of the most comprehensive exhibit halls in the education arena today. Exhibits by commercial producers of instructional materials are an integral part of the conference. Texts, teaching aids, the latest products for technology-enabled learning environments, computer hardware and software, professional development opportunities, and more are on display each year.

We urge you to schedule several visits to the Exhibit Hall to examine the wide variety of new materials available and to speak with representatives of the exhibiting organizations. Dedicated hours for Exhibit Hall viewing are listed on each day's Schedule At-A-Glance page. There are no meetings scheduled during these times, so plan to spend these hours with our exhibitors.

Guests of conference attendees may purchase Exhibit Hall Passes at the Registration Desk.

Please note our policy that children under 16 must be accompanied by an adult at all times while in the Exhibit Hall.



Exhibit Hall Hours

Saturday, March 16	8:30 a.m.–5:00 p.m.
Sunday, March 17	8:30 a.m.–4:00 p.m.
Monday, March 18	8:30 a.m.–1:00 p.m.



All exhibitor workshops will take place in the Exhibit Hall's Product Theatre, located in McCormick Place West, Level 3.

SATURDAY, MARCH 16
9:00–10:00 A.M.

111EW

Scholastic's New Independent Reading Assessment for Fiction and Nonfiction

Product Theatre, Room 1

Scholastic will announce a new resource for upper elementary teachers that addresses concerns over assessment. Independent Reading Assessment provides a way to assess, evaluate, and teach readers, holding them accountable to deeper understanding of complex texts.

Presenter(s): Jennifer Serravallo, Scholastic Inc.

112EW

Conquer Times Tables in Only Three Weeks

Product Theatre, Room 2

Rhymes 'n' Times is research-based, multisensory, and teaches times tables in only three weeks—guaranteed! If the class average isn't 90 percent or above on the final test, you get a 100 percent refund. The program addresses multiple learning styles, teaches all students, and is compatible with RTI plans.

Presenter(s): Anita Turner, Rhymes 'n' Times

12:00–1:00 P.M.

121EW

When Giants Unite: The 4Ws of Writing Meet the Common Core State Standards

Product Theatre, Room 1

Imagine a simple, logical, and practical way to organize your writing instruction to include the 4Ws—writing process, writing traits, writing

modes, and writing workshop—while also meeting Common Core State Standards. Sound impossible? It's not! Come to this session to learn how to launch your own writing instruction revolution.

Presenter(s): Ruth Culham, Scholastic Inc.

122EW

Common Core Curriculum Companion

Product Theatre, Room 2

The Math and ELA Curriculum Companion provides a content-driven scope and sequence that organizes the Common Core State Standards for instruction and provides a framework for K–12 teaching and learning. See how this online tool provides easy navigation through “unpacked” standard information, sequenced teaching modules, and customization for local resources.

Presenter(s): Judy Sargent, CESA 7

1:30–2:30 P.M.

131EW

Fountas and Pinnell Comprehension Clubs

Product Theatre, Room 1

The Common Core State Standards call for high-level comprehension of both literary and informational texts and the integration of reading, writing, talking, and thinking skills. A new offering from Scholastic, Comprehension Clubs accomplishes both, creating a literate classroom community that fosters rich conversation about books, makes high academic achievement possible, and fully engages all students.

Presenter(s): Becky Bone, Scholastic Inc.

132EW

Take Aim! At Vocabulary

Product Theatre, Room 2

The National Reading Panel has identified vocabulary knowledge as one of the strongest predictors of reading achievement (NICHID, 2000). There is also evidence that limited vocabulary development is a major deterrent to reading success. Participants will learn how the Take Aim! curriculum can be used to effectively support the vocabulary development of middle-grade students.

Presenter(s): Barb Denbow, Read Naturally, Inc.

3:00–4:00 P.M.

141EW

Scholastic's Next Step Guided Reading Assessment Program

Product Theatre, Room 1

To help students become thoughtful, independent readers who achieve Common Core State Standards, it is essential to know students' instructional needs and surround them with guided reading support. Join the presenters as they share Scholastic's new, powerful assessment system and practical tips for using data to make instructional decisions and guide readers.

Presenter(s): Becky Bone, Scholastic Inc.

142EW

Word Warm-Ups: Quick Exercises for Word Mastery

Product Theatre, Room 2

At this workshop, participants will learn about Read Naturally's Word Warm-Ups, an independent, supplemental, research-based curriculum for students that supports the development of phonemic awareness, phonics, and automaticity in applying decoding skills—which affect fluency, comprehension, and overall reading achievement.

Presenter(s): Barb Denbow, Read Naturally, Inc.

SUNDAY, MARCH 17

9:00–10:00 A.M.

211EW

Setting Growth Goals with Lexiles for College and Career Readiness

Product Theatre, Room 1

Looking for Lexile goals that lead struggling readers to college and career readiness? Wondering how much growth you can expect readers to achieve in one year based on initial reading abilities? This workshop will demonstrate straightforward methodologies, based on personalized reading goals, that align to the Common Core reading standards.

Presenter(s): Kimberly Krutson, Scholastic Inc.

212EW

Reading for Meaning—Fluently

Product Theatre, Room 2

Learn how to develop fluency, support vocabulary, and promote comprehension by combining the powerful, research-based strategies of teacher modeling, repeated reading, and progress monitoring. Accelerate the reading achievement of Title 1, special education, ELL, and mainstream students using these research-proven strategies. This workshop will describe Read Naturally, but the strategies can be used with any classroom reading materials.

Presenter(s): Barb Denbow, Read Naturally, Inc.

12:00–1:00 P.M.

221EW

Leveraging Technology to Motivate and Teach the Progressions

Product Theatre, Room 1

To accelerate learning for struggling students, instruction must focus on the content progressions. This workshop will focus on leveraging adaptive technology to create an individualized learning path for students that makes sense of what they know so they can apply their understanding and bridge to what they do not know.

Presenter(s): Marilyn Trow, Scholastic Inc.

222EW

Tools for Thoughtful Assessment: Integrating Assessment and Instruction

Product Theatre, Room 2

Participants will learn a variety of practical, classroom-tested tools and techniques that address the critical components of assessment. Participants will learn how to move from traditional evaluation to assessment for learning. They will also learn how to use these tools to assess before, during, and at the end of instruction.

Presenter(s): Harvey Silver, Silver, Strong & Associates

1:30–2:30 P.M.

231EW

Not So Common Core: Using Digital Resources to Drive High-Impact Learning

Product Theatre, Room 1

Are you working to add depth and rigor to your lessons using the Common Core State Standards? See how to locate, evaluate, and organize digital content and tools to drive high-impact learning in your classroom. Walk away with resources and tools to design Common Core–aligned lessons that engage students in critical thinking, problem solving, and decision making in the classroom.

Presenter(s): Lynn Ochs, Knovation

232EW

Conquer Times Tables in Only Three Weeks

Product Theatre, Room 2

Please see the description for session 112EW.

3:00–4:00 P.M.

241EW

Give Them What They Want: E-Books in School

Product Theatre, Room 1

Discover how you can extend your school library and start lending e-books to your students with OverDrive, the global leader in library e-books. Connect with students 24/7 in the classroom and at home with popular and educational titles on all major devices, including iPad, NOOK, and Kindle.

Presenter(s): Herb Miller, OverDrive

242EW

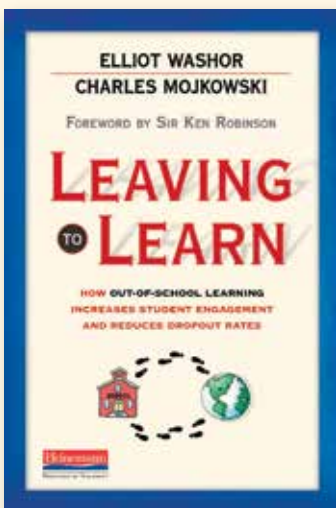
Common Core Assessment in Middle-Grades Mathematics

Product Theatre, Room 2

This workshop will explore how formative and summative assessments from an inquiry-based math curriculum can be used to collect data, improve instruction, and prepare students for CCSS assessments. Examples from 6th grade Algebra I and the latest information from PARCC and the Smarter Balanced Assessment Consortium will be addressed and discussed.

Presenter(s): Tim Pope, Kendall Hunt Publishing Company

REIMAGINE THE POSSIBILITIES FOR EDUCATION CHANGE



“ *We have a bold strategy*

for revitalizing schools and for graduating and preparing young people for success in their future learning and work. This ‘leaving to learn’ strategy is driven by our image of that future. Our goal is not merely to graduate every student but to prepare graduates who are uncommonly ready for success in their workplaces, their families, and their communities. ”

—ELLIOT WASHOR
AND CHARLES MOJKOWSKI

LEAVING TO LEARN

**HOW OUT-OF-SCHOOL LEARNING INCREASES STUDENT
ENGAGEMENT AND REDUCES DROPOUT RATES**

ELLIOT WASHOR AND CHARLES MOJKOWSKI

Isn't it time to offer adolescents a pathway to success in school that's proven to inspire and motivate kids to keep on learning? Isn't it time to try more innovative ways to address the challenges of our nation's dropout rate? We can keep kids in school and prepare them for life after graduation by delivering authentic learning experiences that matter to them. The first step is taking down the barriers between school and the outside world. The first step is letting them leave, to learn.

Grades 6-12 / 978-0-325-04604-4 / 2013 / 184pp / \$20.00

“ *Elliot Washor and Charles Mojkowski rightly identify student disengagement as the central cause of our nation's dropout crisis. Their solution—‘leaving to learn’—connects education to the real world of life and work, creating highly engaged learners in the process. Their strategy—redesigning schools in fundamental ways—is made understandable by this vivid and compelling account.* ”

—LINDA DARLING-HAMMOND
CHARLES E. DUCCOMUN PROFESSOR OF EDUCATION AT STANFORD UNIVERSITY

Heinemann
DEDICATED TO TEACHERS

WEB Heinemann.com • CALL 800.225.5800



@HeinemannPub

3D Molecular Designs 960

1050 N Market CC 130A

Milwaukee, WI 53202

www.3dmoleculardesigns.com

3D Molecular Designs (3DMD) produces inquiry-based, hands-on models focusing on core ideas, cross-cutting concepts in biology, chemistry, physical science, life sciences and the practice of science. 3DMD and MSOE Center for BioMolecular Modeling (CBM) involve educators in developing kits and supporting materials. The CBM provides professional development to educators.

95 Percent Group Inc. 1029

475 Half Day Road, Suite 350

Lincolnshire, IL 60069-2902

www.95percentgroup.com

95 Percent Group Inc. assists districts and schools nationwide to improve reading achievement through implementation of Response to Intervention (RTI) practices. Founded by Susan L. Hall, EdD, the firm provides consulting, teacher training, and products; and serves clients nationwide with projects ranging from single-day professional development workshops to multi-year implementations.

Acaletics-Math. 827

14052 NW 82nd Ave

Miami Lakes, FL 33016-1547

www.acaletics.com

A leading provider of achievement gap-closing, research- and standards-based math supplemental instructional materials, professional development and consultative services. Interactive Parental Workshops are available. Partner with both high and low-poverty schools which include National Blue Ribbon Schools.

ACE - Autism Curriculum Encyclopedia 422

33 Turnpike Road

Southborough MA 01772

www.acenec.org

The ACE is the premier educational system for learners with autism. Our educational package provides BCBA's and Special Educators the ability to assess, teach and evaluate progress using evidence based procedures. This online package was developed by The New England Center for Children, the only non-profit school offering online curriculum.

Achieve 3000 660

1091 River Avenue

Lakewood, NJ 08701

www.achieve3000.com**ACT, Inc. 930**

500 ACT Drive

Iowa City, IA 52243

www.act.org

ACT is a not-for-profit organization that provides educational assessment, research, information, and program management services. We serve millions of students and educators worldwide in high schools, colleges, professional associations, businesses, and government agencies. ACT's mission is to help people achieve education and workplace success. For more information go to www.act.org.

Actively Learn 663

220 S. Second Ave

Seattle, WA 98104

www.activelylearn.com

We are building the best e-reading environment for students. Actively Read lets teachers reach students inside a digital text so they read closely and deeply, building understanding to improve learning.

Agile Mind. 751

4101 William D Tate Ave Ste 220

Grapevine, TX 76051-5726

ALEKS Corporation 331

15460 Laguna Canyon Rd

Irvine, CA 92618-2114

www.aleks.com

ALEKS is an outcomes-based, online math learning and assessment program for grades 3–12. Providing courses fully correlated to Common Core and State Standards, ALEKS helps students achieve better math scores through truly personalized instruction targeted to each student's needs.

All For KIDZ, Inc/The NED Show 656

20700 44th Ave W Ste 220

Lynnwood, WA 98036-7289

www.thenedshow.com**American Book Company 1036**

103 Executive Dr

Woodstock, GA 30188-5582

www.americanbookcompany.com

American Book Company's books and software are each specifically designed to help students prepare and review for unique state exit exams, state assessments, and graduation tests. FREE Common Core K-12 books and e-books available at the booth while supplies last. ACT, SAT, PLAN, and EXPLORE books also available.

American School 338

2200 E 170th St
Lansing, IL 60438-1002
www.americanschool.org

The American School offers more than 70 accredited high school courses, many of them online, at an affordable cost. Students choose from two 18-unit diploma programs, or they take individual courses for credit recovery or personal enrichment. All students receive high-quality, personalized instruction and access to the Online Student Center.

Apex Learning 522

1215 4th Ave Ste 1500
Seattle, WA 98161-1001
www.apexlearning.com

Apex Learning is the leading provider of blended and virtual learning solutions to the nation's schools. Our standards-based digital curriculum in math, science, English, social studies, world languages, electives, and Advanced Placement is widely used for original credit, credit recovery, remediation, intervention, acceleration, and exam preparation.

Apperson Datalink 1032

851 SW 34th St Bldg B
Renton, WA 98057-4815
www.apperson.com/go/ASCD13

DataLink is the most complete, affordable solution for digitally capturing and reporting data from paper assessments. Apperson's DataLink test scanners, answer sheets and reporting software feature time-saving and reliable technology to deliver immediately useful, relevant information for instruction. DataLink easily connects paper to digital in every classroom.

Applerouth Educational Services 650

1768 Century Blvd NE
Atlanta, GA 30345
www.applerouth.com

Applerouth Education provides materials (both online and in hard copy) for the ACT, PLAN, EXPLORE and SAT. Additionally they craft and support customized plans to match your school's curriculum. Applerouth consistently delivers superior results compared other test prep companies.

Ascend Education 838

302 Albany Avenue
Shreveport, LA 71105
www.ascendmath.com

Association of Latino Administrators and Superintendents 554

65 W Boston Post Road
Marlborough, MA 01752
www.alasedu.net

The Association of Latino Administrators and Superintendents (ALAS) seeks to improve career opportunities for Hispanic administrators and the educational success of Hispanic youth. Our mission is to provide leadership that assures every school in America effectively serves the educational needs of all students, with an emphasis on Latino youth.

Atomic Learning 541

15088 22nd Ave NE
Little Falls, MN 56345-4199
www.atomiclearning.com

Providing a comprehensive framework to bring technology and curriculum together, Atomic Learning offers targeted solutions for specific initiatives, such as mobile or Common Core. Atomic Learning features a guided, step-by-step path for tech integration through online teacher workshops, classroom-ready projects, assessments, and just-in-time training and support.

Ayn Rand Institute 549

2121 Alton Pkwy Ste 250
Irvine, CA 92606-4926
www.aynrandeducation.org

Benchmark Education 300,301

629 Fifth Ave
Pelham, NY 10803-1251
www.benchmarkeducation.com

Publisher of 3 levels of literacy instruction closely aligned with the Common Core and other State Standards: Core Reading (Benchmark Literacy), Supplemental Resources (informational and narrative texts that facilitate aligning your curriculum with the new standards), and Intervention (assist newcomers and struggling readers to catch up with their peers).

Benchmark One, Inc 654

101 Convention Center Dr Ste 700
Las Vegas, NV 89109-2007
www.benchmarkone.com

PD Master Suite—everything needed in an enterprise system to create, deliver, and manage Performance Development. Imagine the possibilities of managing all performance development needs through one online system. PD Master Suite gives organizations the tools to manage performance development plans, instructor-led training, registration, management, and tracking online.

- Bible Literacy Project, Inc.** 539
 122 West 14th Street
 PMB 332, Front Royal VA 22630
www.bibleliteracy.org
 Bible Literacy Project published *The Bible and Its Influence*, the first student textbook for academic study of the Bible in public high schools. Now taught in 580 schools nationwide, this program has gained national recognition for its scholarly approach to teaching about the Bible in compliance with First Amendment guidelines.
- Blackboard, Inc.** 231
 650 Massachusetts Avenue NW
 Washington, DC 20005
www.blackboard.com
- Blendedschools.Net** 825
 2527 US Highway 522 South
 Mc Veytown, PA 17051
www.blendedschools.net
- Blue Wave Classroom** 555
 40 Industrial Road Box 398
 Berkeley Heights, NJ 07922
www.enslow.com
- Booksource** 461
 1230 Macklind Avenue
 Saint Louis, MO 63110
www.booksource.com
- Borenson and Associates, Inc.** 848
 PO Box 3328
 Allentown, PA 18106-0328
www.borenson.com
- Box Cars & One-Eyed Jacks** 435
 Unit 101-17920 105 Ave NW
 Edmonton, AB T5S 2H5
www.boxcarsandoneeyedjacks.com
 Award winning math and literacy resources (correlated to the Common Core) and professional development workshops.
- BrainPOP** 852
 71 West 23rd Street
 New York, NY 10010
www.brainpop.com
 BrainPOP creates animated, curricular content for use in school, at home, and on mobile devices. Our award-winning resources include BrainPOP Jr. (K–3), BrainPOP Espa, BrainPOP ESL GameUp, BrainPOP Mobile, and BrainPOP Educators.

- Brinkman-Forlini-Williams, LLC** 500
 PO Box 10
 Bronxville, NY 10708-0010
www.activatelearning.net
 Brinkman Forlini Williams offers ObserverTab, its web-based teacher observation system of data-collection tools for principals to make onsite evaluations and diagnoses. The company's AssistTab service, also web-based, offers related teacher-assistance tools that allow principals, coaches, and mentors to sharpen teacher effectiveness and to maximize learning.
- Buck Institute for Education** 327
 18 Commerical Blvd
 Novato, CA 94949
www.bie.org
 BIE is the leading provider of worldwide support for project-based learning through its publications, free downloadable tools, online learning, research, and professional development services to schools, districts, and states. We work in K–14 and other educational settings and partner with organizations on curriculum development and sustained support for PBL.
- Cambridge Educational Services** 1034
 2860 South River Road
 Des Plaines, IL 60018
www.CambridgeEd.com
 Cambridge provides professional development, supplemental materials and student data from summative, formative, and performance-based assessments increasing student achievement on SAT/PSAT/ACT/PLAN/EXPLORE/GED/WorkKeys exams. Marzano's recommendations and our research-based strategies connect data with supplemental curriculum improving teaching and engaged learning of college readiness skills and the Common Core using your teachers or ours.
- Canvas by Instructure** 206
 9020 South Sandy Parkway Suite 200
 Sandy, UT 84070
www.instructure.com/ascd
 Instructure is a technology company committed to improving education. We provide instructors and students modern tools and resources to empower the learning experience. Founded by graduate students in collaboration with educational institutions, Instructure provides Canvas—the open, easy-to-use, cloud-native learning platform.

Center for Talent Development-Northwestern University 332

617 Dartmouth St
Evanston, IL 60208-4175
www.ctd.northwestern.edu

Center for Talent Development at Northwestern University is dedicated to helping gifted students, age 4 through grade 12, reach their full potential. We provide research-based assessment, programs, and resources to enhance their school education. Summer, weekend, and online programs are available."

Cobblestone & Cricket 633

30 Grove Street, Suite C
Peterborough, NH 03458
www.cobblestonepub.com

NEW — Spanish-language magazine joins our 14 English-language titles! Fun, informative classroom magazines are perfect for Common Core. With quality informational text, our award-winning magazines build content knowledge, improve literacy, and encourage critical thinking skills. Available as print or digital subscriptions; free online teacher's guides. Stop by for free samples!

The College Board 519

45 Columbus Ave
New York, NY 10023-6992
www.collegeboard.org

Colorado State University Global Campus 510

8000 East Maplewood Avenue
Greenwood Village, CO 80111
<http://www.csuglobal.edu/>

Colorado State University Global Campus is the first and only 100% online, fully accredited public university in the United States. CSU-Global offers career relevant degree programs, certifications, and professional learning academies for educators. CSU-Global offers custom-designed learning opportunities to meet professional development needs of educators that are cost efficient.

Columbia College 1040

1001 Rogers St
Columbia, MO 65201-4580
www.ccis.edu

Founded in 1851 in Columbia, Mo., Columbia College has been helping students advance their lives through higher education for 160 years. As a private, nonprofit, coeducational liberal arts and sciences college, the college takes pride in its small classes, experienced faculty, and quality educational programs.

The Connecting Link 767

5126 Ralston St
Ventura, CA 93003-7357
www.connectinglink.com

For over 30 years, The Connecting Link (TCL) has been recognized as a leader in providing professional development. We have worked with over 125,000 educators across the country to offer courses which support teacher accountability and enhance student success. For-Credit Programs/Classes, Online/Distance Learning, Workshops/Seminars.

Conscious Discipline 466

820 W Broadway Street
Oviedo, FL 32765
www.consciousdiscipline.com

Conscious Discipline is a comprehensive social-emotional and classroom management program that uses everyday events to teach children and adults self-regulation, conflict resolution, character development and social skills.

The Cooper Institute 851

12330 Preston Road
Dallas, TX 75230
www.cooperinstitute.org

The Cooper Institute, a nonprofit organization, has joined forces with the National Football League to launch FITNESSGRAM into schools and after-school community organizations. This team effort has been created to promote physical activity and combat the obesity epidemic that is challenging our youth.

Cooperative Educational Service Agency (CESA) 7 357

595 Baeten Road
Green Bay, WI 54304-5763
www.cesa7.org

CESA 7 offers quality solutions for Common Core State Standards implementation. Web-based tools include Curriculum Companion, a comprehensive K–12 scope and sequence, and Standards Insight, an unpacking of all Common Core State Standards. Other programs include two instructional series for teachers: Investigations and Deeper Study of the Common Core.

CORE 1122

2550 9th St Ste 102
Berkeley, CA 94710-2551
www.corelearn.com

CORE works collaboratively with schools, districts, state organizations, and education agencies around the country as a trusted advisor at all levels of preK–12 education to support math achievement and literacy growth for all students, as well as implementation of the Common Core State Standards.

Corwin 401

2455 Teller Road
Thousand Oaks, CA 91320
www.corwin.com

Corwin is the premier provider of professional development solutions that equip PK–12 educators with innovative tools to improve teaching and learning. Our products and services offer practical, research-based strategies created by experts. Visit www.corwin.com to learn more about our resources for leadership, staff development, equity, Common Core, technology, and more.

Creative Learning Factory 1109

800 E 17th Ave
Columbus, OH 43211-2474
www.creativelearningfactory.org

The Creative Learning Factory facilitates exceptional distance learning and professional development programming across a wide variety of subjects.

Curriculum Associates LLC 739

153 Rangeway Road
North Billerica, MA 01862
www.curriculumassociates.com

Curriculum Partner 437

10 Birdie Blvd
Waupun, WI 53963-1279
www.curriculumpartner.com

Curriculum Partner is the brainchild of a former teacher—a web-based curriculum mapping program that is intuitive and easy for teachers to use. Align your curriculum to Core standards in a flexible framework that you customize with your district language. Minimal start-up time and experienced, knowledgeable customer support!

Damand Promotions 473

14243 Silver Ridge Rd
Poway, CA 92064-4969
www.damand.com

The Parent's Homework Dictionary empowers parents with knowledge of every subject to help their children succeed in school. This book comes in 10 languages and is designed for grades K–10. Plus there are thousands of free worksheets to help students retain skills during summer vacation.

The DBQ Project 1103

425 Lee St
Evanston, IL 60202-1803
www.dbqproject.com

The DBQ Project is a publisher of high-quality writing resources aligned with the Common Core. The Project is committed to helping teachers implement rigorous writing and thinking activities with students of all skill levels, grades 3–12. We consult with and train teachers from districts across the country.

Developmental Designs 556

3805 Grand Avenue South
Minneapolis, MN 55409
www.originsonline.org

DigiCoach 1113

1855 W Redlands Blvd
Redlands, CA 92373-3119
www.digicoach.com

Discover 253

2500 Lake Cook Rd
Riverwoods, IL 60015-3851
www.discoverfinancial.com

Discover Your Dragon 409

4550 N Kasson Ave
Chicago, IL 60630-4406
www.discoveryourdragon.com

Discover Your Dragon is a self-improvement nonfiction book that translates martial arts principles for middle school and high school students. Kung Fu-Cious is an Attorney/CPA, but is also a gold medalist for the 2008 U.S. Chinese Martial Arts Team (World Games China).

District Administration Magazine 514

488 Main Avenue
Norwalk, CT 6851
www.districtadministration.com

District Administration is the leading provider of practical insights and strategies for K–12 administrators at school districts throughout the United States. The District Administration Leadership

Institute produces special events and creates communities for the nation's top K-12 leadership.

Drake University School of Education 1028

3206 University Avenue
Des Moines, IA 50311
www.drake.edu/soe

The Drake University School of Education offers a wide variety of graduate credit online and video correspondence continuing education courses for license renewal or salary scale movement. We also offer endorsements for Talented and Gifted and for Reading in a completely online format. Stop by and discover the "Drake Difference."

DreamBox Learning 922

305 108th Avenue NE, Suite 200
Bellevue, WA 98004
www.dreambox.com

DreamBox Learning combines rigorous elementary mathematics aligned to the Common Core with a motivating learning environment and the revolutionary DreamBox Intelligent Adaptive Learning platform. This innovative technology dynamically adapts and individualizes mathematics instruction in real time. As a result, students master key concepts, increase achievement, and experience long-lasting confidence.

**ECRA Group & Hazard, Young, Attea
and Associates (HYA) 1045**

5600 N. River Rd. Suite 180
Rosemont, IL 60018-5188
www.ecragroup.com

ECRA is a premier national consulting firm focused on assisting organizations in being more strategic in their quality improvement efforts. By focusing on the alignment of leadership recruitment and development, strategic planning, human resources, and analytics, ECRA helps organizations to effectively focus energy and resources toward what truly matters.

Edmentum. 530

3232 McKinney Ave Ste 400
Dallas, TX 75204-7414
www.edmentum.com

Edmentum, Inc. is a leading provider of online learning solutions designed to drive achievement for academic success. With more than 50 years of experience driving significant advances in the industry, Edmentum offers a wide variety of innovative solutions to empower 21st century teaching and learning.

Education Direction. 356

515 E 100 S Ste 300
Salt Lake City, UT 84102-2129
www.eddirection.com

Education Direction has a singular goal: to improve student outcomes in K-12 public education. We accomplish our mission of improving instruction, building coherence, and creating capacity by means of research, strategic consulting, and professional development.

Education Week 834

6935 Arlington Rd Ste 100
Bethesda, MD 20814-5287
www.edweek.org

Education Week is American education's newspaper of record. It delivers comprehensive and unbiased coverage of the most important K-12 news, including decisionmaker interviews, policy developments, and the latest advances in technology, instruction, curriculum, and school finance.

Educators for Social Responsibility. 336

23 Garden Street
Cambridge, MA 02138
www.esrnational.org

ESR provides powerful professional development and resources on schoolwide and classroom climate, culture and discipline; reaching and engaging reluctant, resistant adolescent learners; student advisory programs and more.

Edvation 617

400 112th Ave NE, Suite 240
Bellevue, WA 98004
www.edvation.com

Empowering educators with tools and resources to support the successful integration of technology and 21st century skills development into every classroom. Providing curriculum, assessment, professional development and training solutions, Edvation is focused on the meaningful integration of technology to enhance learning and support systemic school improvement processes.

Empower Educational Consulting. 1111

805 S Bogle Ave Ste 3
Chandler, AZ 85225-2212
www.empowerec.com

ERB 518

470 Park Avenue South
New York, NY 10016
www.erblearn.org

ERB creates assessment and learning solutions aligned to essential standards for member schools worldwide, PK - 12, through new technologies, advanced testing programs, quality supplemental learning tools and consulting services. ERB provides solutions that help schools inform instruction and admission decisions through diagnosis of results that address essential learning standards.

Excel Math. 636

13257 Kirkham Way
Poway, CA 92064
www.excelmath.com

Excel Math is K–6 math materials that successfully build proficiency and raise test scores. The cost is \$11 per student per year. A Summer School Curriculum is also available.

Exemplars 1112

271 Poker Hill Road
Underhill, VT 05489
www.exemplars.com

Exemplars publishes authentic performance tasks for assessment and instruction in math, science, and writing. Material includes standards-based rubrics, annotated anchor papers and teacher notes for assessment and instruction. Exemplars is aligned to the Common Core as well as NCTM and state standards. Our math tasks are differentiated at three levels.

ExploreLearning 222

400 E Main Street
Charlottesville, VA 22902
www.explorelearning.com

ExploreLearning develops online solutions to improve student learning in math and science. ExploreLearning Gizmos are the world's largest library of interactive, online simulations for math and science in grades 3–12. ExploreLearning Reflex (www.reflex-math.com) is the most powerful solution available for math fact fluency.

Eye on Education 413

6 Depot Way W Ste 106
Larchmont, NY 10538-3046
www.eyeoneducation.com

Eye On Education is an independent and innovative provider of books and professional development services for the educational community. Our mission is to provide practical information on effective teaching skills, educational leadership, school improvement, student assessment, common core, literacy, math, and other related topics.

Follett 839

1391 Corporate Dr
McHenry, IL 60050-7040
www.folletlearning.com

Follett is the largest provider of educational materials and technology solutions to preK–12 schools and districts in the U.S. Follett distributes books, reference materials, digital resources, e-books, audiovisual materials, and pre-owned textbooks. Follett is a leading provider of integrated educational technology for managing assets and academic data.

Franklin Covey. 323

2200 W Parkway Blvd
Salt Lake City, UT 84119-2099
www.leaderinme.org

Free Spirit Publishing 648

217 Fifth Avenue North, Suite 200
Minneapolis, MN 55401
www.freespirit.com

For 30 years, Free Spirit's award-winning learning materials have supported the social, emotional, and academic needs of children, teens, and educators. Topics include bullying prevention, character education, service learning, self-esteem, special needs, and more.

Frog Publications 823

11820 Uradco Place, Suite 105
San Antonio, FL 33576-7139
www.frog.com

Watch your students love to learn with: Systematic reinforcement programs, individualized educational plans, response to intervention, differentiated instruction, ready-to-use learning centers, take-home parental involvement program, daily review, critical thinking, and dual language! All Frog games use the same easy-to-learn rules. Students needing different levels or skills can practice together!

FSP Australia Pty Ltd 760

32 Computer Road
Yatala, Qld 4207
www.fspandco.com

FSP manufacture plastic lockers, school lockers, mining lockers, wheel chocks, fire hose reels, storage cabinets, mining supplies, safety signs, and safety equipment.

Gaggle. 317

2205 E Empire St Ste B
Bloomington, IL 61704-3709
www.gaggle.net

Gale, A Part of Cengage Learning 929

27500 Drake Rd
Farmington Hills, MI 48331-3535
www.galeschools.com

GlobalScholar 501

500 108th Avenue NE, Suite 1300
Bellevue, WA 98004-8577
www.globalscholar.com

GlobalScholar is a trusted provider of intelligent, data-driven technology solutions that accelerate student growth and achievement. Offering the award-winning product brands of Scantron, Pinnacle and EXCEED, GlobalScholar works with schools to build innovative solutions that help manage resources and inform instruction for K–12 educators.

Great American Opportunities, Inc. 400

2451 Atrium Way
Nashville, TN 37214
www.gafundraising.com

The Great Books Foundation 735

35 E Wacker Dr Ste 400
Chicago, IL 60601-2298
www.greatbooks.org

For 50 years Great Books programs have helped students achieve what the CCSS now demand. Transform your classroom and watch students exceed your expectations. Shared Inquiry is a powerful and transferable method that will improve reading, critical thinking, and writing. Please visit the booth for free sample units.

Great Expectations 1033

707 N Grand, Room 111
Tahlequah, OK 74464
www.greatexpectations.org

Handwriting Without Tears 809

8001 MacArthur Boulevard
Cabin John, MD 20818
www.hwtears.com

The Handwriting Without Tears K–5 curriculum is a proven success in making legible and fluent handwriting easy to teach and easy to learn. This research based curriculum features our developmentally appropriate, multisensory tools and teaching strategies that address diverse learning styles, ensuring all children succeed.

Hanna Instruments 204

270 George Washington Hwy
Smithfield, RI 02917-1924
www.hannainst.com

Hanna instruments offer the education market with a collection

of testing instruments and kits for use by educators and environmental science students. We have everything for educators need to measure important parameters at an affordable price.

Harvard Education Publishing Group 333

8 Story Street
Cambridge, MA 02138
www.hepg.org

Harvard Education Publishing Group publishes innovative books covering critical issues in education under the Harvard Education Press imprint; a bimonthly newsletter, the Harvard Education Letter, that summarizes new research and innovative practice in preK–12; and the Harvard Educational Review, a scholarly journal that provides an interdisciplinary forum for innovative thinking.

Heinemann Publishing 201

361 Hanover Street
Portsmouth, NH 03801
www.heinemann.com

Henry Ford Learning Institute 536

20900 Oakwood Blvd.
Dearborn, MI 48124-5029
www.hfli.org

Design Thinking helps K–12 schools equip young people with the skills to become tomorrow's critical thinkers and innovators. Let HFLI help you bring Design Thinking to your class, school or district through its hands-on curriculum and design challenges, summer workshops, camp programming, and custom professional development.

Herff Jones/Nystrom 511

250 SNW Highway Suite 302
Park Ridge, IL 60068
www.herffjonesnystrom.com

Hobsons 208

50 E Business Way Ste 200
Cincinnati, OH 45241-2397
www.hobsons.com

Houghton Mifflin Harcourt 830,831

10801 N Mopac Expy Bldg 3
Austin, TX 78759-5415
www.hmhco.com

Idville 1144

5376 52nd St SE
Grand Rapids, MI 49512-9702
www.idville.com

Illuminate Education 866

60 Bunsen
Irvine, CA 92618-4210

International Baccalaureate 444

7501 Wisconsin Ave Ste 200W
Bethesda, MD 20814-6573
www.ibo.org

The International Baccalaureate Organization provides curriculum, assessment and professional development to over 3,294 schools in 141 countries. IBO's three academic programs—the Primary Years Program, the Middle Years Program, and the IB Diploma Program—constitute a K-12 continuum of international education.

IPEVO, Inc 623

440 N Wolfe Rd
Sunnyvale, CA 94085-3869
www.ipevo.com

IPEVO designs and sells innovative products to enrich today's connected lifestyle. Catering to consumers, professionals, and educators, we recognize the potential of new technologies to help people create, teach, learn, and inspire. From classroom to conference room, IPEVO is dedicated to making technology more available, accessible, and affordable for all.

IXL Learning 1035

777 Mariners Island Blvd Ste 600
San Mateo, CA 94404-5046
www.ixl.com

IXL is a math practice website completely aligned to all state standards and the Common Core. IXL offers unlimited questions in preK through high school math in a fun, visually stimulating format that students love. Plus, teachers can view detailed reports on student's progress and trouble spots including complete question histories for individuals.

Jones Eglobal Library 966

9697 E Mineral Ave
Centennial, CO 80112-3408
www.egloballibrary.com

Jostens, Inc. 611

3601 Minnesota Drive
Minneapolis, MN 55435
www.jostens.com

Minneapolis-based Jostens provides products, programs, and services that help people tell their stories, celebrate important traditions, and recognize achievements. The company's products include school yearbooks and other memory book products, scholastic products such as class rings and graduation products, and products for athletic champions and their fans.

Just ASK Publications & Professional Development 701

2214 King Street
Alexandria, VA 22301
www.justaskpublication.com

Just ASK provides products and services for educators in formats that facilitate a shared understanding and use of best practice in teaching, learning, and leading in classrooms, schools, and districts in the 21st century.

K-12 Evaluation Solutions. 723

465 N Franklin St Ste C
Frankenmuth, MI 48734-1031
www.k12evaluationsolutions.com

Automate your staff evaluation process by choosing a customizable software solution that is tailored to fit your growing needs. Our tools help streamline your evaluation methods, reduce time spent on evaluations, track progress and most important - improve teacher effectiveness. STAGES focuses on instructional improvement resulting in improved student comprehension.

Kagan 814

981 Calle Amanecer
San Clemente, CA 92673
www.kaganonline.com

Kendall Hunt Publishing Co 535

4050 Westmark Dr
Dubuque, IA 52004
<http://kendallhunt.com/prek12>

Kendall Hunt develops high-quality, research- and inquiry-based curriculum solutions that meet educational standards and integrate the appropriate use of technology as a learning tool. We also provide continuing support to educators through customized professional development programs for teachers that help to engage students in the classroom and at home.

Knovation 538

3630 Park 42 Dr Ste 170F
Cincinnati, OH 45241-2131
www.knovationlearning.com

Knovation's portfolio of standards-based, digital content solutions includes icurio, the digital curriculum content solution for personal- and professional learning and neTrekker Search, the leading educational search tool that curates the best digital resources. Knovation's professional learning services support districts around the transition from print to digital.

Knowing Science LLC 937

3 MacDonal Ave
Armonk, NY 10504-1935
www.knowingscience.com

Knowledge Delivery Systems 824

110 William St
New York, NY 10038-3901
www.kdsi.org

Lakeshore Learning Materials 610

2695 East Dominguez Street
Carson, CA 90895
www.lakeshorelearning.com

Since 1954, Lakeshore Learning Materials has been providing schools with innovative products, training and customized materials. Designed to meet state and national standards in early childhood and elementary education, our top-quality products are ideal for use throughout the curriculum.

Larson Texts Inc. 725

1762 Norcross Rd
Erie, PA 16510-3838
www.larsontexts.com

The Learning Carpet—TLC, Inc. 434

413 Grassmere Resort Road, RR #4
Huntsville, ON P1H 2J6
www.thelearningcarpet.com

The Learning Connection TLC. 635

4100 Silver Star Road, Suite D
Orlando, FL 32808
www.tlconnection.com

Common Core classroom solutions. Voted #1 Themes award-winning books (nonfiction, fiction & informational text), hands-on & media with Guides & Parent Involvement Grades PK–12. Literacy, science, math and multicultural. Differentiated instruction; bilingual; ESL; family literacy; special needs; early childhood. Experts in after-school and take-home backpacks. Customized Programs and staff development.

Learning Sciences Marzano Center 1129

175 Cornell Rd, Suite 18
Blairsville, PA 15717
www.marzanocenter.com

Learning Sciences Marzano Center provides personalized e-learning and on-site solutions for teachers, leaders, schools, and districts. Learning Sciences partners with Dr. Robert Marzano to advance the field of teacher and leadership growth, development, and evaluation.

Learning Wrap-Ups, Inc. 645

1660 West Gordon Avenue, Suite 4
Layton, UT 84041
www.learningwrapups.com

Learning.com. 1009

1620 SW Taylor St Ste 100
Suite 100, Portland OR 97205-1855
www.learning.com

Learning.com provides proven content, powerful tools, and practical services to support 21st century learners, align instruction to Common Core standards, and prepare students for next generation assessments. We offer free and fee-based standards-aligned curriculum and assessments to enhance and differentiate instruction, engage students, and increase test scores.

Lexia Learning Systems. 1000

200 Baker Avenue, Suite 315
Concord, MA 01742
www.lexialearning.com

Lexia helps teachers change lives. We provide technology and direct instruction to help students develop their foundational reading skills. Today, more than one million students use Lexia's research-proven approach that is motivating, simple and effective.

Library of Congress. 453

101 Independence Ave SE
Washington, DC 20540-1300
www.loc.gov/teachers

The Library of Congress Teachers page brings the excitement of primary source documents into the classroom, using millions of historical artifacts from the Library's online collections. The Library's educational outreach staff will demonstrate how to access historical documents, images, motion pictures, sheet music, sound recordings, and maps.

Lightspeed Systems 334

1800 19th St
Bakersfield, CA 93301-4315
www.lightspeedsystems.com

Lightspeed Technologies Inc. 1017

11509 SW Herman Road
Tualatin, OR 97062
www.lightspeed-tek.com

Established in 1990, Lightspeed is the trusted provider in classroom audio. Our innovative audio solutions deliver optimum speech intelligibility, overcome noise and provide clear sound to all students. Designed specifically for differentiated instruction, our all new FLEXCAT connects teachers with multiple small groups, improving classroom management and enabling formative assessment.

Logic of English 754

10800 Lyndale Ave S Ste 181
 Bloomington, MN 55420-5687
www.logicofenglish.com

The Logic of English is a systematic, multisensory approach to learning how to read, spell, and write. 74 basic phonograms and 30 spelling rules explain 98% of English words. Learning these essential tools eliminates unnecessary exceptions, explains hundreds of commonly misspelled words, and brings order to the English language.

The Markerboard People 616

1611 North Grand River Avenue
 Lansing, MI 48906
www.DryErase.com

Student dry erase markerboards and response boards in class sets. Unbeatable prices! Single- and double-sided available. Perfect for graphing, handwriting, math, science and more. Long-lasting, nontoxic, ultra-low odor markers too!

The Master Teacher 850

Leadership Lane
 PO Box 1207
 Manhattan, KS 66505
www.masterteacher.com

The Master Teacher provides essential solutions to meet the professional development and award needs of education professionals at all levels from the paraeducator to the superintendent.

Math Solutions, A Division of Scholastic, Inc. 908

One Harbor Drive, Suite 101
 Sausalito, CA 94965-1433
www.mathsolutions.com

Math Solutions is dedicated to improving students' learning of mathematics by providing the highest-quality professional development services, products, and resources to educators.

Math Teachers Press, Inc. 731

4850 Park Glen Road
 Minneapolis, MN 55416
www.movingwithmath.com

The Moving with Math PreK–12 intervention math programs are research-based, integrating manipulatives, problem solving and games with scripted lesson plans. Built-in assessment monitors achievement, measures progress and differentiates instruction for RTI. Results are scientifically based. Web-based technology and professional development are available. Programs meet the needs of Special Ed.

MathLine at Howbrite Solutions 1008

PO Box 880
 Cokato, MN 55321-4108
howbrite.com

MathLine blends a unique hands-on tool with a NEW interactive whiteboard teaching tool for K–5 math which strikes the perfect balance between hi-tech and hands-on. MathLine is the preferred multi-sensory math strategy for enriching intervention and differentiated instruction while fulfilling the CCSS for Mathematical Practice to reach math goals.

Math-U-See Special Education 666

1542 Norstar Lane
 Fallbrook, CA 92028
mathusee.com/Intervention

Math-U-See, K–12 Research Based Core Replacement Curriculum for Special Education and RTI Tier 3, utilizes explicit instruction, systematic approach, cumulative review, structured procedures, multisensory methods, short cycle assessment, and progress monitoring. It meets/exceeds What Works Clearinghouse Practice Guide on Assisting Student Struggling in Math. Integer Blocks at Booth 666.

Mayer-Johnson 553

2100 Wharton St Ste 400
 Pittsburgh, PA 15203-1942
www.mayer-johnson.com

Mayer-Johnson's Boardmaker Software Family is an all-encompassing solution that supports access to the curriculum and improved educational outcomes. Boardmaker Studio allows teachers to adapt instruction and create standards-based lessons and activities that align with the new Common Core Standards and the district's existing curriculum, making it accessible to all students.

McREL 360

4601 DTC Boulevard, Suite 500
 Denver, CO 80237

Measured Progress 1108

100 Education Way
 Dover, NH 03820-5816
www.measuredprogress.org

Measured Progress is an industry leader in the development of customized, K–12 student assessments for schools, districts, and states. With more than 400 employees and offices in four states, the not-for-profit company remains true to its founders' philosophy: assessments are a means, not an end. It still is all about student learning.

Mentoring Minds, LP 430

4862 Hightech Drive

Tyler, TX 75703

www.mentoringminds.com

Armed with many years of educational experience, Mentoring Minds is an educational publisher focused on creating a successful learning environment for children. Serving the K–12 education market, Mentoring Minds is constantly striving to provide valuable instructional tools that empower educators as they positively impact the lives of children.

Mimio 424

1 Charles Park 1st Floor

Cambridge, MA 02142

www.mimio.com

Mimio is a global leader in interactive teaching technologies that offer a better way to learn and an empowering way to teach. As part of Newell Rubbermaid's global portfolio of leading brands, Mimio designs innovative, affordable educational technologies and solutions to increase effectiveness and engagement in classrooms.

MSU College of Education K-12 Outreach 854

620 Farm Ln Rm 255

East Lansing, MI 48824-1610

www.education.msu.edu/k12**My Learning Plan Inc.** 639

3500 Sunrise Hwy, Suite 105-1

Great River, NY 11739-1001

www.mylearningplan.com

MyLearningPlan, a professional development management and evaluation system offers fast-and-easy planning, tracking, and evaluation of all forms of professional learning. MyLearningPlan OASYS, an observation and appraisal management system, offers district leaders fast-and-easy scheduling, managing, completing and reporting of all components of the evaluation process for teachers, principals, administrators, and non-instructional-staff.

NAEP 756

1030 15th Street NW Suite 600E

Washington, DC 20005

www.nationsreportcard.gov**National Council of Teachers of Mathematics** 445

1906 Association Drive

Reston, VA 20191

www.nctm.org

NCTM is the public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research. With over 80,000 members and over

230 affiliates, NCTM is the world's largest organization dedicated to improving mathematics education in preK–12.

National Geographic Learning 931

1 Lower Ragsdale Dr Building 1

Monterey, CA 93940-5747

www.ngl.cengage.com

National Geographic Learning provides quality preK–12, academic, and adult education instructional solutions for reading, writing, science, social studies, ESL/ELD, and Spanish/Dual language.

NBC Learn 1119

30 Rockefeller Plaza

New York, NY 10022

www.nbclearn.com**Netchemia, LLC** 552

3520 W 75th St Ste 300

Prairie Village, KS 66208-4132

www.netchemia.com**New Millennium Institute** 672

323 E Eller Dr

Peoria, IL 61611-5418

Norwood House Press 867

6150 N Milwaukee Ave # 2

Chicago, IL 60646-3821

www.norwoodhousepress.com**Nova Southeastern University** 572

1750 NE 167th St

North Miami Beach, FL 33162-3017

www.schoolfed.nova.edu

NSU's Abraham S. Fischler School of Education is one of the nation's largest schools of education at an accredited university. Our ideas, our approach, our programs inspire educators to inspire their students to move the world. Cause an effect online, on-site, or on campus.

Nudging the Imagination 427

44 Bayberry Ln

East Greenwich, RI 02818-3421

www.nudgingtheimagination.com

observe4success **447**
 1911 Tyrone Blvd N
 Saint Petersburg, FL 33710-4841
www.observe4success.com

observe4success is an easy-to-use, web-based tool that educators can use to observe, encourage, enhance, and sustain effective classrooms and schools. By uniquely combining the newest technology, content that is easily understood (and now completely customizable!), and meaningful graphic reports, observe4success supports and assists teachers in improving the craft of teaching.

ORIGO Education **523**
 PO Box 369
 St. Charles, MO 63302
www.origoeducation.com

ORIGO Education offers an innovative range of mathematics products and quality professional development. We strive to create resources that inspire and empower both teachers and students. Our new web-based curriculum, Stepping Stones, was written for the CCSS and seamlessly blends digital and print resources to develop a deep understanding.

Overdrive **629**
 One OverDrive Way
 Cleveland, OH 44125
www.overdrive.com

OverDrive School Download Library makes reading cool! Students can read and listen to popular and educational e-books and audiobooks on PC or Mac and mobile platforms including iPad and Android. Educators select from thousands of titles to build a collection on custom-branded website. System used by 18,000 libraries worldwide. www.overdrive.com/sdl

PALS Marketplace **450**
 2421 Ivy Road, Suite 310
 Charlottesville, VA 22903
www.palsmarketplace.com

The Phonological Awareness Literacy Screening (PALS) is a research-based assessment with strong technical adequacy, and the essential screening, diagnostic, and progress monitoring tool for measuring fundamental components of literacy. We provide unmatched support for teachers and administrators via our hotline, staffed by our team of experienced teachers and PALS experts.

Paxton/Patterson **757**
 7523 S Sayre Ave
 Chicago, IL 60638-5935
www.paxtonpatterson.com

Pearson **308**
 501 Boylston Street
 Boston, MA 02116
www.pearsonschool.com

Pepperdine University **526**
 6100 Center Drive
 Los Angeles, CA 90045
www.gsep.pepperdine.edu

Pitsco Education **263**
 915 East Jefferson
 Pittsburg, KS 66762
www.shop-pitsco.com

Positive Action **517**
 264 4th Avenue South
 Twin Falls, ID 83301
www.positiveaction.net

An evidence-based and comprehensive program for improving academics, behavior and character with preK–12 curriculum, bullying and drug prevention, conflict resolution, climate development, counseling, family and community components. It's widely recognized: USDEd What Works Clearinghouse, Collaborative for Academic, Social and Emotional Learning (CASEL) and Council of Administrators of Special Education (CASE).

PowerIT **223**
 PO Box 10821
 Austin, TX 78766
www.poweritschools.com

Teacher evaluation management and school-to-home communications are two areas where PowerIT supports schools through its award-winning web applications. Eval3D, PowerIT's teacher evaluation management tool, streamlines the evaluation process and reduces administrative burdens allowing principals to focus on instructional leadership. Use any rubric; use a mobile device; save money.

Preferred Educational Software **844**
 221 Rivers Edge Dr
 Cherry Valley, IL 61016-8803
www.theadministrativeobserver.com

The Administrative Observer allows administrators to create high-quality staff evaluations, observation summaries, and performance appraisals for any job category. Work on your laptop or tablet/smartphone including an iPhone, iPad, Android, or BlackBerry. Great for walkthrough observations. Create text and graphical reports to assist with school improvement plans.

Prepworks 573

604 Crandon Blvd Ste 201
Key Biscayne, FL 33149-2013
www.prepworks2400.com

PREPWORKS, an educational technology company based in Miami, FL, creates academic content for K–14 and proprietary software with which to manage its delivery online. PREPWORKS employs its proprietary Learning Positioning System™ to deliver customized learning paths for high-stakes test preparation, including SAT, ACT, end of course exams, and college readiness.

President's Challenge 730

501 N. Morton Street, Suite 203
Bloomington, IN 47404-3732
www.presidentschallenge.org

The Presidential Youth Fitness Program includes an assessment, professional development, and motivational recognition to empower students to adopt and maintain active lifestyles. This program signals a move from measuring performance to assessing health. You'll want to learn more about this new national program whether you currently assess fitness or not.

Principals Essentials. 653

820 Post Rd., Ste. 111
Scarsdale, NY 10583-5046
principalsessentials.com

Products to improve student attendance, bully prevention, don't drop out and positive behavior school poster programs. Other programs include custom school banners, bully prevention pledge posters, student exercise posters, school graduation banners, and teacher appreciation banners.

Progress Publications 216

11616 I Street
Omaha, NE 68137
www.progresspublications.com

We produce folders and planners.

Rally! Education. 1115

22 Railroad Ave
Glen Head, NY 11545-1813
www.rallyeducation.com

Read Naturally Inc. 217

2945 Lone Oak Drive, Suite 190
Saint Paul, MN 55121
www.readnaturally.com

Reading Horizons 322

60 North Cutler Drive, Suite 101
North Salt Lake, UT 84054
www.readinghorizons.com

Reading Horizons is a complete system that empowers teachers

with the training and tools to provide every beginning reader, struggling reader, and English language learner a solid foundation in reading. Through scripted manuals and interactive software, students are provided with reading instruction that is simple, sustainable, and successful.

Reading Plus/Taylor Associates. 423

110 West Canal Street, Suite 301
Winooski, VT 05404
www.readingplus.com

Reading Plus is a web-based intervention that develops a student's capacity and motivation to engage in ever-increasingly complex texts. Proven to increase reading achievement for struggling readers in grades 3–12+, Reading Plus develops the skills, habits, and confidence required to prepare students for college and career readiness.

Realityworks, Inc. 244

2709 Mondovi Road
Eau Claire, WI 54701
www.realityworks.com

Really Great Reading 813

8001 MacArthur Blvd
Cabin John, MD 20818-1607
www.rgrco.com

Really Great Reading provides a comprehensive set of tools to help literacy professionals identify, group and teach adolescent students with decoding difficulties. The approach works great in a Tier 2 and Tier 3 RTI environment.

Rediker Software, Inc. 411

2 Wilbraham Road
Hampden, MA 01036
www.rediker.com

Rediker Software's Teacher Evaluator makes it fast and easy for you to evaluate teachers, manage processes, analyze results, and assign appropriate development. Ensure that all of your staff are capable, responsible, and successful while you save time and money. Works with any web browser!

RedRover. 516

1122 S Street
Sacramento, CA 95811-6525
www.redrover.org

RedRover, a nonprofit animal welfare organization, helps educators enhance students' social and emotional learning and build a supportive classroom culture while addressing academic content standards through its unique online professional development workshops and curriculum. Through RedRover Readers, students practice perspective-taking, critical thinking and decision-making skills and learn animal behavior.

Regent University School of Education 1101

1000 Regent University Drive
Virginia Beach, VA 23464
www.regent.edu/education

The Regent University Graduate School of Education is committed to excellence in teaching, interactive online learning, faculty research and faith-based service to develop Christian leaders both for the classroom and administrative leadership. On-campus and online Master's (M.Ed.), Specialist (Ed.S.) and Doctor (Ed.D.) of Education programs available.

Renaissance Learning 715

2911 Peach Street
Wisconsin Rapids, WI 54494
www.renlearn.com

Renaissance Learning is the world's leading provider of computer-based assessment technology for PreK–12 schools. Adopted by more than 70,000 North American schools, Renaissance Learning's software provides daily formative assessment and periodic progress-monitoring technology to enhance curriculum, support instruction, and personalize practice in reading, writing, and math.

Responsive Classroom. 557

85 Avenue A, Suite 204
Turners Falls, MA 01376-0718
www.responsiveclassroom.org

The Responsive Classroom approach to elementary teaching emphasizes academic, social, and emotional growth in strong, safe school communities. Research confirms the benefits: improved academic achievement, more positive behavior, and higher-quality instruction. Print and video resources, workshops, on-site consulting.

Rhymes 'n' Times 1031

650 E State Highway 121 Ste 107
Lewisville, TX 75057-4850
www.rhymesntimes.com

Common Core Times Tables in 3 weeks Guaranteed! If class average isn't 90% on final test - 100% refund. Research-based—multisensory—meets ALL students' needs. RTI-optimized. No training! See: Fishin' for Addition, Subtraction in Action, Divide—Slide, ClockWise Fractions & Equivalency. See 3-minute videos: www.rhymesntimes.com and www.clockwisemath.com. 888.684.6376

Rice University (REEP/STEMScopes). 1023

6100 Main St
Houston, TX 77005-1827
www.reep.rice.edu www.stemscopes.com

Rice University Education Entrepreneurship Program (REEP) is the nation's foremost leadership development program for

highly motivated educators committed to leading public schools. STEMScopes is a K–12 comprehensive online science curriculum program that provides hands-on inquiry activities, assessments, problem-based-learning, intervention tools, acceleration materials, and teacher support resources.

Richer Picture/Ideas Consulting 544

134 Thurbers Avenue Suite 118
Providence, RI 02905
www.richerpicture.com

Rock Your World 770

18820 Pacific Coast Hwy Ste 201
Malibu, CA 90265-5535

Rowman & Littlefield Education 752

4501 Forbes Blvd
Lanham, MD 20706
www.rowman.com

Rowman & Littlefield Education's goal is to provide quality publications by outstanding authors. At RLE, you will find books on administration, curriculum and instruction, education reform, professional development, school safety, theory, philosophy, and much more.

Rubicon International 345

One World Trade Center
121 SW Salmon, Suite 1200
Portland, OR 97204
www.rubicon.com

SAFARI Montage. 416

7 E. Wynnewood Road
Wynnewood, PA 19096
www.safarimontage.com

Saint Joseph's College 355

278 Whites Bridge Rd
Standish, ME 04084-5236
<http://online.sjcme.edu/>

The Graduate & Professional Studies Division offers you a convenient and manageable way to earn a degree. You can start your program in any month of the year and set a pace that suits your life and family. Throughout the program, your personal academic advisor will guide you.

Saint Joseph's University 551

5600 City Ave
Philadelphia, PA 19131
www.online.sju.edu

Become a leader in education at Saint Joseph's University. The career-building options available at Saint Joseph's University are

for those who want to explore opportunities in education leadership roles. Earning your degree or certification online allows you the flexibility to arrange your studies around your schedule. Learn more at www.online.sju.edu.

Saint Xavier University 766

3700 W 103rd St
Chicago, IL 60655-3105
www.sxuonline.com

Saint Xavier University, founded in 1846, offers an online Master of Arts in Curriculum and Instruction. Saint Xavier is the second largest provider of teachers at the graduate level in Illinois. The School of Education holds accreditation from the National Council for the Accreditation of Teacher Education (NCATE).

Scholastic Inc. 801

557 Broadway
New York, NY 10012-3962
www.scholastic.com

Scholastic is the world's largest publisher and distributor of children's books and a leader in educational technology. Scholastic creates quality educational and entertaining products for use in school and at home, including children's books, magazines, technology-based products, and teacher materials.

School Datebooks 335

2880 US Highway 231 S, Suite 200
Lafayette, IN 47909
www.schooldatebooks.com

School Improvement Network 706

32 West Center Street
Midvale, UT 84047
www.schoolimprovement.com

School Improvement Network is the first and biggest name in on-demand professional training for educators. After decades of researching best practices, the company has developed the Educator Effectiveness System, a tool that helps educators become more effective and get 100% of their students college and career ready.

School Mate 548

3212 East Highway 30
Kearney, NE 68847-9792
www.schoolmate.com

We offer many school folders and student planners for grades pre-K–12 that will fit any budget. Many options are available to customize. Plus, learn about our NEW fundraising program that earns 50% profit and our school photobooks, great for preserving school year memories. Visit us for FREE samples.

School Mate Publishing. 550

3212 Highway 30 E
Kearney, NE 68847-9792
www.schoolmatepublishing.com

Publish a classroom book at no cost to your school. Students' stories and drawings are published in a durable hardcover book. The class receives a FREE book, and parents can purchase a copy as a lasting keepsake. It's fun, educational, and easy to do. You're only limited by your imagination!

School Software Group. 431

61 N. Meadow Row Court
Appleton, WI 54913
www.schoolsoftwaregroup.com

School Software Group provides curriculum and assessment management products to K–12 school districts. BuildYourOwnCurriculum, our award-winning product, has been recognized as a top product by *eSchoolNews* and *District Administration* magazines two years in a row. SSG provides a practical solution meeting the needs of administrators, teachers, parents, and students.

School Specialty 728

W6316 Design Drive
Greenville, WI 54942
www.schoolspecialty.com

We are a leading education company that provides innovative products, programs, and services to help preK–12 educators engage and inspire students of all ages and abilities to learn. From the design and development of breakthrough proprietary products and solutions, to the latest core curriculum, supplemental learning resources, supplies and furniture.

School Technology Resources, Inc. 1128

5274 Scotts Valley Dr Ste 204
Scotts Valley, CA 95066-3538
www.schooltr.com

Schoolology 229

115 W 30th St Rm 602
New York, NY 10001-4217
<http://www.schoolology.com>

Scientific Learning Corporation 504

300 Frank H Ogawa Plaza, Suite 600
Oakland, CA 94612
www.scilearn.com

We accelerate learning by applying proven research on how the brain learns. Scientific Learning's results are demonstrated in over 250 research studies. Learners can realize achievement gains of up to two years in as little as three months and maintain an accelerated rate of learning even after the programs end.

Seton Hall University 912

400 South Orange Avenue
Room 422, Jubilee Hall
South Orange, NJ 07079

Shader Productions 467

957 NASA Parkway # 505
Houston, TX 77058
www.rockmecz.com

We sell artist-designed crystal jewelry, sterling silver jewelry, and fashion jewelry.

Share Our Strength 773

1730 M St NW Ste 700
Washington, DC 20036-4553
<http://nokidhungry.org>

Share Our Strength's No Kid Hungry campaign is ending childhood hunger in America by connecting kids with nutritious food and teaching families how to cook healthy, affordable meals. You can help surround kids with the nutritious food they need where they live, learn and play. Visit us at <http://nokidhungry.org>.

Sharpen Young Minds 749

13194 US Hwy 301s Ste. 342
Riverview, FL 33578
www.sharpenyoungminds.com

Sharpen Young Minds is a magazine designed for parents, educators, homeschoolers and students. Sharpen Young Minds magazine provides articles for adults and articles for children. Along with each article is a collection of activities and discussion questions designed to extend the reading.

Silver Strong & Associates 470

227 First Street
Ho Ho Kus, NJ 07423
www.thoughtfulclassroom.com

Silver Strong & Associates offers the most personalized, hands-on approach to professional development in education. From on-site workshops to district-wide foundation training to national and regional institutes, we can help transform your district into a dynamic learning community focused on student achievement in the age of standards.

Silverback Learning Solutions 939

412 E Parkcenter Blvd Ste 305
Boise, ID 83706-7565
www.silverbacklearning.com

Our flagship product, Mileposts collects and connects data from all types of student information, assessment, and curriculum systems at the state, district, and classroom level, enabling educators to collaboratively plan and deliver individualized instruction and easy-to-build individualized learning plans with built-in agreements. Created by teachers for teachers.

Singapore Math Inc454

404 Beaver Creek Road, 225
Oregon City, OR 97045
www.singaporemath.com

We are a company dedicated to high standards of excellence in service and quality in products. It is our mission to bring quality Singapore Math educational books to schools and homeschoolers in the U.S.A. and Canada. We are proud to have brought you Singapore Math books since 1998.

Skyward Inc. 1117

5233 Coye Dr
Stevens Point, WI 54481-5088
www.skyward.com

Since 1980, Skyward has been serving the K-12 Administrative software needs of school districts. Skyward's School Management System represents an integrated student and financial management software system designed to keep administrators, educators, and families connected. Skyward's software is found in over 1,600 school districts throughout the world.

SMARTTraining 448

7464 E Tierra Buena Ln Ste 205
Scottsdale, AZ 85260-1645
www.singaporemathtraining.com

A leader since 2002 providing elementary math professional development utilizing Singapore Methods as both a core and a supplement to existing curriculum. Supporting teachers in CCSS Math is our passion. Our real classroom experience allows us to share insights and relate to your teachers. Creators of Differentiated Math Sprints.

Smith System. 634

1714 E 14th Street
Plano, TX 75074
www.smithsystem.com

Smith System is the premier provider of K-12 School Furnishings for 21st century classrooms. Active Learning Chairs, collaborative desks, I-O Post power solution for 1-1 devices, and storage system on display. All products are low emitting and GREENGUARD for Children and Schools certified.

Social Studies School Service 325

10200 Jefferson Blvd
Culver City, CA 90232-3524
www.socialstudies.com

Publisher and distributor of educational curriculum resources.

Solution Tree 923

555 North Morton Street
Bloomington, IN 47404
www.solution-tree.com

For more than 20 years, Solution Tree has collaborated with K–12 schools around the world to raise student achievement and improve staff performance. Offering a comprehensive range of educational resources, strategies, and tools for teachers and administrators, Solution Tree is recognized as the premier partner for inspired professional development.

Spirit Lala 644

586 Plantation Road
Mc Donough, GA 30252
www.spiritlala.com

SQ Write 1038

1780 Maple St Ste 1
Northfield, IL 60093-3021
www.SQwrite.com

SQ Write is a core research-based writing curriculum directly aligned to the Common Core Standards and the RTI process. SQ Write utilizes current executive functioning and oral language research to teach an original Self-Questioning technique to develop independent writers. Students independently write detailed and elaborated paragraphs and essays.

Staff Development For Educators 909

10 Sharon Road
PO 577
Peterborough, NH 03458
www.sde.com

SDE provides professional development for preK–12 educators. Through onsite PD, PD events, web-based PD, and PD resources, we empower educators with research-based, innovative, and rigorous PD that's practical, motivating, and fun. Our goal is to help create extraordinary classrooms that prepare students for the demands of the 21st century.

Stenhouse Publishers 1010

480 Congress St.
Portland, ME 04101
www.stenhouse.com

Stenhouse Publishers provides quality professional development resources by teachers, for teachers. Our goal is to provide educators with a set of proven strategies from which they can choose and adapt what will work best for their students and their own environment.

Storm Educational Enterprises, Inc. 566

11011 Dove Tail Ter
San Diego, CA 92128-4019
www.writeupastorm.com

We provide professional development and educational consulting services to teachers and support staff. In addition, we excel in teaching teachers and coaches of English language learners. Our products align with the Common Core Writing Standards. We have the data to support our successful track record in increasing student achievement in writing.

Studentpublishing.Com. 534

1500 W Hampden Ave Ste 4E
Englewood, CO 80110-2000
www.studentpublishing.com

Success for All Foundation 545

200 West Towsontown Boulevard
Baltimore, MD 21204
www.successforall.org

Superkids By Rowland Reading Foundation 529

6120 University Avenue
Middleton, WI 53562
www.superkidsreading.org

Rowland Reading Foundation publishes the Superkids Reading Program, a core reading program designed just for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. Happily Ever After is the Foundation's motivating, literature-based reading readiness program.

Tango Software 732

2101 South IH 35, Suite 410
Austin, TX 78741
www.tangosoftware.com

Tango Software provides assessment and data analysis tools for the mobile platform. Observational assessments (TPRI, Tejas LEE, CIRCLE/C-PALLS+) and STAAR-based benchmarks assist teachers in targeting instruction based on research-based data. Report provide educators with specific activities for all their classroom, small group and individualized instruction needs.

Taylor Brothers Door Lock 861

1400 E Coldwater Rd
Flint, MI 48505-1704
www.nightlock.com

Teacher Created Resources. 328

6421 Industry Way
Westminster, CA 92683
www.teachercreated.com

Teacher Learning Center 546

345 Pelham Rd
 Rochester, NY 14610-3352
www.tlc-sems.com

Home to the renowned training program Discipline with Dignity, we provide classroom-proven professional development materials, training, and consulting in the areas of classroom management, positive discipline, and motivation. Our trainings are strategy based so teachers can benefit from our seminars the very next day.

Teacher Peach 561

458 Central Ave
 Highland Park, IL 60035-2651
www.teacherpeach.com

Teacher Peach helps educators from Common Core State Standards to presenting a professional, proud image by using products designed by teachers FOR teachers. Every product we create is conceptualized with teachers or tested and refined by real educators who know the real issues. Our team contributes smart solutions that make a difference!

TeacherEase 652

188 W Industrial Dr Ste 240
 Elmhurst, IL 60126-1610
www.teacherease.com

TeacherEase is software to run the digital classroom. Targeting 1-to-1 computing environments, it includes modules: Learning Management System, Curriculum and Lesson Planning, Formative Assessment, and Standards-based Gradebook. Transition to digital instruction and eliminate paper textbooks. Better engage students. Align curriculum to the Common Core. Go paperless.

Teachers College Press 441

1234 Amsterdam Ave
 New York, NY 10027-6602
www.tcpres.com

Teachers College Press has published works at the cutting edge of theory, research, and practice in education including general interest about the future of our children and schools in such areas as educational policy, urban education, multicultural education, school reform, early childhood, literacy, counseling, professional development, special education, and curriculum.

Teaching Tolerance 506

400 Washington Ave
 Montgomery, AL 36104-4344
www.tolerance.org

Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving inter-group relations and supporting equitable school experiences for

our nation's children. We provide free educational resources, including magazines, film kits, curriculum and professional development materials to K-12 educators.

Teachscope, Inc 822

8701 Wall St Ste 900
 Austin, TX 78754-4402
 David Savage

Techsmith Corporation 446

2405 Woodlake Dr
 Okemos, MI 48864-5910
www.techsmith.com/education

Think Through Math 934

925 Liberty Avenue
 Pittsburgh, PA 15222-3730
www.thinkthroughmath.com

TTM is an award-winning, adaptive, math intervention for grades 3-Algebra 1. TTM provides unprecedented differentiation that prepares students for the Common Core State Standards. With personalized lesson pathways, TTM deepens understanding of critical mathematical concepts, improves higher-order thinking and problem-solving skills - changing how students feel about math.

ThinkCERCA 352

222 W Merchandise Plaza, Suite 1212
 Chicago, IL 60654
www.thinkcerca.com

ThinkCERCA.com is a Chicago-based company passionately committed to improving the quality of K-12 education. Guided by a team of nationally recognized literacy experts, the online platform allows teachers to design, share, deliver, and assess lessons using the CERCA argumentation framework; helping students use the process of argumentation to learn.

Thinking Maps, Inc. 941

401 Cascade Pointe Ln
 Cary, NC 27513-5780
www.thinkingmaps.com

Thinking Maps transforms schools and increases student performance by providing specific visual patterns for limitless learning. Our training provides a clear, concise framework, derived from brain-based research, for teachers, students and entire learning communities to share a common visual language that connects thought processes as well as promotes critical thinking.

Thinkstretch 439

215 E. Washington, Suite 200
 Ann Arbor, MI 48104

Touchstones Discussion Project 655

PO Box 2329

Annapolis, MD 21404-2329

www.touchstones.org

The Touchstones Discussion Project provides proven educational programs that build speaking, listening, reading, and creative and critical thinking skills through systematic discussion about diverse types of texts. Through Touchstones, students assume greater responsibility for their own learning and for creating a cooperative classroom environment.

Townsend Press 451

439 Kelly Drive

West Berlin, NJ 08091

www.townsendpress.com**Triumph Learning 560**

136 Madison Avenue

New York, NY 10016-6711

www.triumphlearning.com

Triumph Learning is the leading publisher of K–12 Common Core resources, standards-aligned instructional materials, and effective literacy programs. Our products increase student achievement and raise scores on high-stakes exams. We offer unique student solutions, robust teacher support, and professional development opportunities.

Turning Technologies 1030

255 W. Federal Street

Youngstown, OH 44503

www.turningtechnologies.com

Turning Technologies creates leading assessment delivery and data collection solutions. Student response systems provide formative assessment FOR learning to summative assessment OF learning. Collect valuable data to evaluate understanding, report student progress indicators, instantly grade exams and see measurable gains.

Tutto/Mascot Metropolitan Inc. 667

380 Swift Avenue, Unit 18

South San Francisco, CA 94080

www.tutto.com

Mascot Metropolitan has been in luggage business for more than 15 years and specializes in innovative, elegant solutions to universal problems in the mobile market place. The foundation of our product design is our patented luggage frame, which is sturdy, light, foldable, and 4-wheel based for superb stability.

Unified Caring Association 744

612 B South Mount Shasta Blvd

Mount Shasta, CA 96067

www.unifiedcaring.org

Teaching emotional awareness.

University of Nebraska - Lincoln 1105

Independent Study High School

2100 Vine Street

Lincoln, NE 68588

<http://highschool.unl.edu>

The University of Nebraska-Lincoln Independent Study High School offers over 100 college prep high school courses. Not for profit, AdvancED Accredited, NCAA approved, with certified teachers. Students may earn credits to transfer to local diploma or towards a diploma from our school.

University of Pennsylvania - Graduate School of Education 755

3440 Market St Ste 560

Philadelphia, PA 19104-3379

www.gse.upenn.edu/midcareer

An innovative, 3-year, executive-formatted doctoral program for experienced educational leaders working within K–12. Be part of our next cohort made up of leaders from public, private, and nonprofit organizations across the nation.

VariQuest Visual Learning Tools 745

2355 Polaris Ln N Ste 100

Plymouth, MN 55447-4777

www.variquest.com

VariQuest Visual Learning Tools offer creative ways to increase the success of every learner, improve teacher efficacy, and encourage parental involvement. Utilize the Poster Maker, Perfecta color printing system, Cutout Maker, Awards Maker and Design Center to differentiate instruction and improve student achievement with large visuals, cutouts, manipulatives, and awards.

The VHS Collaborative 512

4 Clock Tower Place, Suite 510

Maynard, MA 01754

www.thevhscollaborative.org

The VHS Collaborative is an educational nonprofit that has set the standard for online and blended learning since 1996. Through our global online classrooms, educators learn 21st century teaching skills and schools offer STEM, AP, Honors, Gifted & Talented, and elective courses that help students prepare for college and careers.

Vocabulary SpellingCity.Com 1107

6300 NE 1st Ave, Suite 203
Fort Lauderdale, FL 33334-1901
www.spellingcity.com

Vocabulary SpellingCity provides efficient game-based study of literacy skills using any word list. We provide a wide variety of learning activities that are designed to engage the student and inform the teacher. To learn more please visit www.spellingcity.com.

VoiceThread 212

P.O. Box 970533
Boca Raton, FL 33497-0533
www.voicethread.com

VoiceThread brings media, and people's audio, video, and text commentary about it, together within the same multi-media player. The result are highly interactive and engaging conversations that are both secure and easy to create, access, manage, and participate in.

Wavelength, Inc. 404

4753 N Broadway St Ste 818
Chicago, IL 60640-4992
www.wavelengthinc.com

Wavelength is an award-winning ensemble of educators and actors using humor, laughter and improvisation to create memorable professional training experiences for educational professionals. They offer hour-long comedic keynote shows, interactive training workshops using theatre and improvisation and multiple award-winning training DVD packages.

WestEd 457

730 Harrison Street
San Francisco, CA 94107
www.WestEd.org

WestEd is a research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. From instructional books to policy reports, WestEd offers products that enhance and increase education and human development within schools, families, and communities.

Western Governors Univeristy 407

4001 S 700 E Ste 700
Salt Lake City, UT 84107-2533
www.wgu.edu

Western Governors University (WGU) is a private, nonprofit university offering convenient, affordable and flexible education all online. WGU offers regionally and nationally accredited competency-based bachelor's and master's degrees in information technology, business, healthcare and teacher education.

WIDA Consortium 340

1025 W Johnson Street, MD #23
Madison, WI 53706
www.WIDA.us

WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

Wiley 638

111 River Street
Hoboken, NJ 07030
www.wiley.com

Jossey-Bass, a Wiley brand, provides the knowledge that drives champion leadership in schools, and the tools to create better outcomes for all students. Some of our many notable authors include Doug Lemov, Paul Bamrick-Santoyo, Donalyn Miller, Michael Fullan, Ann Lieberman, Todd Whitaker, Dan Goleman, and Dan Willingham.

William Woods University Online Campus 449

1 University Ave
Fulton, MO 65251-2388
www.online.wiliamwoods.edu

Wilson Language Training Corporation 950

47 Old Webster Rd
Oxford, MA 01540-2705
www.wilsonlanguage.com

Wireless Generation 817

11 E 26th St Fl 14
New York, NY 10010-1422
www.wirelessgeneration.com

World Research Company. 657

4926 Profit Drive
Tyler, TX 75707
www.dryerasonline.com

Leading manufacturer of two-sided dry erase boards. Classroom sets include 30 boards, 90 assorted markers, erasers, and boxes. Subjects include Math, Geography, Reading, Language, RTI, Graphic Organizers, etc.

World Savvy 508

1304 University Avenue NE, Suite 307
Minneapolis, MN 55413
www.worldsavvy.org

World Savvy prepares the next generation of leaders to learn, work and thrive as responsible global citizens in the 21st century. We support systemic change in K-12 education to provide students with the content knowledge, skills, values and attitudes

to be leaders and changemakers in their communities, locally, and globally.

World Wide Sales 567

32685 Rockridge Ln
Farmington Hills, MI 48334-1853
www.thewritingapproach.com

Introducing the writing approach, raised lines and shapes paper. An educator owned company specializing in the creation of raised line paper combining both visual and tactile learning. The lines on the paper are slightly raised enabling each student to see and feel the boundary lines within the area they are writing.

Wowzers 209

1 E Erie St Ste 480
Chicago, IL 60611-2792
www.wowzers.com

Teach kids to love math! Wowzers is an adaptive online learning platform that provides story-driven and game-based learning solutions built from the Common Core State Standards. Wowzers includes comprehensive curriculum content for grades 3–8, which is 100% digital and easy to use. Stop by our booth to learn more!

Writing Alive, Inc. 366

1495 S Uinta Ct
Denver, CO 80231-2742
www.WritingAlive.com

Upgrade your writing curriculum and professional development to Writing Alive, a proven scope and sequenced K-8 curriculum aligned to CCSS that increases writing performance. Writing Alive weaves all six components of writing structure, grammar, traits, process, genres, goal setting/assessment-into Monday-Friday lessons, developing every learner's reading and writing skills.

Xercise Lab 257

855 El Camino Real Ste 105
Palo Alto, CA 94301-2335
www.xerciselab.com

Recess Lab, by Xercise Lab is pre-choreographed group fitness programming that increases activity in the classroom, pre-kindergarten to grade 5. Recess Lab is a fun, intensive combination of cardiovascular and strength training. Public and private schools and districts can purchase a license that allows access to the Recess Lab programming.

Yamaha Music In Education 753

6600 Orangethorpe Ave
Buena Park, CA 90620-1396
www.musicineducation.com

Music In Education provides conceptual, hands-on learning of all the elements of music in a classroom keyboard lab setting. The curriculum is remotely controlled using the bundled MacBook Air

and iPad Mini, and allowing smart board connectivity. Bring-Your-Own-Device programs allow for multiple uses of the keyboard hardware. Professional Development included.

Your Self Series 646

7 Plateau lane
Bedford, NY 10506
www.yourselfseries.com

Your Self Series is THE resource for teen identity development. Ideal for Health, Advisory or After School programs, it supports 21st century skills, CCSS and many state mandates. Self skills are the foundation for anti-bullying, anti-drugs, anti-anything (!) success. 3 book series with free interactive website covering timely topics.

Youth Truth Student Survey 846

100 Montgomery St Ste 1700
San Francisco, CA 94104-4347
www.youthtruthsurvey.org

The YouthTruth survey gathers candid student feedback in a rigorous and confidential way, and expertly analyzes the quantitative data and qualitative comments. Administrators receive customized reports that translate detailed student feedback into actionable data and insight to support district and school improvement plans, program implementation, and professional development.

Zaner-Bloser 917

1201 Dublin Road
Columbus, OH 43215
www.zaner-bloser.com

Zeecraft Tech., LLC 840

2515 Tucker Rd
New Woodstock, NY 13122-9714
www.zeecraft.com

Zeecraft Tech., LLC is a leading seller of quality lock-out systems, scoreboards, and time management products. Our lock out systems and scoreboards are available in both wired and wireless versions. The systems are adaptable for use in both academic tournament competitions and the classroom setting.

Zoo-Phonics, Inc 214

20950 Ferretti Rd
Groveland, CA 95321-9343
www.zoo-phonics.com

The Zoo-phonics Multisensory Language Arts Program is a kinesthetic, multi-modal approach to learning all aspects of language arts. Faster than you ever expected your students will be reading, spelling and writing! Zoo-Phonics and e3Research are teaming up to demonstrate the effectiveness of the multisensory approach to early reading.

ASCD GOVERNANCE

2012-13 BOARD OF DIRECTORS



DEBRA HILL

Chicago, IL
President



PAUL HEALEY

Mechanicsburg, PA
Immediate Past President



BECKY BERG

Deer Park, WA
President-Elect



MARIE ADAIR

Vineland, NJ



HARRIETT ARNOLD

Stockton, CA



SUSIE CARR

Whitehall, OH



LARRY CARTNER

Roxboro, NC



Follow our boards and start pinning along with ASCD on Pinterest at www.pinterest.com/officialascd.



A Big Thank You!

ASCD thanks the many volunteers who are giving their time, energy, and enthusiasm to help make this a great event. Volunteers make all the difference!



KATHY CLAYTON
Spokane Valley, WA



SANDY CLIFTON
San Diego, CA



MARC COHEN
Germantown, MD



JUDITH GOLDEN
East Hampton, CT



JOSEPH GOODNACK
Pittsburgh, PA



MARY KAY KIRKLAND
Brigham City, UT



DAVID MATHIS
Saluda, SC



LAURIE MCCULLOUGH
Charlottesville, VA



GABRIEL RSHAI
Buenos Aires, Argentina



PASI SAHLBERG
Helsinki, Finland



JEFF STEPHENS
Ogden, UT

SmartBrief

ASCD SmartBrief

Your source for k-12 education news and trends

Did You Know?

- › A daily news briefing, produced in partnership with ASCD
- › Must read news for K-12 Educators
- › Sourced from hundreds of top media outlets and trade publications
- › It's FREE!

More than **212,500** of your peers in the K-12 community already rely on ASCD SmartBrief to stay informed and prepared.

To advertise in ASCD SmartBrief, contact Joe Riddle, publisher, education group:

202-407-7857

jriddle@smartbrief.com

Sample ASCD SmartBrief:



Don't miss another issue!
Sign Up :

smartbrief.com/ASCD

About SmartBrief

SmartBrief is the leading online publisher of targeted business news and information by industry. By combining technology and human editorial expertise, SmartBrief filters thousands of sources daily to deliver the most relevant industry news in partnership with more than 200 trade associations, professional societies, nonprofits and corporate entities. With an audience of more than 5 million senior executives, thought leaders and informed industry professionals, SmartBrief is the essential resource for "must-read" industry news.

EXECUTIVE STAFF



GENE R. CARTER

Chief Executive Officer/
Executive Director



MARY CATHERINE (MC) DESROSIERS

Chief Program
Development Officer



MICHAEL BERKELEY

Assistant Executive
Director, Information
Technology Solutions



ERIC BELLAMY

Chief Financial Officer/
Deputy Executive
Director, Business
Services and Support



DEBORAH HALL-POPE

Chief Organizational
Services Officer



RON MILETTA

Assistant Executive
Director, Marketing and
Member Services



JUDY SELTZ

Chief Constituent Ser-
vices Officer/Deputy
Executive Director,
Constituent Services



How Was Your Experience?

A conference evaluation will be e-mailed to all participants who have provided us with a valid e-mail address. To help us plan future conferences that meet your needs, we need your input. Please respond to the e-mail evaluation.

ASCD AT WORK



NOMINATIONS COMMITTEE FOR THE 2012 ELECTIONS

Chair: Anne Roloff, Skokie, IL

Vice Chair: Beverly Smith, Mount Berry, GA

Imani Akin, Calumet City, IL

Loucrecia Collins, Birmingham, AL

Ember Conley, Maricopa, AZ

Nancy DeFord, Virginia Beach, VA

Chris Himself, Ft. Wayne, IN

Frank Holman, Lincoln, AR

Jeffrey Lofthus, Juneau, AK

Kathleen McCreery, San Dimas, CA

Denise Meister, Wyomissing, PA

Lorraine Ringrose, Edmonton, Alberta, Canada

Sara Magaña Shubel, Grand Rapids, MI
(Board Liaison)

POSITION ADVISORY COMMITTEE

Curtis Cain, Overland Park, KS

Nicole Clifton, Upper Marlboro, MD

Bijal Damani, Rajkot, India

Mariann Helfant, Riegelsville, PA

Chris Himself, Ft. Wayne, IN

Shane Hotchkiss, York Springs, PA

Heidi Janes, St. Johns, Newfoundland, Canada

Patricia Johnson, Las Cruces, NM

David LaRose, Culver City, CA

Linda Mariotti, Salt Lake City, UT

David Scott, Port Jefferson, NY

Ben Shuldiner, Crompond, NY
Margaret Trybus, River Forest, IL

Marva Tutt, Silver Spring, MD

FORMER EXECUTIVE SECRETARIES/DIRECTORS

1936–39 Mary F. Hazell

1939–45 Ruth Cunningham

1945–49 Gertrude Hankamp Fitzwater

1949–52 Arno A. Bellack

1952–56 George Denemark

1956–59 Rodney Tillman

1959–65 Margaret Gill Hein

1965–68 Leslee J. Bishop

1968–71 Fred T. Wilhelms

1971–73 Neil P. Atkins

1973–92 Gordon Cawelti

FORMER PRESIDENTS

(Institutional affiliation at the time of presidency)

1944–46 Hollis L. Caswell
Teachers College, Columbia University, NY

1946–48 Bess Goodykoontz
U.S. Office of Education

1948–50 Walter A. Anderson
New York University, NY

1950–52 Gladys Potter
Long Beach Public Schools, CA

1952–53 Maurice Ahrens
University of Florida, Gainesville, FL

1953–54 Alice Miel
Teachers College, Columbia University, NY

1954–55 Prudence Bostwick
Denver Public Schools, CO

1955–56 Gordon N. MacKenzie
Teachers College, Columbia University, NY

1956–57 Robert S. Gilchrist
University City Public Schools, MO

1957–58 G. Robert Koopman
Michigan Department of Public Instruction,
Lansing, MI

1958–59 Jane Franseth
U.S. Office of Education

1959–60 William M. Alexander
George Peabody College for Teachers, Nashville, TN

1960–61 Arthur W. Foshay
Teachers College, Columbia University, NY

1961–62 William Van Til
New York University, NY

1962–63 Chester D. Babcock
Department of Public Instruction, Olympia, WA

1963–64 Kimball Wiles
University of Florida, Gainesville, FL

1964–65 Harold D. Drummond
University of New Mexico, Albuquerque, NM

1965–66 Galen Saylor
University of Nebraska, Lincoln, NE

1966–67 Arthur W. Combs
University of Florida, Gainesville, FL

1967–68 J. Harlan Shores
University of Illinois, Urbana-Champaign, IL

1968–69 Muriel Crosby
Wilmington Public Schools, DE

1969–70 **Alexander Frazier**
The Ohio State University, Columbus, OH

1970–71 **John D. Greene**
Baton Rouge Public Schools, LA

1971–72 **Alvin D. Loving Sr.**
University of Michigan, Ann Arbor, MI

1972–73 **Jack R. Frymier**
The Ohio State University, Columbus, OH

1973–74 **Harold G. Shane**
Indiana University, Bloomington, IN

1974–75 **Glenys G. Unruh**
University City Public Schools, MO

1975–76 **Delmo Della-Dora**
California State University, Hayward, CA

1976–77 **Philip L. Hosford**
New Mexico State University, Las Cruces, NM

1977–78 **Elizabeth S. Randolph**
Charlotte-Mecklenburg Public Schools, NC

1978–79 **Donald R. Frost**
Community High School District 99, Downers Grove, IL

1979–80 **Benjamin P. Ebersole**
Baltimore County Public Schools, Towson, MD

1980–81 **Barbara D. Day**
University of North Carolina, Chapel Hill, NC

1981–82 **Lucille G. Jordan**
Georgia Department of Education, Atlanta, GA

1982–83 **O. L. Davis Jr.**
University of Texas, Austin, TX

1983–84 **Lawrence S. Finkel**
Institute for Curriculum Development, Dobbs Ferry, NY

1984–85 **Phil C. Robinson**
River Rouge Public Schools, MI

1985–86 **Carolyn S. Hughes**
Shaker Heights Public Schools, OH

1986–87 **Gerald R. Firth**
University of Georgia, Athens, GA

1987–88 **Marcia Knoll**
Forest Hills Public Schools, NY

1988–89 **Arthur L. Costa**
California State University, Sacramento, CA

1989–90 **Patricia Conran**
Eagle County Public Schools, CO

1990–91 **Donna Jean Carter**
Josten's Learning Corporation, San Diego, CA

1991–92 **Corrine Hill**
Salt Lake City Public Schools, UT

1992–93 **Stephanie Pace Marshall**
Illinois Mathematics and Science Academy, Aurora, IL

1993–94 **Barbara Talbert Jackson**
District of Columbia Public Schools, Washington, DC

1994–95 **Arthur Stellar**
Boston Public Schools, MA

1995–96 **Charles Patterson**
Killeen Independent School District, TX

1996–97 **Frances Faircloth Jones**
Piedmont Triad Educational Consortium, University of North Carolina, Greensboro, NC

1997–98 **Edward L. Hall**
Talladega College, AL

1998–99 **Thomas J. Budnik**
Heartland Area Education Agency, Johnston, IA

1999–2000 **Joanna Choi Kalbus**
Redlands, CA

2000–01 **LeRoy E. Hay**
Wallingford Public Schools, CT

2001–02 **Kay Awalt Musgrove**
Franklin Special School District, Franklin, TN

2002–03 **Peyton Williams Jr.**
Atlanta, GA

2003–04 **Raymond McNulty**
Bill & Melinda Gates Foundation, Montpelier, VT

2004–05 **Martha Bruckner**
Millard Public Schools, Omaha, NE

2005–06 **Mary Ellen Freeley**
Malverne Union Free School District, Malverne, NY

2006–07 **Richard Hanzelka**
St. Ambrose University, Davenport, IA

2007–08 **Nancy DeFord**
DeFord Ltd., Virginia Beach, VA

2008–09 **Valerie Truesdale**
Oconee County Schools, Walhalla, SC

2009–10 **Linda Mariotti**
Granite School District, Salt Lake City, UT

2010–11 **Sara Magaña Shubel**
East Grand Rapids Public Schools, Grand Rapids, MI

2011–12 **Paul M. Healey**
Penn State Harrisburg, Middletown, PA

A

Abler, Kim	2227
Abrams, Jennifer	1215
Accardi, Michelle	1317
Adams, Leslie	3122
Adams, Sara	1249
Adolphine, Mamzelle	1447
Alcock, Marie	2252, 2305
Alford, Sean	2235
Allan, Susan	1122
Alleman, Janet	1138
Allen, Amelia	1218, 1318
Allen, Harvey	1218, 1318
Alvy, Harvey	3202
Anderson, Michelle	2133
Anderson, Mike	1306
Anderson, Steven	2233
Anderson, Thomas	2321
Anderson, WaNelle	3117
Andrew, Eric	3248
Angelou, Maya	GS2
Archer, Lynn	2123
Armstrong, Thomas	1314, 1409
Arnold, Harriett	1109
Atwell, Ian	2231
Audley, Nicholas	1241
Augustine, Dottie	1111
Ayerza, Guadalupe	3210

B

Babakhani, Antwan	3101
Baeder, Justin	3332
Bagoly, Linda	1230
Bahena, Olimpia	3339
Bakke, Nick	2325, 3219
Balch, Ryan	3213
Baldermann, Jack	1347, 3209
Baltzley, Patricia	1438
Barbara, Manny	2151
Barchenski, Julie	3107
Bareket, Ruth	3248
Barnes, Mark	2109
Barnish, Mary Elin	2128, 3341
Bartalo, Donald	3340
Beach, Don	1246
Bell, Mary	1406
Bell, Susan	2307
Beller, Leslie	3224
Benes, Craig	3339
Ben-Hur, Meir	1406
Bennett, Lisa	1121
Berg, Dana	1339
Berger, Alisa	3338
Berger, Rod	2328
Bergher, Daniel	1235
Bergmann, Jon	1254, 1331
Bernard-Bourgeois, Anne	2127
Berry, Risha	2126
Bertermann, Laura	1239
Beyer, Lauren	2320
Biallas-Odell, Wendy	3319

Bigler, Rebecca	3303
Birnham, Elizabeth	3146
Bisbey, Dori	1402
Blankstein, Alan	2253
Bloom, Rebecca	1401
Boals, Timothy	3111
Bodenheimer, Debi	3248
Booras, Ellin	1411
Boray, Jean	1432
Boroson, Barbara	1125
Bosacker, Barry	1240
Bottoms, Barbara	1341
Bouffard, Suzanne	1243
Brady, Anna	3251
Brady, Patricia	3341
Bramante, Fred	3238
Brayne, Robin	1352
Breese, Cliff	3112
Britt, Sherida	1115
Brockway, Carrie	2230
Brookhart, Susan	3102
Brown, Peter	2152
Brown, Carole	2228
Brown, Paul	1311
Budge, Kathleen	1322
Burgess, Dave	1253
Burks, LynnMarie	1209
Burmark, Lynell	1204
Burriss, Kathleen	3129
Burriss, Larry	3129
Burton, Bryan	3227
Burton, Fred	1340
Bushell, Shawna	3121
Bynum, Alene	1424
Byrne, Jennifer	1234

C

Calkins, Lucy	3115, 3322
Campbell, Andrea	2137
Campion, Todd	1241
Camps, David	1305
Cancredi, Brett	1354
Carbajal, Cindy	1235
Carbo, Marie	1111
Cardillo, Richard	1346
Canery, Mary Jo	2219
Carman, Terri	2224
Carpenter, Jeff	1451
Carpenter, Linda	3225
Carter, Gene R.	1300
Cash, Richard	3324
Castro, Mariana	3111
Cawn, Brad	1139
Chang, Kevin	3113
Chaudhry, Muhammed	2151
Chin, Beverly	3250
Christie-Blick, Kathleen	1353
Clark, Elizabeth	3232
Clark, Forrest	3232
Clark, Shawn	2306
Clauson, Margaret	1242, 1427
Clifton, Nicole	1127

Coble, Kelly	2336
Coffman, Anne	2327
Cohen, Peter	1147
Collaros, Chris	1340
Collier, Margaret	2140
Collins, Loucrecia	1119
Collins, Myke	1102
Colton, Amy	3103
Confrey, Jere	3312
Conn, Kathleen	3128
Cook, Spike	1213
Cookson, Peter	2324
Cooper, Luann	3119
Corburn, Hillary	2323
Corburn, Jesse	2323
Corley, Kathleen	1416
Costa, Arthur	1106
Couture, Jean Claude	3309
Covert, Lakisha	2125
Cox, Lillie	3251
Crayton, Jo-Lynette	3110
Crocker, Wendy	2141
Crow, Jeremiah	1422
Culham, Ruth	2208
Cunningham, Gini	1220
Cushing, Karen	3224

D

D'Acquisto, Linda	2227
Dahlgaard, Janet	1229
Dale, Warren	2339
Danielson, Charlotte	2200
Davidson, Matthew	1245
Davis, Andrew	1143, 2241
Dawson Jr., Roy	3121
Day, Sandra	3319
Dean, Ceri	2251
Dearborn, Grace	2149
DeFord, Nancy	1323
Del Rio, Luz	3210
Della Vedova, Tiffany	1123
Deller, Amy	2308
Delmoro, Richard	1133
Demeo, William	2329
Demmon, Sandra	1402
Dennis, Traci	2330
Denny, Jack	1435, 2244
Denotter, Carol	1129
DeRosa, Philip	2231
Dewing, Thomas	1206
Dewsbury-White, Kathy	3218
Dickenson, Patricia	2345
DiGiacinto, Kelly	2227
Dillard, Carmen	1443
Dimartino, Catherine	1233
DiMartino, Joseph	3241
DiSanto, Nicholas	2147
Distad, Linda	1338, 2144
Donahue, Brenda	3328
Donegan, Kate	1417
Donnelly, Heather	1149

Dotter, Maria 3108
 Dougherty, Eleanor 1405
 Douglas, Kay 1111
 Dreis, Janice 3211
 Dueck, Myron 2247
 Duesberry, Luke 2154
 Dultz, Cheryl 3109
 Dunn, Michelle 2117
 Dunne, Kerry 1411
 Dustin, Emily 1241
 Dweck, Carol 1103
 Dwyer, Sheryl 2348

E

Eager, Johanna 1307
 Earley, Penelope 1350
 Eckert, Marc 1353
 Eder, Elizabeth 3215
 Edgar, Stephanie 1231
 Edmonds, Ellen 2316
 Edwards, Jenny 1219
 Ehly, Shari 3329
 Ehrenworth, Mary 2243, 3115, 3322
 Eirich, Julie 1340
 Eisenstadt, Eric 2147
 Elias, Maurice 3201
 Eliot, Lise 3303
 Ellingson, Jason 1134
 Ellis, Melissa 3220
 Eskridge, Kalei 3109

F

Faber, Sharon 1211
 Faison, Patrice 3251
 Falsetto, Laida 2229
 Farrell, Nancy 1335
 Feber, Jane 1112
 Feldman, Dara 3242
 Felling, Jane 3120
 Femc-Bagwell, Michele 1230
 Ferhati, Elizabeth 2210
 Fischer, Rita 3326
 Fisher, Christopher 3123
 Fisher, Douglas 2103, 2201
 Fisher, Michael 1120, 1404
 Fisk, Janine 1109
 Fitzpatrick, Anthony 3235
 Flanagan, Gina 1147
 Flom, Jason 1413
 Flores, Julia 3224
 Flythe, Steven 2216, 2340
 Fogarty, Robin 1247
 Fontanini, Jennifer 3225
 Ford, Mike 2202
 Forté, Thelma 1408
 Foster, Kathie 1228
 Frantz, Todd 3101
 Frentress, Jennifer 1405
 Frey, Barbara 1235
 Frey, Nancy 2103, 2201
 Frontier, Tony 2207

Fry, Sara 1126
 Fuhrer, Lance 2134
 Fullan, Michael 1100
 Furman, Rob 1410

G

Ganey, Julie 1423
 Garcia, Michelle 2129
 Gatta, Nanciann 2118, 2343
 Gavigan, Karen 3133
 Gay, Lucrecia Prat 2333
 Geary, Carole 3123
 Gedart, Kelli 1128
 Gendron, Sue 1130
 Gentile, David 2106
 George-Remy, Carolyn 1341
 Gerstein, Jackie 1328
 Gibson, Nancy 1313, 3228
 Gilbert, Lauren 1411
 Gillaspie, Diane 2232
 Girouard, Alain 1334
 Gizzo, Paul 1228
 Glass, Kathy 1325
 Glicksman, Meryl 3108
 Gmitro, Betsy 1336
 Goetz, Susan 3145
 Gonzalez, Homero 2135
 Gonzalez, Laura 1433
 Gonzalez, Ramiro 3317
 Goodman, Sheryl 1237
 Goodstein, Jennifer 1401
 Goodwin, Bryan 2204
 Gordan, Asa 3334
 Gordon, Angela 1437
 Gorton, Wendy 3106
 Gottlieb, Margo 3111
 Gousse, Marc 1343
 Graham, Shelia 2344
 Green, Pat 1440
 Greene, Andrew 2248
 Greene, Nevada 1428
 Greene, Richard 1428
 Greenhill, Valerie 1315, 2219, 3304
 Greenstein, Laura 2211
 Griffith, David 1248, 1311, 2113, 3205, 3228
 Griffith, Josh 1134
 Grimm, Emily 2137
 Grosse, Jodi 3229
 Grutza, Jennifer 1239
 Gunter, Mary 1424, 3228
 Gunther, Vicki 1417

H

Habermehl, William 2337
 Habersham, Monique 1233
 Hailpern, Joseph 3119
 Hajek, Andrea 1317
 Hale, Janet 1120, 1404
 Hall, Chris 2130
 Hall, Susan 2315
 Hallett, Rich 2130

Han, Hye-chong 1300
 Hancock, Michele 2245
 Hanlon, Bill 3212
 Hanson, Michelle 1129, 3221
 Hargreaves, Andy 1100
 Harmon, Pearl 3220
 Harold, Barbara 1430
 Harp, Amy 3206
 Harris, Douglas 1133
 Harris, Nancy 3126
 Hasselbring, Ted 2242
 Hatt, Charles 2308
 Hauptert, Kristi 1332
 Hayden, John 1238
 Hayden, Libbie 1126
 Heacox, Diane 1338, 2144, 3239
 Hebert, Connie 2114
 Hebert, Elizabeth 2152
 Heintz, John 2118
 Helton, Scott 3209
 Henry, Philip 2327
 Herrmann, Scott 1242, 1427
 Heward, Pam 1332
 Hewitt, Kimberly Kappler 1216, 1344
 Hickman, Karen 2132
 Hicks, Amelia 2128
 Higgs, Crystal 2246
 Hill, Debra 2153
 Hill, Diane 1216
 Hill, Rachelle 3206
 Hill-Ries, Aline 1453
 Himsel, Christopher 1426
 Hobbs, Mary 2342
 Hodge, Elizabeth 1216
 Hoerr, Thomas 1118
 Hoge, Patricia 1333
 Hoh, Rachelle 1129, 2144
 Holincheck, Nancy 1351
 Hollingsworth, Toni 1149
 Holmstrom, Annette 1326
 Hooker, Sylvia 1319
 Hoong, Wong Siew 1300
 Hopmayer, Aaron 1354
 Housley, Angela 1126
 Houston, Sari 3306
 Howard, Kathryn 3108
 Hrabowski III, Freeman GS1
 Hubbell, Elizabeth 2251
 Huck, Erika 1401
 Hudson, Ryan 1213
 Hudson, Timothy 2314
 Hughes, William 3143
 Hundt, Caleb 2325, 3219
 Hunter, Michael 2217
 Hutcherson, Rose 1233
 Hyde, Janet 3303

I

Ibanez-Wolberg, Rochelle 1312
 Inouye, Mark 1439
 Isitt, Hope 3122
 Ivey, Gay 1407

J

Jackson, Joyce	2301
Jackson, Robyn	2101
Jackson, Wendy	2240, 2350
Jackson, Yvette	2205, 3100
Jacobs, Heidi Hayes	2252, 2305
Jacobs, Sheila	1424
Jaszcz, Lisa	1230
Jobanputre, Kunal	2210
Jobrack, Beverlee	1227
Johns, Beverley	3333
Johnson, Amy	1128
Johnson, Ann	2305, 3113
Johnson, Ann Marie	2312
Johnson, Chris	1445
Johnston, Peter	1407
Jones, Van	3200
Jones, Eric	3141
Julius, Gloria	2117

K

Kachur, Donald	2108
Kafele, Baruti	2223
Kagan, Laurie	1141
Kallick, Bena	1106
Kaplan, Lauren	3108
Kasander, Bonnie	1110
Kaufman, Trent	2137
Kay, Ken	1315, 3304
Kearney, Liz	1152
Kehoe, Lisa	1224
Keister, Susan	2206
Keith, Kyle	2336
Kelly, Teresa	1446
Kessler, Susan	1143, 2241
Khan, Imran	1355
Kickbusch, Consuelo Castillo	1212
Kies, Elaine	2310
Kilbane, Clare	2212
Kilbridge, Amy	3217
Kilpatrick, Denise	3248
Kim, Megan	1440
King, Shauna	3231
Knickerbocker, Tracy	3323
Knoell, Donna	2214
Knoll, Marcia	1246
Knueppel, Kole	3143
Kocanda, Trisha	1336
Koonce, Sharon	1337
Koreman, Neil	2343
Kreisman, Susan	2147
Kreiter, Maria	3227
Krueger, Constance	1321
Kryder, Michael	1401
Kuczala, Michael	3234
Kumashiro, Kevin	1200
Kunkel, Randy	2227
Kuntz, Anne	1209
Kushner, Randee	1224

L

Laitsch, Daniel	1350, 2154
Laizer, Cynthia	1416
Lancia, Peter	1343
Lange, Richard	3101, 3228
Larocca, Whitney	2311
Larose, Elizabeth	3113
Larson, Janet	1229
Larson, Jonathan	2210
Lasater, Mary	3323
Lawson, Laura	1113
Leaman, Lori	3230
LeClaire, Nicole	1145
Lee, Anita	3334
Lee, Melanie	1335
Lee, Nadine	2224
Lehman, Chris	2243, 3115
Lehmann, Erin	1321
Lent, ReLeah	1101
Leven, Sara	2349
Ley, Rob	1138
Libano, Jose	1411
Lindsay, Crystal	2344
Lipton, Laura	2237
Liu, Emma	2210
Lokey-Vega, Anissa	3124
Loneragan, Mark	3317
Long, Deborah	2336
Long, Jill	3145
Longie, Joel	1234
Loupas, Jeff	1326
Luciano, Jessica	1436
Lund, Christine	2320
Lydon, John	1451
Lynch, Lincoln	1411
Lynn, Brian	1354

M

Mace-Guilloux, Kalyn	1151
MacPherson, Michelle	2127
Majoch, Malinda	2327
Maniotes, Leslie	2139
Many, Annika	3216
Marcelo, Pete	2118
Markey, Jason	1330
Markos, Amy	1336
Marseille, Wagner	2341
Marshall, Jeff	1403
Martin, Felicia	3114
Martin-Kniep, Giselle	1221
Marty, Judith	3216
Marzano, Robert	1304
Maurer-Cassada, Katherine	2126
Maxfield, Patty	3315
Maxwell, Ryan	1451
Mazanek, Deanna	1239
Mazza, Joe	1414
McBride, William	1400, 3245
McDaniel, Carol	2115
McDaniel, Christine	1442
McDermott, Veronica	2205

McDonald, Kimberly	1432
McDonald, Roxanne	1327
McDowell, Denise	3249
McGilvray, Susan	1146
McGowan, Jim	1417
McGreal, Thomas	2110
McGregor, Margaret	3339
McInnis, Allen	1430, 2238
McKenzie, Walter	2150
McLean, Michelle	2136
McNair, Wanda	3117
McTighe, Jay	2222
Mellor, Melissa	1248, 3228
Mendler, Allen	1208
Mendler, Brian	1108
Meoli, David	1137
Mercado, Efrain	1441, 2209, 3205
Meredith, Corine	3121
Mesta, Pamela	2131
Miller, Andrew	1124
Miller, Eric	1210
Miller, Mark	1345
Miller, Matt	3243
Miller, Shauna	3316
Mitzner, Kris	2311, 3240
Moirao, Daniel	1449
Molyneaux, Wes	1445
Mondale, Tina	1140, 1425
Monson, Robert	2334
Moody, Michael	2112, 2351
Moore, Ann	3316
Moore, Pamela	2106
Mora, Lori	3208
Morgan, E. Dewayne	3114
Moroz, Karen	3145
Morris, Susan	3328
Moss, Connie	3102
Moss, Mary	1436, 3338
Mowers, Helen	3110, 3329
Mucetti, Rosanna	2145
Muir, Lynn	2309
Muller, Veronica	2319
Mullet, Judy	3230
Myers, Michael	1423, 2104
Myers, Dave	3141

N

Nagel, David	2331, 3318
Namfa, Benjalug	1300
Narasimhan, Carolyn	2240
Nary, Debora	3146
Nathan, Linda	3317
Nattkemper, Marta	2338
Nauman, Roxanne	1432
Neely, Nancy	1126
Neiman, Linda	3225
Nelson, Rita	1252
Nettles, Evelyn	2220
Neu, Renee	3221
Newman, Mark	2116
Newnam, Patrice	2102
Nicholas, Earl	2252

Nichols, Maria	1407
Nichols, Miranda	3126
Nielsen, Susan	1440
Nieves, Angel	3308
Niguidula, David	1137, 3104
Nilson, Michelle	3130
Nistler, Robert	3145
Nixon, Darshell	1451
Nolan, Celese	1213
Nolin, Anna	1147, 1418
Nowland, Mary	1140, 1425
Nurczyk, Tracee	1239

O

O'Connor, Carol	2120
O'Connor, Heather	2231
O'Connor, Sandra Day	2100
O'Dea, Maureen	1145
O'Donnell, Padraic	1329
Ogle, Donna	2116
O'Kane, John	1428
Olsen, Steven	1116
O'Mara, Heather	1419
Opitz, Michael	2202
Orlando, Sheila	2254
Ormiston, Meg	1217
Ortiz, Magdalena	2333
Ostertag, Genny	1113
Ostroff, Wendy	2111

P

Pace, Debra	1402
Papazian, Sylvia	2319
Parizek, Deborah	3132
Parker, Wil	1412, 2341
Parks, Sandra	2348
Parrett, William	1322
Parrott, Suzanne	2254
Pascoe, Don	3319
Pazur, Sarah	3132
Peace, Jennifer	2306
Peck, Craig	3251
Pellegrine, Jennifer	2213
Pemberton, Cherise	1233
Perez, Katherine	1104
Peterson, Angie	1229
Peterson, Jacque	1432
Petric, Marius	2236
Pezzolla, Karen	2133
Phillips, Barbara	1313
Phillips, Rick	1316
Piazza, Lisa	1149
Pickeral, Terry	1346
Pickering, Debra	3109
Pickett, John	2336
Pierson, Caryl	1128
Piggott, Shanna	3326
Pijanowski, Lissa	1136
Pitler, Howard	1250
Pollock, Jane	1205
Poole, Carolyn	3220

Potter, Bruce	2331
Powell, Joshua	2303
Pumpian, Ian	2201

Q

Quaglia, Alejandra	2338
Quinlan, Susan	3334

R

Radoslovich, Julie	3314
Rainville, Yves	3127
Ramos, Monica	2310
Rasic, Jeff	3106
Rasmussen, Jay	1338
Rasure, Shawn	1422
Rawnsley, David	2123, 2229
Ray, Jeremy	1343
Reach, Sherry	2334
Reber, Olga	2131
Redfearm, Lori	1408
Reetz, Rob	3145
Rehage, Larry	3211
Reid, Stacie	1233
Reidel, Christina	2334
Reilly, Veronica	2345
Rettig, Michael	3116
Revenaugh, Mickey	2318
Reyes, Daniel	2135
Reyes, Jesch	2240
Reynolds, Margaret	1241, 2231
Rice, Kerry	1235
Richardson, Judith	3216
Richardson, Will	1308
Richert, Jennifer	1408
Rickabaugh, James	3320
Rickert, Cynda	1140, 1425
Riley, Patrick	3101
Rizzolo, Allison	1226
Robb, Audra	2243
Robb, Paul	1324
Robbins, Pam	2102, 3202
Roberts, Shelley	3314
Roberts, Christine	1433
Rocco, Heather	1236, 2309
Roderick, Melissa	2349
Rodkin, Philip	3303
Rogers, Spence	3310
Roloff, Anne	1323, 2118
Roscoe, James	3326
Rosenberg, Jennifer	3103
Roth, LaVonna	1153
Roth, Stefani	1113
Rothstein, Dan	2216, 2340
Rottier, Holly	1248
Rouleau, Kristin	3319
Routman, Regie	1117
Rozzo, John	1345
Rudofsky, Sarah	3224
Rupp, Tim	1140, 1425
Ryan, David	1145
Ryan, Debra	1416

Ryley, Helen	2228
--------------	------

S

Sahlberg, Pasi	1300, 3309
Salazar, Elena	3210
Salgado, Estrella Raquel	2210
Sally, Paul	1445
Sams, Aaron	1254, 1331
Sanchioni, Peter	1418
Santana, Luz	2216, 2340
Sattes, Beth	1231
Saucedo, Josie	3246
Saum-Mills, Kim	3229
Savitz-Romer, Mandy	1243
Scheffer, Grant	1420
Scherer, Marge	1314
Schlinger, Melissa	3244
Schnirman, Marisa	1312
Schoon, Ebony	2344
Schouten, Amanda	3221
Schroeder, Kathy	1450
Schwartz, Daniel	3301
Scott, David	1349
Scott, Elaine	2302
Scott, Kevin	1222
Searle, Margaret	3203
Secolsky, Charles	2236
Seider, Scott	2249
Seinfeld, Laura	2215
Seligson, Gail	2226
Seusing, Jennifer	1145
Sevigny, Linda	3137, 3316
Seward, Ruth	2240
Shaw, Holly	2306
Sheninger, Eric	1310
Shenkman, Gail	1327
Shepherd, Quintin	1210
Sherratt, Ellen	1226
Sheskey, Bill	2252
Shields, Tom	2126, 3141
Shimp, Timothy	3328
Shopfner, Rebecca	1424
Shortino, Carla	2350
Shriver, Timothy	3300
Shubel, Sara	1323
Siew, Wong	1300
Silver, Harvey	1206
Simmons, Bertie	1337
Simpson, Meg	1222
Simpson, Sarah	2317
Sims, Paul	1313
Skerritt, Nancy	1106
Slade, Sean	1114, 1202, 1346, 2105
Slater-Green, Cindy	1139
Slough, Sandra	3313
Sly, Carolie	1121
Smiley, Lavonne	3216
Smith, Amanda	1232
Smith, Rick	2149
Snodgrass, April	2241
Snyder, Donna	1202, 2142, 3105
Sojourner, Russ	2239

Solis, Cristina	1231
Solis, Guadalupe	1433
Sornson, Robert	1105, 2107
Sorrentino, Tracey	1133
Spade, Melissa	1348
Sparks, Jana	3122
Spates, Rachel	2312
Spencer-May, Karen	3331
Spittle, Brian	2349
Sprenger, Marilee	1207
St. Louis, Kathleen	2317
Stager, Gary	2313, 2347
Staloch, Teri	3319
Starr, Dave	2123
Steinberg, Janet	2243
Stemler, Margaret	2310
Stephens-Carter, Sherri	2228
Stephenson, Lauren	2238
Sterrett, William	1201
Stiff-Williams, Helen	1151, 3117
Stiles, Jean	3309
Stinson, Rebecca	1247
Stobaugh, Rebecca	1135
Stone, Bj.	1303
Stonehouse, Pauline	1309
Stovenour, David	1434
Stricker, Jason	2112, 2351
Stringham, Charlene	1433
Sullivan, Debbie	2305
Sullivan, Elmo	3308
Sumter, Jeremiah	1233
Suritsky, Sharon	1345
Sutton, Jaime	1213
Swanson, Jason	3341
Sweeney, Diane	2346
Swopes, Jordan	2210
Syrja, Rachel	3142
Sywilok, Anne	2226
Szczepaniak, Jim	2343

T

Tack, Mary Beth	1442
Tasco, Adriane	2142, 3105
Tatum, Alfred	1421
Taylor, Roger	3311
Telfer, Deborah	2124
Tellez, Rita	3246
Thomas, Darrell	1216
Thomas, Edward	2119, 2221
Thomas, Erin	3122
Thompson, Al	3207
Thompson, Meg	3243
Thompson, Myrdin	3136
Thompson-Plunkett, Olivette	1225
Tierney, Charon	1142
Timpani, Jodi	3104
Tissiere, Michele	1132, 2121
Tobey, Donna	1312
Tomlinson, Carol Ann	1301, 2212
Townsend, Christiane	2330
Tregerman, Hethyr	1252
Trejo, Robert	3246

Tressler, Cory	1444
Truesdale, Valerie	1214, 2235
Tucker-Smith, Nicole	1342
Tuohy, Shaun	1353
Turner, Henry	1147

V

Valens, Amy	3301
Van Pelt, John	2124
Van Der Bogert, Rebecca	1312
Vanden Boogert, Amy	2332
VanderWegen, Terrie	1303
Vatterott, Cathy	3302
Vatthauer, Brenda	1142
Ventura, Steve	1136
Viegut, Don	1248
Virga, Katie	1324
Vladika, Laura	1210
Vollmer, Mark	1309

W

Walder, Gregory	2327
Walsh, Jackie	1231
Walters, Sabrina	1340
Wanslee, Katherine	3208
Warring, Douglas	2144
Watanabe, Maika	1431
Watkins, Chris	2307
Weckstein, Dan	1344
Weiner, Sharon	1355
Weininger, Jill	2224
Wellman, Bruce	2237
Westerberg, Tim	3330
Westerfield, Jacqueline	1123
White, Justin	1240
Wiggins, Grant	1448
Wilder, Amanda	2155
Williams, Scott	1355
Williams, Sharon	2225
Wilson, Sonia	2245
Wink, Ann	2349
Winter, James	1423
Winter, Rochelle	1150, 1423
Wissert, Lisa	2350
Wolfe, Megan	1248, 1311, 2113, 3205, 3228
Wolinsky, Tammy	2143
Wolk, Denise	1132, 2121
Wong, Amy	2151
Woo, Stella	3246
Wood, Lynda	1412
Wormeli, Rick	1320, 2122

Y

Yamamoto, Kathryn	2123
Yetter, Nancy	1434
Yohe, Beth	3222
Yore, Kim	1442
Young, Kathy	1230
Youngblood, Amy	2232, 3107
Yuknis, Christina	2332

Z

Zisow, Marcie	1333
Zitoli, Andy	1418
Zmuda, Allison	1107

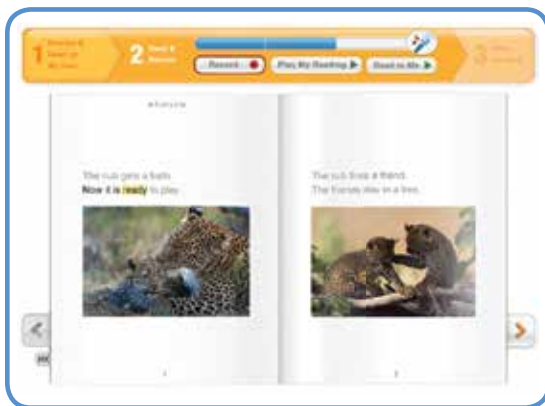
Accelerate Learning

for Every Student

Proven results: two year gain in
reading skills in as little as three months

Fast ForWord[®]

The Fast ForWord[®] program is an online reading intervention that dramatically improves student achievement. Fast ForWord strengthens the key pathways in the brain that help students learn, so they can pay closer attention to their teachers, absorb information faster, and remember what they are taught.



reading assistant[™]

Every educator knows that students benefit from extra reading practice, especially when it is combined with immediate feedback and support from a teacher. With Reading Assistant, students receive individualized reading coaching every time they use the software, making the most of each instructional minute.

JOIN US!

 [facebook.com/scientificlearning](https://www.facebook.com/scientificlearning)

 twitter.com/scilearn

Scientific
Learning[®]

For more info contact:

Phone: 888-810-0250

Email: info@scilearn.com

Seeing signs that it's time for a change?

LET'S WORK TOGETHER

You Will Be Supported By:

- Fun, motivational Prize Programs
- Toll-free access to exceptional Customer Care
- Web-Based record keeping assistance
- Online assistance in money collection
- Online assistance in order tracking
- A local professional fundraising consultant



**We would love to help you
reach your goals and dreams!**



Great American Opportunities
2451 Atrium Way, Nashville TN 37214
gafundraising.com

Great American Offers

- The Most Productive Magazine Programs
- The "Tastiest" Food and Frozen Products
- The Most Innovative Discount Saving Card Products
- The Most Creative Gift Brochures
- The Most Dynamic Online Store
- An easy way to Get TIME For Kids and Ellison at No Cost!
- 100% Satisfaction Guarantee on every item we sell!

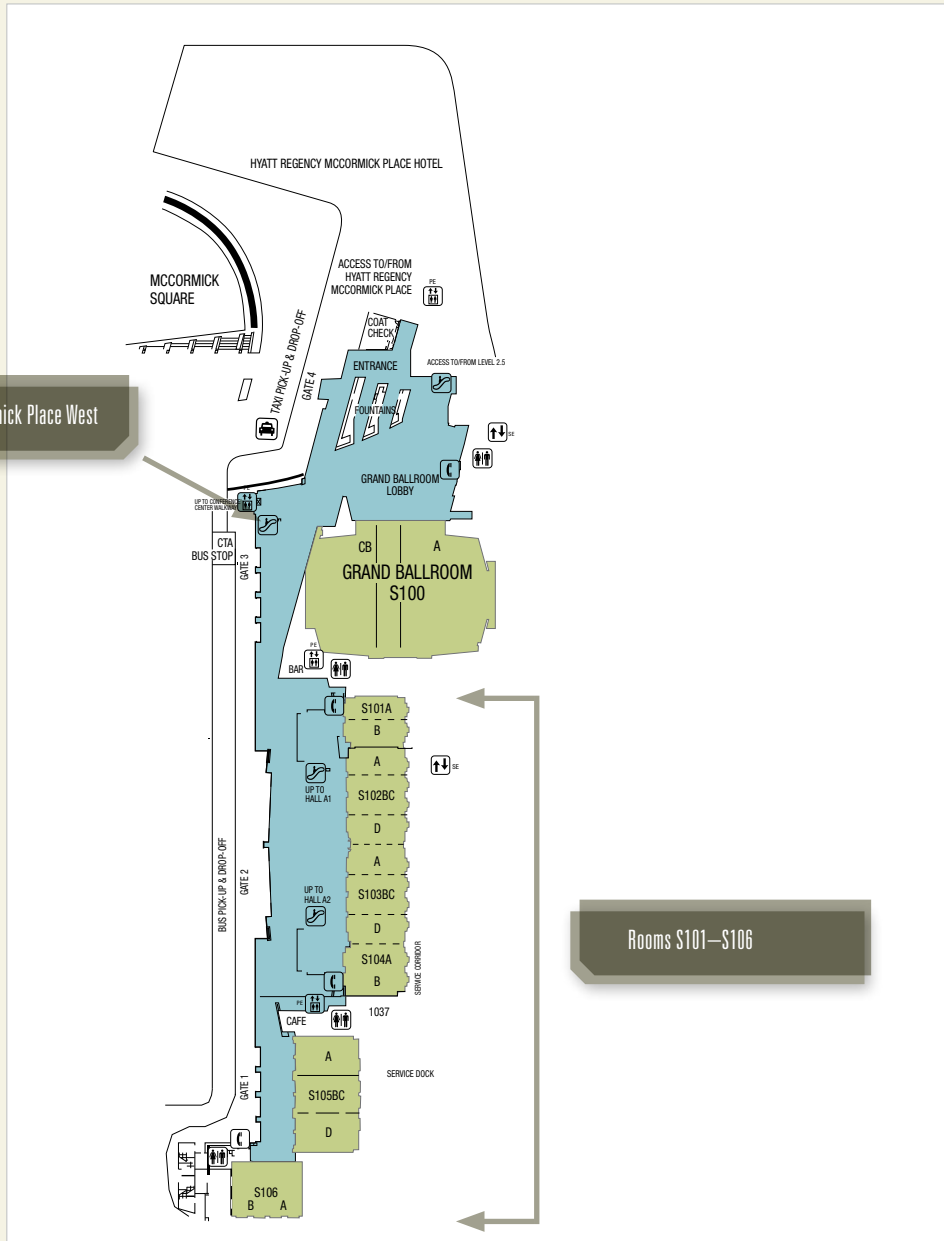
FOOD VENUES

AT THE MCCORMICK PLACE CONVENTION CENTER

Food Options	Hours	Locations
<p>Food Court Whole Fresh Fruit, Snacks, Paninis, Sandwiches, Pizzas, Salads, Salad Bar, Burgers, Grilled and Fried Chicken Sandwiches, Hot Dogs, Sausages, Hot and Cold Beverages</p>	<p>10:00 a.m.–3:00 p.m. Saturday–Sunday 10:00 a.m.–2:00 p.m. Monday</p>	<p>McCormick Place West, Level 2</p>
<p>La Brea Bakery Sandwiches, Salads, Whole Fresh Fruit, Snacks, Breakfast and Lunch Paninis, Organic Pastries, Hot and Cold Beverages</p>	<p>7:00 a.m.–3:00 p.m. Friday–Sunday 7:00 a.m.–2:00 p.m. Monday</p>	<p>McCormick Place West, Level 2</p>
<p>F1 / F2 Cafe Rotisserie Chicken, Carved Sandwiches, Paninis, Pizza, Burgers, Grilled and Fried Chicken Sandwiches, Sausages, Hot Dogs French Fries, Snacks, Fruit, Salads, Hot and Cold Beverages</p>	<p>10:00 a.m.–4:00 p.m. Saturday 10:00 a.m.–3:00 p.m. Sunday</p>	<p>McCormick Place West, Level 3 (Overlooking Show Floor)</p>
<p>Starbucks Full Espresso Bar, Fresh Pastries, Whole Fresh Fruit, Snacks, Smoothies, Hot and Cold Beverages</p>	<p>7:00 a.m.–4:00 p.m. Friday–Sunday 7:00 a.m.–2:00 p.m. Monday</p>	<p>McCormick Place West, Level 3</p>
<p>Market Portable Cart Fresh Pastries, Whole Fresh Fruit, Snacks, Sandwiches, Salads, Hot and Cold Beverages</p>	<p>8:00 a.m.–4:00 p.m. Saturday–Sunday (West) 8:30 a.m.–3:00 p.m. Saturday (South) 8:30 a.m.–2:00 p.m. Sunday (South)</p>	<p>McCormick Place West, Level 3 (Next to Starbucks) and McCormick Place South, Level 1</p>
<p>Portable Carts Sandwiches, Salads, Whole Fresh Fruit, Snacks, Sandwiches, Pizzas, Kosher Sandwiches and Hot Dogs, BBQ Sandwiches, Paninis, and Cold Beverages</p>	<p>10:00 a.m.–4:00 p.m. Saturday–Sunday</p>	<p>McCormick Place West, Level 3 (Next to Starbucks) and McCormick Place South, Level 1</p>

CONVENTION CENTER FLOOR PLANS

SOUTH BUILDING, LEVEL 1



Escalator to McCormick Place West

Rooms S101-S106

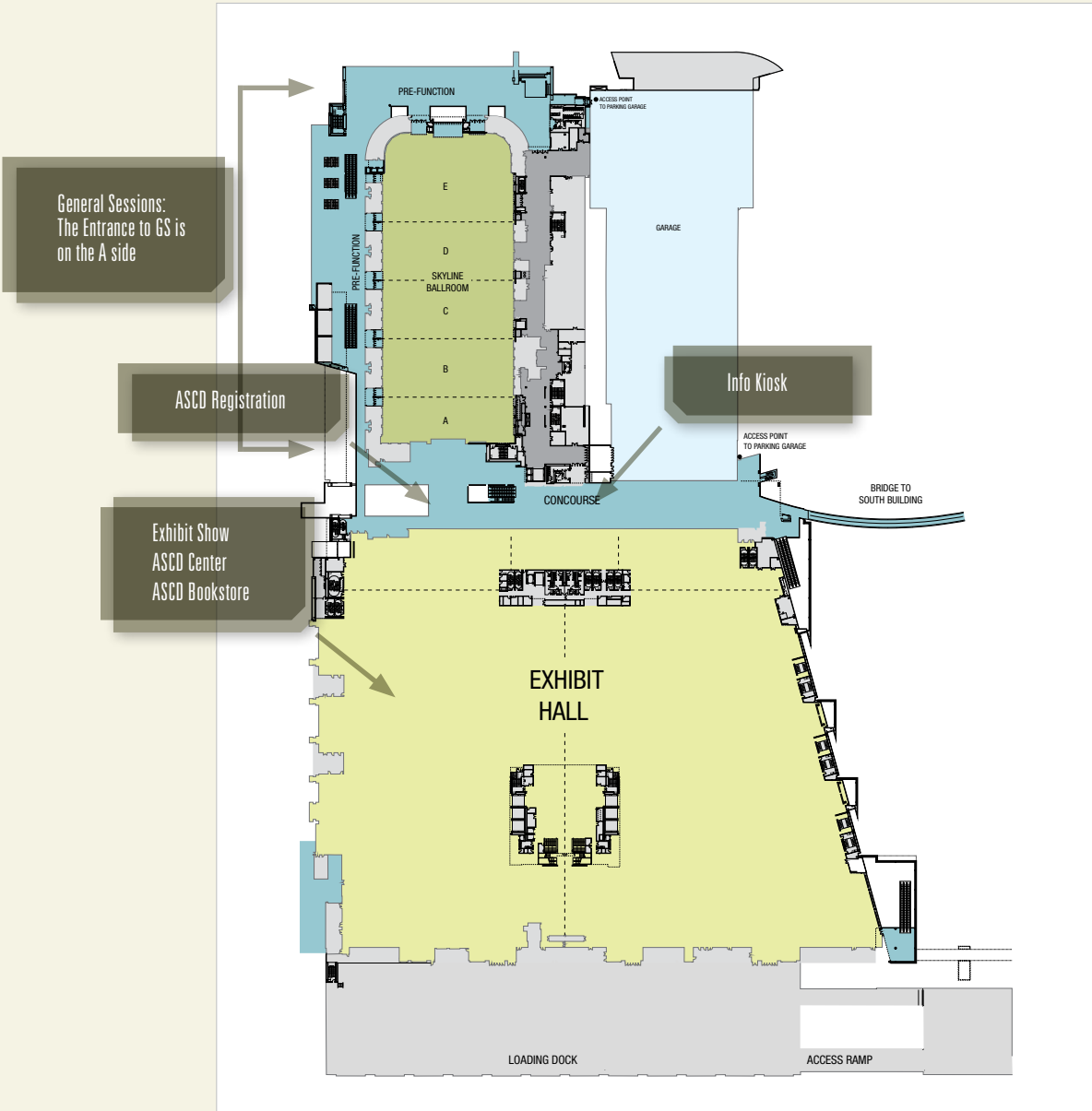


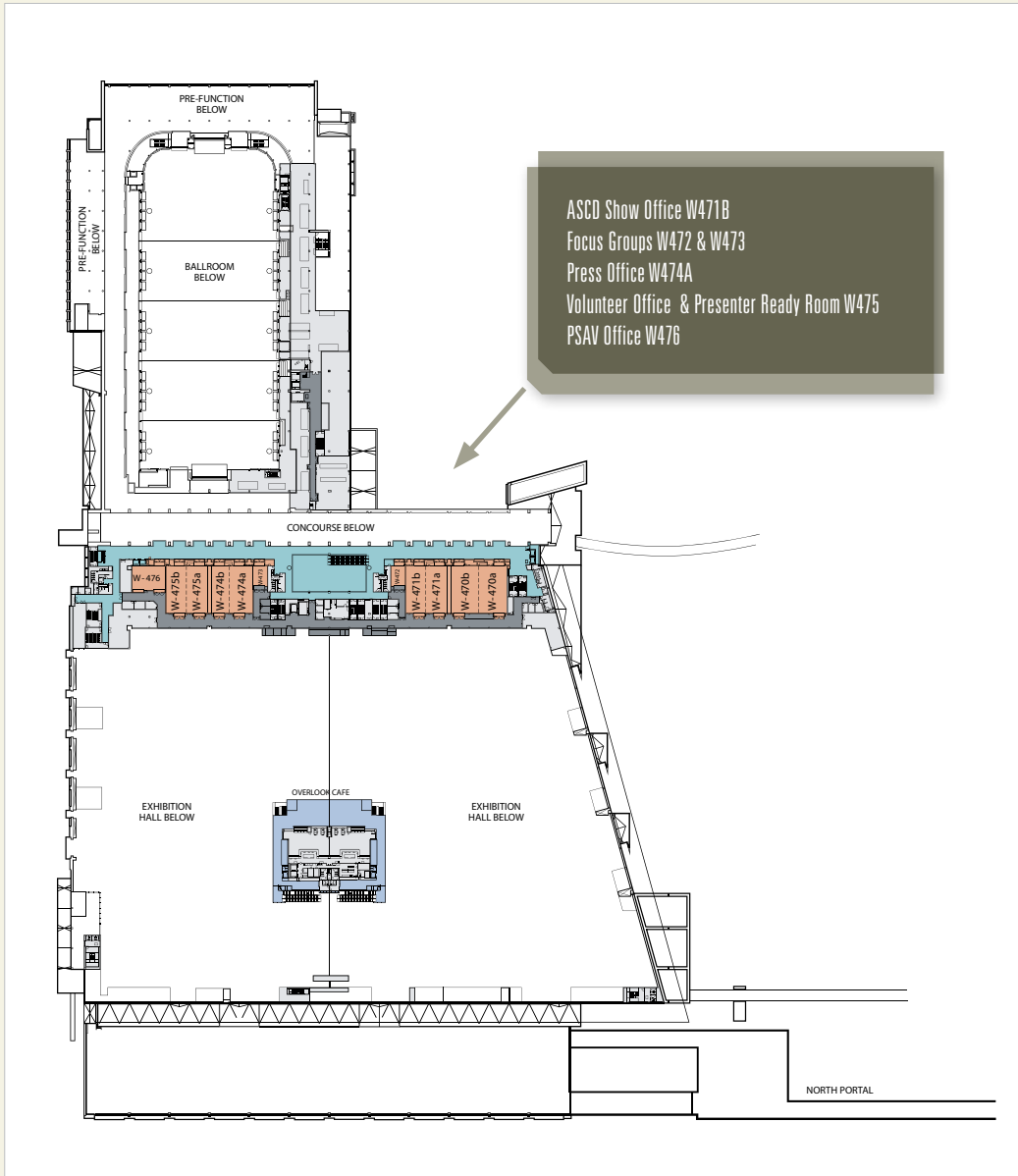
Rooms W175–W187

Shuttle Bus to Hotels

Rooms W190–W196

WEST BUILDING, LEVEL 3





HOTEL MAP

Key	Hotel
1	Chicago Marriott Downtown Magnificent Mile
2	Courtyard by Marriott Chicago Downtown/River North
3	Embassy Suites Chicago Downtown
4	Four Points by Sheraton Chicago Downtown/Magnificent Mile
5	Hampton Inn Majestic Chicago Theater District
6	Hilton Chicago-HQ
7	Hilton Garden Inn Chicago Downtown/Magnificent Mile
8	Homewood Suites by Hilton Chicago Downtown
9	Hotel Monaco, Chicago
10	Hotel Palomar Chicago
11	Hyatt Chicago Magnificent Mile
12	Hyatt Regency Chicago
13	Hyatt Regency McCormick Place +
14	InterContinental Chicago Magnificent Mile
15	Palmer House Hilton
16	Renaissance Blackstone Chicago Hotel
17	Renaissance Chicago Downtown Hotel
18	Sheraton Chicago Hotel & Towers
19	Silversmith Hotel & Suites, The
20	Swissôtel Chicago
21	W Chicago - Lakeshore
22	Westin Chicago River North, The

+ Walking distance to McCormick Place.
No shuttle provided.

Shuttle Bus Schedule

Saturday, March 16	7:00 a.m.–6:45 p.m.
Sunday, March 17	7:00 a.m.–5:00 p.m.
Monday, March 18	7:00 a.m.–3:30 p.m.





Finding Your Meeting Room ▶ **IS AS EASY AS 1, 2, 3!**

Meeting rooms begin with either W or S. The letters stand for West Building and South Building respectively.

The first numeral in the meeting room is 1, 2, 3, 4 or 5. This number stands for the level number.

The last 2 digits of the room number specify the exact room. To avoid confusion, no room numbers are duplicated between buildings.

W 272 B

Some meeting rooms have operable divider walls which can create several smaller spaces. These will have an A, B, C, D, or E following the room number.

Exhibit Halls are named by consecutive letters.

The Exhibit Show features more than 300 exhibitors of the most respected names in educational publishing, research, and technology demonstrating the latest products and services.

West Building has Exhibit Hall F on Level 3.

Ballrooms are named by letter and number.

The Skyline Ballroom (W375) is where both General Sessions will take place:

Saturday, March 16 Freeman A. Hrabowski III
10:00–11:45 a.m.

Sunday, March 17 Maya Angelou
10:00–11:45 a.m.

THANK YOU, SPONSORS

2013 Annual Conference
and Exhibit Show

LEAD



FEATURED



SPECIAL EVENT



DISCOVER

SHOWCASE



Scientific
Learning

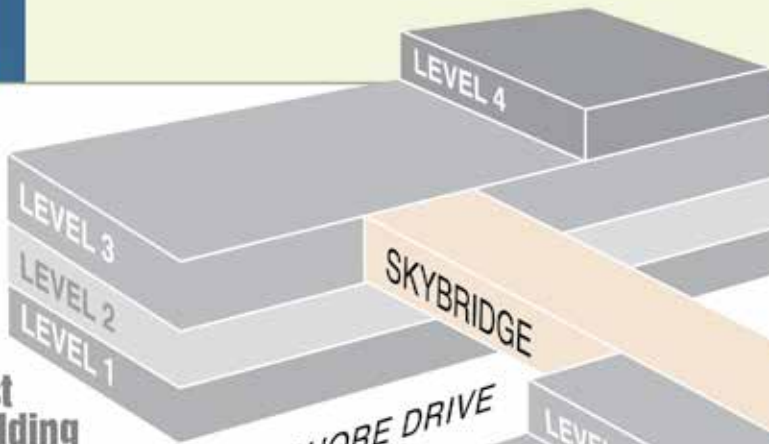
SmartBrief

CORPORATE PARTNERS



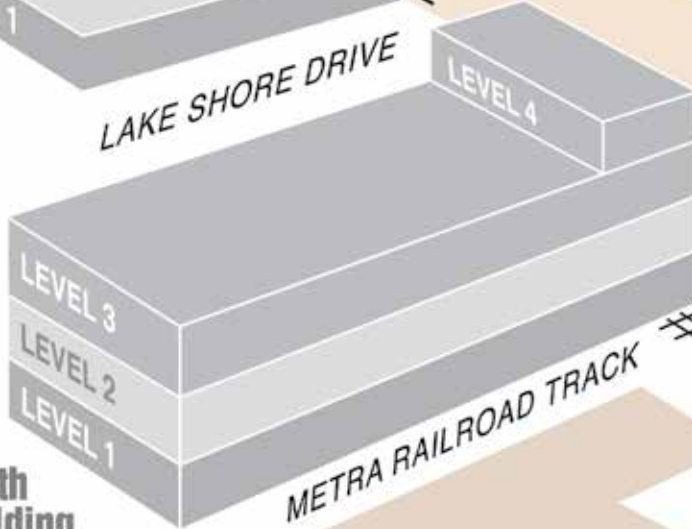
OBSERVER TAB
BRINEMAN-FORLINI-WILLIAMS, LLC

East Building



LAKE SHORE DRIVE

North Building



METRA RAILROAD TRACK

HYATT REGENCY
McCORMICK PLACE
HOTEL

MARTIN LUTHER KING, JR. DRIVE

CONFERENCE CENTER
(ROOMS CC 10 – CC 24)
& PARKING LOT A

LEVEL 2

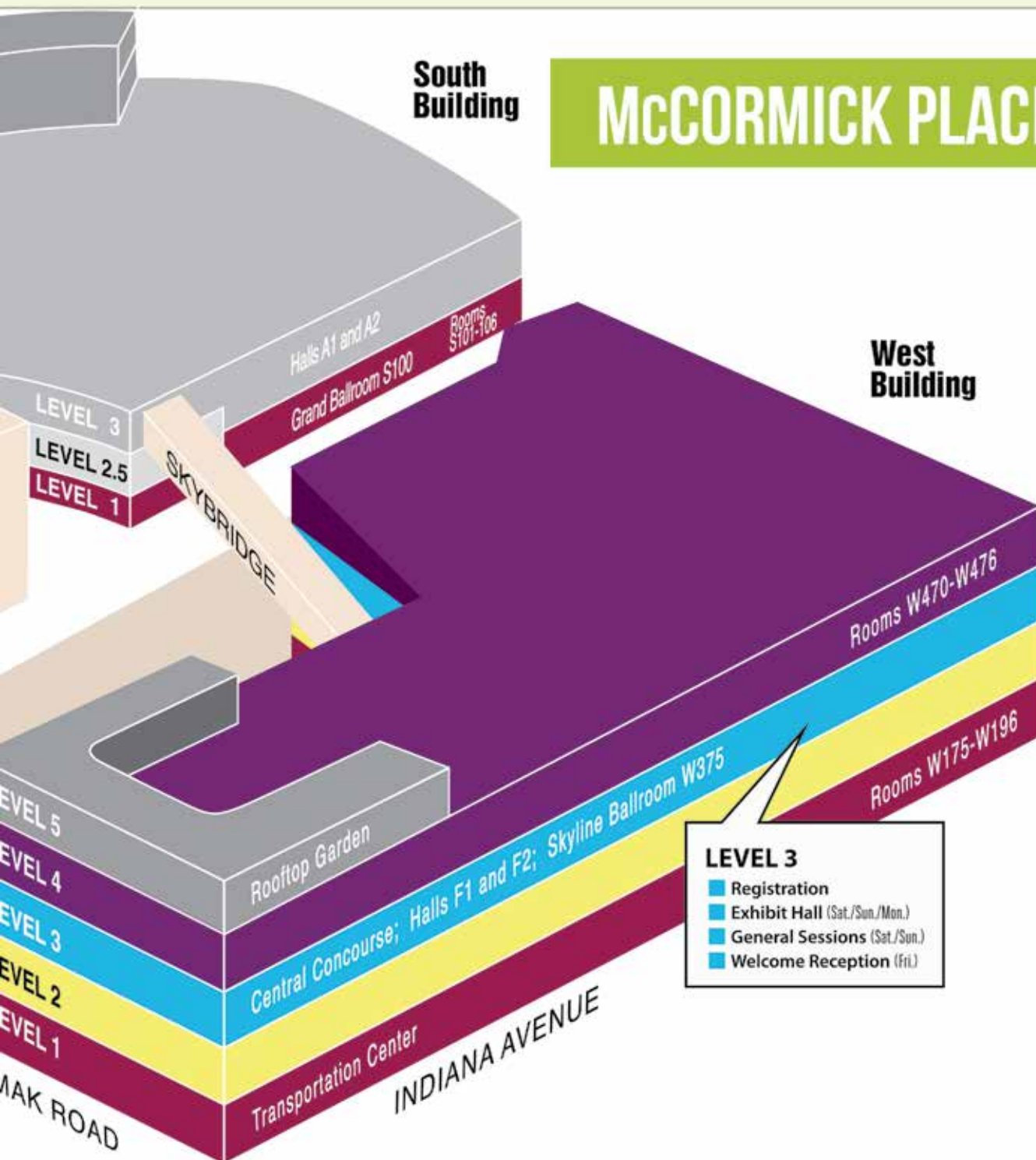
- Food Court/
Restaurant
- Business Center
- Gift Shops



South Building

MCCORMICK PLACE

West Building



LEVEL 3

- Registration
- Exhibit Hall (Sat./Sun./Mon.)
- General Sessions (Sat./Sun.)
- Welcome Reception (Fri.)

From Lucy Calkins and Colleagues Resources for teaching to and beyond the CCSS

Coming
Spring
2013!

UNITS OF STUDY *in* Opinion, Information, *and* Narrative Writing A COMMON CORE WORKSHOP CURRICULUM

Building on the best practices and proven frameworks in their original Units of Study for Teaching Writing series, Lucy Calkins and colleagues from the Teachers College Reading and Writing Project offer a new series with grade-by-grade plans for teaching writing workshops that help students meet and exceed the Common Core State Standards.

These new units of study will:

- ◆ help you teach **opinion, information, and narrative writing** with increasing complexity and sophistication
- ◆ unpack the **Common Core writing standards** as you guide students to attain and exceed those expectations
- ◆ foster **high-level thinking**, including regular chances to synthesize, analyze, and critique
- ◆ develop and refine strategies for **writing across the curriculum**
- ◆ support **greater independence and fluency** through intensive writing opportunities
- ◆ include **strategic performance assessments** to help monitor mastery and differentiate instruction
- ◆ provide a ladder of **writing progressions across the elementary grades.**

LEARN MORE AT UnitsofStudy.com



firsthand
HEINEMANN
DEDICATED TO TEACHERS



5



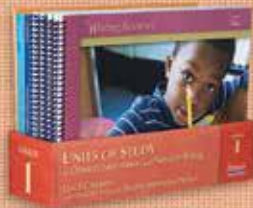
4



3



2



1



K