Differentiated Instruction—a systematic approach to ensuring that every student is learning, regardless of interests, learning styles, or readiness for school.

Understanding by Design—a framework to design new curriculum based on achieving student understanding of content.

What Works in Schools—a research-based approach to focusing your entire school or district on the school-, teacher-, and student-level factors that influence achievement.

Curriculum Mapping—a way to document and analyze what exactly is being taught and when in the actual school calendar.

Here’s the one opportunity you’ll have all year to learn about all four proven approaches or go in-depth on the one that matters to you most.

Who Should Attend This Event and Why

Teachers who want to explore curriculum units and instructional practices that lead to higher student achievement.

Principals and Other Building-Level Administrators who want to learn how to support schoolwide efforts to close achievement gaps and advance best practices.

District- and State-Level Administrators who want to find new and better ideas for leading their organizations to higher levels of effectiveness.

Staff Developers and University Professors who want to discover better ways to support teachers and administrators in improving their practice.
DON’T MISS THESE PRE-CONFERENCE INSTITUTES!

On Monday, June 21, from 8:30 a.m.–3:30 p.m., choose from these exciting topics:

→ The Differentiated School: Making Revolutionary Changes in Teaching and Learning
→ Promoting Success for All Learners Using the Art and Science of Teaching
→ School-Improvement Planning and Understanding by Design: The Power of Collaboration

See complete descriptions on page 19.

LEARN FROM
the Leading Experts

Heidi Hayes Jacobs
on Curriculum Mapping

Robert J. Marzano
on What Works in Schools®

Carol Ann Tomlinson
on Differentiating Instruction

Grant Wiggins
and Jay McTighe
on Understanding by Design®

Be a Host for this Great Event

Attendees who volunteer to host two or more sessions receive a voucher that can be used toward a registration for any ASCD Professional Development Institute in the 2010–2011 year or the 2011 Summer Conference, plus a complimentary professional development online course of their choice. If you are interested in hosting two or more sessions you are attending, please email your full name and contact information to summerco@ascd.org. Be sure to indicate your session choices. All hosts will be assigned on a first-come-first-served basis.

How to Target Your Learning Needs

LEVEL OF SESSION

“Beginner”—designed for participants with limited or no previous experience with content.

“Experienced”—designed for participants who are familiar with the content but want more information.

“Advanced”—designed for participants who are interested in the topic and want to learn about it.

AUDIENCE

Superintendents, Central Office Staff, School-based Administrators, Teacher Leaders, Teachers, or All Job Fields

AUDIENCE LEVEL

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

A Personalized Conference Experience

Personalize your conference experience by reserving the sessions you want to attend on your Registration Form. First, read the session descriptions in this preview. Then enter the numbers of your session choices in the spaces provided on the Registration Form. Be sure to enter alternatives for each time slot in case your first selection fills up early.

NOTE: The Making Connections Reception DOES NOT require advance reservations.

REGISTER NOW AND RESERVE YOUR TICKETED SESSIONS IN ADVANCE!
90-Minute Morning Sessions
8:30–10:00 a.m.

1100T  Connecting Understanding by Design, What Works in Schools, and Curriculum Mapping: An Exploration of Research-Based Strategies (Repeated)
Jay McTighe, ASCD Author and Educational Consultant, Columbia, MD, Grant Wiggins, ASCD Author and Educational Consultant, Hopewell, NJ, Robert J. Marzano, ASCD Author and Educational Consultant, Centennial, CO, and Heidi Hayes Jacobs, ASCD Author and Educational Consultant, Rye, NY
Hear the leading experts on Understanding by Design®, What Works in Schools®, and Curriculum Mapping discuss their work and explain how educators can use these models to increase classroom success for today’s students. Explore the relationships among these models and how they individually and together can improve curriculum, instruction, assessment, and the learning environment.
AU: All • AL: All • LS: All

1101T  Change and Differentiated Instruction (Repeated)
Kristina Doubet, James Madison University, Harrisonburg, VA
This session helps you recognize the changing needs of K–12 learners and why and how you can differentiate instruction to address these new needs. Learn practical strategies that help you adjust classroom environment and instruction to accommodate student diversity.
AU: All • AL: All • LS: Beginner

1102T  Understanding by Design and Writing Across the Curriculum (Repeated)
Erik Powell, Joel E. Ferris High School, Spokane, WA
Attend this session to explore strategies to get the most out of student writing using Understanding by Design® (UbD). Using actual student work—including blogs, Web 2.0, and 21st century skills—from a variety of subjects, the presenter helps you begin a draft of your own writing-based UbD unit.
AU: Teachers/Teacher Leaders • AL: All • LS: All

1103T  Developing Quality Maps (Repeated)
Ann Johnson, Educational Consultant, Ames, IA
Whether you’re just starting to map or have been mapping for years, this session deepens your understanding of quality maps and helps you take your maps to the next level. Learn how to identify the quality components on maps, produce quality maps, and sharpen the alignment of maps to standards.
AU: All • AL: All • LS: All

1104T  Leadership for Content Literacy Through Academic Vocabulary (Repeated)
Mary McDonough, Educational Consultant, Centerville, MA
If you’re familiar with ASCD’s Building Academic Vocabulary program, here’s a session that gives you strategies and ideas for successful implementation. Discover the leadership actions and supportive resources you need for systemic implementation of teaching academic vocabulary for content literacy.
AU: All • AL: All • LS: Experienced

1105T  Understanding Mathematics by Design: Stages 1 and 2 (Repeated)
Thomas Rye, Joel E. Ferris High School, Spokane, WA
Learn how Understanding by Design® can help you to design and implement units of mathematics instruction. See how backward design, authentic assessments, and constructivist teaching come together in an easy-to-use framework for mathematics curriculum. Bring course materials and/or standards to the session.
AU: All • AL: All • LS: All

1106T  Mapping English/Language Arts to Create a Literacy Framework (Repeated)
Nan Wiseman, Valley Hills Elementary School, Indianapolis, IN
Attend this session to have an expert coach you through the mapping process for language arts and show you how common assessments can be developed from the Curriculum Mapping conversations. Learn how to create a language arts map and use the mapped literacy strategies to create assessments and interventions.
AU: All • AL: All • LS: All
1107T Equipping Students for Success in the 21st Century: The Whole Child Approach (Repeated)
John L. Brown, Alexandria Public Schools, Alexandria, VA
How can you prepare students for a changing world? Attend this session to explore that question and learn the role of 21st century skills in shaping teaching and learning. Examine 21st century skills models and their implications for classrooms that help students be healthy, safe, engaged, challenged, and supported.

AU: All • AL: All • LS: Beginner

1108T Differentiated Instruction for English Language Learners (Repeated)
Maria Molina, Educational Consultant, Miami, FL
Find out how to meet the needs of English language learners by using differentiated instruction (DI). An expert explains the non-negotiables of the DI model and how you can incorporate differentiated instruction into classrooms that include English language learners.

AU: Teachers/Teacher Leaders • AL: All • LS: Beginner

1109T The Principal’s Role: Leading Understanding by Design in Your Elementary School (Repeated)
Opal Dawson, Jefferson County Public Schools, Louisville, KY
If you’re a school-based leader responsible for implementing Understanding by Design®, attend this session to understand the leadership actions that are proven to increase student achievement—from articulating a vision, to encouraging collaboration, to renewing the energy of teachers.

AU: Teacher Leaders and School-Based Administrators • AL: Elementary • LS: Experienced

1110T Creating Consensus Maps (Repeated)
Debbie Sullivan, MSD of Decatur Township, Indianapolis, IN
Creating consensus maps is a great way to promote a consistent curriculum for all students. Attend this session to learn how to create school or district consensus maps beginning with state standards and involving all teachers. Be ready to share and practice mapping with emphasis on language arts.

AU: All • AL: All • LS: Experienced/Advanced

1111T Designing Effective Homework (Repeated)
Debra Pickering, Educational Consultant, Littleton, CO
Examine the research for and against homework. Understand why there has been so much public debate about the effectiveness of homework. Learn how to ensure homework is used effectively as a strategy, and get recommendations related to time and purpose, feedback, accountability, and parental involvement.

AU: All • AL: All • LS: Beginner

1112T A District’s Journey to Student’s Success for All (Repeated)
Maria Chrzanowski and Stacey Harris, Amarillo ISD, TX
Discover what it’s really like to implement differentiated instruction. Two presenters, who are part of a districtwide effort, explain what to do—from the first encounter to the implementation of strong support systems, and a plan for accountability.

AU: All • AL: All • LS: Beginner

Conference AT-A-GLANCE

REGISTRATION HOURS
1:00–7:00 p.m. . . . . . . . . . Monday, June 21
7:00 a.m.–5:00 p.m. . . . . . Tuesday, June 22
7:00 a.m.–5:00 p.m. . . . . . Wednesday, June 23
7:00 a.m.–12:00 noon . . . Thursday, June 24

ASCD CENTER HOURS
5:00–7:00 p.m. . . . . . . . . . Monday, June 21
9:00 a.m.–1:30 p.m.
and 2:30–5:00 p.m. . . . . . Tuesday, June 22
9:00 a.m.–1:30 p.m.
and 2:30–5:00 p.m. . . . . . Wednesday, June 23
8:00 a.m.–11:00 a.m . . . Thursday, June 24

CONFERENCE SCHEDULE

Monday, June 21
8:30 a.m.–3:30 p.m . . . . . Pre-Conference Institutes
5:00–7:00 p.m . . . . . . . . . Making Connections Reception

Tuesday, June 22
8:30–10:00 a.m . . . . . . . . . 90-minute Morning Sessions
10:30 a.m.–12:00 noon . . . 90-minute Mid-Morning Sessions
1:00–4:00 p.m . . . . . . . . . 3-hour Afternoon Sessions
1:30–3:30 p.m . . . . . . . . . 2-hour Afternoon Sessions

Wednesday, June 23
8:30–11:30 a.m . . . . . . . . 3-hour Morning Sessions
8:30–10:00 a.m . . . . . . . . 90-minute Morning Sessions
10:30 a.m.–12:00 noon . . . 90-minute Mid-Morning Sessions
1:00–4:00 p.m . . . . . . . . . 3-hour Afternoon Sessions
1:30–3:30 p.m . . . . . . . . . 2-hour Afternoon Sessions

Thursday, June 24
8:30–11:30 a.m . . . . . . . . 3-hour Morning Sessions
8:30–10:00 a.m . . . . . . . . 90-minute Morning Sessions
10:30 a.m.–12:00 noon . . . 90-minute Mid-Morning Sessions

Thank you to our Premier Sponsors!

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McGraw-Hill
Tuesday, June 22

1113T Unit Implementation: What Worked, What Didn't, and What You Can Do About It (Repeated)
Elizabeth Rossini, Educational Consultant, Fairfax, VA
After you've used Understanding by Design® to create a unit, how do you determine what worked, what didn't, and what to do about it? Attend this session to answer that question and explore tools and strategies for adjusting unit designs based on observations of students, student work, and student feedback.
AU: All • AL: All • LS: Experienced/Advanced

1114T Becoming a Great High School: 6 Strategies and an Attitude That Make a Difference (Repeated)
Tim Westerberg, Educational Consultant, Dillon, CO
Virtually all high schools are under pressure to get better. And what high school leaders need is a research-based model to guide them to higher student achievement. Attend this session to get an overview of the 6 + 1 model for moving from good to great, with examples of high schools making this transition.
AU: All • AL: Secondary • LS: All

1115T Cultivating Teacher Leaders for Understanding by Design (Repeated)
Janie Smith, Educational Consultant, Alexandria, VA
What kind of support system do you need to implement Understanding by Design®? Attend this session to answer that question and examine strategies for building capacity in schools and districts that want to implement and sustain ongoing work related to Understanding by Design.
AU: Teacher Leaders • AL: All • LS: Experienced

1116T Flexible Grouping in a Differentiated Instruction Classroom (Repeated)
Eric Carbaugh, James Madison University, Harrisonburg, VA
A hallmark of differentiated classrooms is the use of flexible grouping of students. Here's a session that helps you identify successful flexible grouping practices, apply flexible grouping to multiple educational scenarios, and successfully manage flexible grouping.
AU: Teachers/Teacher Leaders • AL: All • LS: Beginner

1117T Assessing for Understanding (Repeated)
Everett Kline, Educational Consultant, Princeton, NJ
Explore ways to assess not only the quality of a student's work, but also track the degree to which a student’s understanding deepens over the grades. This session introduces you to scoring systems that measure both quality and sophistication and helps you determine what would be a fair, honest, and credible scoring system for your own setting.
AU: Teachers/Teacher Leaders • AL: All • LS: Beginner

1118T Standards-Based Grading: Generating Overall Scores and Final Grades for Academic and Nonacademic Topics (Repeated)
Bea McGarvey, Educational Consultant, South Portland, ME
Attend this session to increase your understanding of the formative feedback process with special emphasis on how to determine topic scores, compute final grades, average the scores, and come up with grades for non-academic areas including effort, work completion, and following directions.
AU: Teachers/Teacher Leaders • AL: All • LS: Beginner/Advanced

1119T Professional Learning Communities and Differentiated Instruction: How to Get Started (Repeated)
Cindy Strickland, Educational Consultant, Troy, VA
An essential step in implementing differentiated instruction is setting up and nurturing small group professional learning communities devoted to the effort. Here's a session that explains how to do that and gives you sample activities that help teachers explore and refine their practices of differentiated instruction.
AU: All • AL: All • LS: Experienced/Advanced

1120T Troubleshooting Student Learning Challenges Before They Happen to Make Teaching More Effective When They Do (Repeated)
Allison Zmuda, Educational Consultant, Virginia Beach, VA
Troubleshooting guides are a great way for your staff to work together to make it more likely that student learning occurs and misunderstandings are overcome. Attend this presentation to see troubleshooting guides that have been developed to support student learning and have also provided rich opportunities for staff collaboration.
AU: All • AL: All • LS: Advanced

1121T The Art and Science of Teaching to Support School Improvement (Repeated)
Diane Paynter, Educational Consultant, Parker, CO
Explore and practice the dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement. An expert presenter provides you with a logical planning sequence for effective instructional design, plus design questions that help you implement effective units of instruction.
AU: All • AL: All • LS: Advanced

LeArN more OnLINe At www.AscD.org/SummerConference
90-Minute Mid-Morning Sessions

10:30 a.m.–12:00 noon

1200T Connecting Understanding by Design, What Works in Schools, and Curriculum Mapping: An Exploration of Research-Based Strategies (Repeated)
Jay McTighe, ASCD Author and Educational Consultant, Columbia, MD, Grant Wiggins, ASCD Author and Educational Consultant, Hopewell, NJ, Robert J. Marzano, ASCD Author and Educational Consultant, Centennial, CO, and Heidi Hayes Jacobs, ASCD Author and Educational Consultant, Rye, NY
Repeated Session: See 1100T for description.
AU: All • AL: All • LS: All

1201T Change and Differentiated Instruction
Kristina Doubet, James Madison University, Harrisonburg, VA
Repeated Session: See 1101T for description.
AU: All • AL: All • LS: Beginner

1202T Understanding by Design and Writing Across the Curriculum
Erik Powell, Joel E. Ferris High School, Spokane, WA
Repeated Session: See 1102T for description.
AU: Teachers/Teacher Leaders • AL: All • LS: All

1203T Developing Quality Maps
Ann Johnson, Educational Consultant, Ames, IA
Repeated Session: See 1103T for description.
AU: All • AL: All • LS: All

1204T Leadership for Content Literacy Through Academic Vocabulary
Mary McDonough, Educational Consultant, Centerville, MA
Repeated Session: See 1104T for description.
AU: All • AL: All • LS: Experienced

1205T Understanding Mathematics by Design: Stages 1 and 2
Thomas Rye, Joel E. Ferris High School, Spokane, WA
Repeated Session: See 1105T for description.
AU: All • AL: All • LS: Experienced

1206T Mapping English/Language Arts to Create a Literacy Framework
Nan Wiseman, Valley Hills Elementary School, Indianapolis, IN
Repeated Session: See session 1106T for description.
AU: All • AL: All • LS: All

1207T Equipping Students for Success in the 21st Century: The Whole Child Approach
John L. Brown, Alexandria Public Schools, VA
Repeated Session: See 1107T for description.
AU: All • AL: All • LS: Beginner

1208T Differentiated Instruction for English Language Learners
Maria Molina, Educational Consultant, Miami, FL
Repeated Session: See 1108T for description.
AU: Teachers/Teacher Leaders • AL: All • LS: Beginner

1209T The Principal’s Role: Leading Understanding by Design in Your Elementary School
Opal Dawson, Jefferson County Public Schools, Louisville, KY
Repeated Session: See 1109T for description.
AU: Teacher Leaders and School-Based Administrators • AL: Elementary
LS: Experienced

1210T Creating Consensus Maps
Debbie Sullivan, MDS of Decatur Township, Indianapolis, IN
Repeated Session: See 1110T for description.
AU: All • AL: All • LS: Experienced/Advanced

1211T Designing Effective Homework
Debra Pickering, Educational Consultant, Littleton, CO
Repeated Session: See 1111T for description.
AU: All • AL: All • LS: Beginner

1212T A District’s Journey to Student’s Success for All
Maria Chrzanoski and Stacey Harris, Amanillo ISD, TX
Repeated Session: See 1112T for description.
AU: All • AL: All • LS: Beginner

1213T Unit Implementation: What Worked, What Didn’t, and What You Can Do About It
Elizabeth Rossini, Educational Consultant, Fairfax, VA
Repeated Session: See 1113T for description.
AU: All • AL: All • LS: Experienced/Advanced

1214T Becoming a Great High School: 6 Strategies and an Attitude That Make a Difference
Tim Westerberg, Educational Consultant, Dillon, CO
Repeated Session: See 1114T for description.
AU: All • AL: Secondary • LS: All

1215T Cultivating Teacher Leaders for Understanding by Design
Janie Smith, Educational Consultant, Alexandria, VA
Repeated Session: See 1115T for description.
AU: Teacher Leaders • AL: All • LS: Experienced

1216T Flexible Grouping in a Differentiated Instruction Classroom
Eric Carbaugh, James Madison University, Harrisonburg, VA
Repeated Session: See 1116T for description.
AU: Teachers/Teacher Leaders • AL: All • LS: Experienced

1217T Assessing for Understanding
Everett Kline, Educational Consultant, Princeton, NJ
Repeated Session: See 1117T for description.
AU: Teachers/Teacher Leaders • AL: All • LS: Beginner

1218T Standards-Based Grading: Generating Overall Scores and Final Grades for Academic and Nonacademic Topics
Bea McGarvey, Educational Consultant, South Portland, ME
Repeated Session: See 1118T for description.
AU: Teachers/Teacher Leaders • AL: All • LS: Beginner/Advanced

Tuesday, JUNE 22
Standards and accountability test scores.

Focus on the theory and practical use of understanding-based instruction, from the learners’ perspective, that includes content standards and accountability test scores.

Grant Wiggins, ASCD Author and Educational Consultant, Hopewell, NJ

1302T Understanding by Design Designer Guides
Grant Wiggins, ASCD Author and Educational Consultant, Hopewell, NJ

Grant will unveil the new Understanding by Design® (UbD) Designer Guide. Participants will learn what is in the Guide, how to use it, and participate in some of the design exercises. The Guide is based on the new and improved UbD Template, and reflects years of analysis and feedback from UbD users.

AU: All • AL: All • LS: All

1303T Ten Components of an Understanding-Based Curriculum
Jay McTighe, ASCD Author and Educational Consultant, Columbia, MD

Understanding by Design® author Jay McTighe guides you through the ten key components of a robust, understanding-based curriculum, with examples of these components. Focus on the theory and practical use of a coherent curriculum, from the learners’ perspective, that includes content standards and accountability test scores.

AU: All • AL: All • LS: All
1406T  Beginning the Journey: Making Sense of Understanding by Design for the Urban Leader/Teacher
Donnell Gregory, Educational Consultant, Dayton, OH
Here’s an introduction to the Understanding by Design® framework that is helping thousands of educators in urban districts plan more engaging and effective curriculums. Learn which instructional and assessment techniques are most effective for developing and deepening student understanding.
AU: All • AL: Middle/Secondary • LS: Beginner/Experienced

1407T  Supervising the Art and Science of Teaching (Repeated)
Robert J. Marzano, ASCD Author and Educational Consultant, Centennial, CO
Based on the ASCD book The Art and Science of Teaching, Robert J. Marzano explains how to supervise teaching in a way that keeps the focus of attention on student learning and allows individual teachers flexibility and creativity in their teaching practices.
AU: All • AL: All • LS: Beginner

1408T  Where to Start Creating a Vision and Goals for Mapping
Nan Wiseman, MSD of Decatur Township, Indianapolis, IN
Start your implementation of curriculum mapping with this session. Learn how to create a shared vision for a curriculum initiative, set long- and short-term goals, build collaborative structures into the school schedule, and develop a leadership team to help direct the work.
AU: All • AL: All • LS: All

1409T  Designing Professional Development for Differentiated Instruction (Repeated)
Cindy Strickland, Educational Consultant, Troy, VA
If you’re a staff developer, administrator, or teacher leader, here’s your opportunity to discover how to support teachers in their journey toward differentiated instruction by using professional development activities that are differentiated for teachers’ varied interests, learning profiles, and readiness.
AU: Administrators/Teacher Leaders • AL: All • LS: Beginner/Experienced

1410T  Designing Essential Questions That Spark the Intelligence (Repeated)
Allison Zmuda, Educational Consultant, Virginia Beach, VA
To help your students cultivate deep intellectual connections over time, attend this session to explore the role of essential questions as a vital part of curriculum and instructional design. Learn the design standards for an essential question, view examples, and discover how to create powerful essential questions.
AU: All • AL: All • LS: Beginner/Experienced

1411T  Standards-Based Grading: Generating Overall Scores and Final Grades for Academic and Non-Academic Topics (Repeated)
Bea McGarvey, Educational Consultant, South Portland, ME
Attend this session to increase your understanding of the formative feedback process with special emphasis on how to determine topic scores, compute final grades, average the scores, and come up with grades for non-academic areas including effort, work completion, and following directions.
AU: All • AL: All • LS: Beginner/Experienced

1412T  Leadership Teams and Curriculum Mapping (Repeated)
Debbie Sullivan, MSD of Decatur Township, Indianapolis, IN
Focus on how to establish and sustain school and district leadership teams for implementing curriculum mapping. An experienced presenter guides you through the process and helps you begin a draft plan for establishing a leadership team in your school or district.
AU: All • AL: All • LS: All

1413T  Understanding by Design and Writing Across the Curriculum
Erik Powell, Joel E. Ferris High School, Spokane, WA
Repeated Session: See 1102T for description.
AU: Teachers/Teacher Leaders • AL: All • LS: All

1414T  Using Interactive Whiteboards and Clickers to Enhance Strategies from the Art and Science of Teaching (Repeated)
Debra Pickering, Educational Consultant, Littleton, CO
Attend this session to increase your understanding of how research-based instructional strategies can be even more effective when they are enhanced with technology. Learn how technologies help you with instructional feedback, formative assessment, nonlinguistic representations, thinking skills, and student engagement.
AU: All • AL: All • LS: Beginner

1415T  Differentiated Instruction and Understanding by Design: Making the Connection (Repeated)
Nancie Smith, Educational Consultant, Cave Creek, AZ and Janie Smith, Educational Consultant, Alexandria, VA
Discover how to get Understanding by Design® and Differentiation of Instruction to work together seamlessly to provide all students with access to high-quality curriculum that is clearly focused on standards and goals and matched to the varied interests, learning profiles, and readiness levels.
AU: All • AL: All • LS: All

1416T  Using Lesson Study to Support Teacher Growth with Differentiation (Repeated)
Jessica Hockett, Educational Consultant, Evanston, IL
For years, teachers in Japan have used Lesson Study to collaboratively improve, refine, and reflect on how teaching impacts student learning. Here’s your opportunity to learn about this approach and how it leads to creating lessons that account for the full range of student readiness, interest, and learning profiles.
AU: Administrators/Teacher Leaders • AL: All • LS: Experienced

1417T  Differentiation, Assessments, and Understanding by Design (Repeated)
Thomas Rye, Joel E. Ferris High School, Spokane, WA
Learn how to build formative and differentiated assessments around the Understanding by Design® framework. This session introduces you to an assessment matrix that tracks each student’s learning or outcome, but is still practical for the classroom teacher.
AU: All • AL: All • LS: Experienced
Three-Hour Morning Sessions
8:30–11:30 a.m.

2101T Schooling by Design
Jay McTighe, ASCD Author and Educational Consultant, Columbia, MD
Based on the ASCD book, Schooling by Design, Understanding by Design® authors explore how the principles of learning should influence your school’s mission and educational practice. Learn the steps, strategies, and tools you need to use this approach.
AU: All • AL: All • LS: All

2102T Differentiated Instruction and Curriculum Mapping: What’s the Fit
Heidi Hayes Jacobs, ASCD Author and Educational Consultant, Rye, NY and Carol Ann Tomlinson, ASCD Author and Professor, University of Virginia, Charlottesville
Discover how to enhance the power of curriculum maps by developing them with student differences in mind. Two renowned experts explain the key principles and practices of effective curriculum mapping and how they can help plan for content requirements and learner needs.
AU: All • AL: All • LS: All

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

2201T Changing Teacher Practice with Differentiated Instruction: A District’s Story (Repeated)
Wil Parker, Educational Consultant, Arlington, VA and Lynda Wood, Southfield Public Schools, MI
Learn how ASCD and Southfield Public Schools, a northern suburb of Detroit, are changing teacher practice at all levels as a result of districtwide implementation of differentiated instruction (DI). Here’s real evidence of changing practice as a result of DI implementation and the impact on student achievement.
AU: All • AL: All • LS: All

2202T Assessing for Understanding (Repeated)
Everett Kline, Educational Consultant, Princeton, NJ
Explore ways to assess not only for the quality of a student’s work, but also track the degree to which a student’s understanding deepens over the grades. This session introduces you to scoring systems that measure both quality and sophistication and helps you determine what would be a fair, honest, and credible scoring system for your own setting.
AU: All • AL: All • LS: All

AU: Audience   AL: Audience Level   LS: Level of Session
2203T  Strategic Conversations for Instructional Leaders (Repeated)
Robyn Jackson, ASCD Author and Educational Consultant, Washington, DC
Prominent ASCD author Robyn Jackson explains how to use strategic conversations to target your instructional leadership to meet each teacher's needs and help each teacher become a master teacher. Learn how to diagnose teachers' will and skill and determine what will work best for each teacher and situation.
AU: All  •  AL: All  •  LS: All

2204T  Curriculum Mapping: Leading the 21st Century Schools (Repeated)
Don Strashon and Nan Wiseman, MSD of Decatur Township, Indianapolis, IN
Get an overview of what a 21st Century School System looks like and how curriculum mapping enables professional learning communities and leadership teams to improve the quality of learning for all students.
AU: All  •  AL: All  •  LS: All

2205T  Response to Intervention and Differentiated Instruction (Repeated)
Tanya Santangelo, Arcadia University, Glenside, PA
Explore the commonalities and the points of divergence in two popular models: Differentiated Instruction and Response to Intervention. And learn how the two models can be successfully integrated in ways that ensure the growth of every student.
AU: All  •  AL: All  •  LS: All

2206T  Walkthroughs and Instructional Rounds: What Are They? How Do They Impact Student Learning? (Repeated)
Deborah Childs-Bowen, Educational Consultant, Birmingham, AL
Here's a crash course on walkthroughs and instructional rounds: What they are, who does them, how they are done, and their effects on leaders, teachers, students, and school culture. Explore these issues in the context of Robert J. Marzano's framework for Supervision of the Art and Science of Teaching.
AU: All  •  AL: All  •  LS: Beginning

2207T  Designing Professional Development for Differentiated Instruction (Repeated)
Cindy Strickland, Educational Consultant, Troy, VA
If you're a staff developer, administrator, or teacher leader, here's your opportunity to discover how to support teachers in their journey toward differentiated instruction by using professional development activities that are differentiated for teachers' varied interests, learning profiles, and readiness.
AU: Superintendents, Central Office Staff, School-based Administrators, Teacher Leaders  •  AL: All  •  LS: Advanced

2208T  Developing Quality Maps (Repeated)
Ann Johnson, Educational Consultant, Ames, IA
Whether you’re just starting to map or have been mapping for years, this session deepens your understanding of quality maps and helps you take your maps to the next level. Learn how to identify the quality components on maps, produce quality maps using a step-by-step process, and sharpen the alignment of maps to standards.
AU: All  •  AL: All  •  LS: All

2209T  Using Interactive Whiteboards and Clickers to Enhance Strategies from the Art and Science of Teaching (Repeated)
Debra Pickering, Educational Consultant, Littleton, CO
Attend this session to increase your understanding of how research-based instructional strategies can be even more effective when they are enhanced with technology. Learn how technologies help you with instructional feedback, formative assessment, nonlinguistic representations, thinking skills, and student engagement.
AU: All  •  AL: All  •  LS: Beginner

2210T  Creating Consensus Maps (Repeated)
Debbie Sullivan, MSD of Decatur Township, Indianapolis, IN
Creating consensus maps is a great way to promote a consistent curriculum for all students. Attend this session to learn how to create school or district consensus maps beginning with state standards and involving all teachers. Be ready to share and practice mapping with emphasis on language arts.
AU: All  •  AL: All  •  LS: All

2211T  Differentiation, Assessments, and Understanding by Design (Repeated)
Thomas Rye, Joel E. Ferris High School, Spokane, WA
Learn how to build formative and differentiated assessments around the Understanding by Design® framework. This session introduces you to an assessment matrix that tracks each student's learning or outcome, but is still practical for the classroom teacher.
AU: All  •  AL: All  •  LS: All

2212T  Developing Differentiated Lessons for Middle and High School (Repeated)
Eric Carbaugh, James Madison University, Harrisonburg, VA
Learn how to create engaging lesson plans to meet the needs of the wide range of interests, learning preferences, and readiness levels of middle and high school students. Topics include: writing clear learning goals, using formative assessment to drive instruction, and incorporating differentiated strategies.
AU: Teachers/Teacher Leaders  •  AL: Middle/Secondary  •  LS: All

2213T  Making Meaning: Learning Through Inquiry and Dialogue (Repeated)
Grant Wiggins, ASCD Author and Educational Consultant, Hopewell, NJ
At the heart of Understanding by Design® is learning through inquiry and dialogue. Attend this interactive session to explore what dialogue is and isn't, and how meaningful talk depends upon the right kind of curriculum, built on genuine questions and problems.
AU: All  •  AL: All  •  LS: All

2214T  Strategies, Tips, and Tools for the Understanding by Design Classroom (Repeated)
Allison Zmuda, Educational Consultant, Virginia Beach, VA
Join your colleagues to share strategies, tips, and tools that have supported the implementation of Understanding by Design® in your classrooms, schools, and districts. The facilitator will guide you as she shares successful strategies and prompts table-group sharing and discussion.
AU: All  •  AL: All  •  LS: All

2215T  What Will I Do to Help Students to Interact with New Knowledge (Repeated)
Vera Blake, Educational Consultant, Dumfries, VA
If you’ve ever been disappointed with your students’ ability to acquire new knowledge, here’s a session packed with effective ways to help students take in new information. Explore strategies that support new learning and retention of concepts and skills taught in your classroom.
AU: Teachers/Teacher Leaders  •  AL: All  •  LS: All
artifacts, including activities, lessons, and units, designed for differentiated instruction. Here’s an opportunity to examine data and differentiate their secondary classrooms. Join a team of coaches who have been on a yearlong journey of helping teachers come to this session to explore how to develop rigor and differentiation in math by developing clear curricular goals. Explore research-based strategies for establishing a system of standards-based grading that capitalizes on the power of formative assessment. Discover how to design classroom assessments that determine final grades in a way that is consistent and fair to students.

2216T Classroom Formative Assessment and Grading (Repeated)
Tim Westerberg, Educational Consultant, Dillon, CO
Explore research-based strategies for establishing a system of standards-based grading that capitalizes on the power of formative assessment. Discover how to design classroom assessments that determine final grades in a way that is consistent and fair to students.

2217T DI Makeovers: Before and After Examples of Differentiated Instruction Secondary Classrooms (Repeated)
Carol O’Connor, Educational Consultant, Flagler Beach, FL; Cheryl Black, Cypress-Fairbanks School District, Houston, TX; and Kimberly Rodriguez, Cypress Lakes High School, Cypress-Fairbanks, TX
Join a team of coaches who have been on a yearlong journey of helping teachers differentiate their secondary classrooms. Here’s an opportunity to examine data and artifacts, including activities, lessons, and units, designed for differentiated instruction in secondary classrooms.

2218T Math is Different: Getting Big Ideas to Hands On in the Secondary Math Classroom (Repeated)
Nanci Smith, Educational Consultant, Cave Creek, AZ
If you’ve ever felt that it is inappropriate or difficult to differentiate math, or that you can just differentiate simply by adjusting problem difficulty, then come to this session to explore how to develop rigor and differentiation in math by developing clear curricular goals.

2219T Supporting Academic Success for English Learners in Mainstream Classrooms (Repeated)
Virginia Rojas, Educational Consultant, North Brunswick, NJ
Discover how to shift the paradigm with current ESL practices away from a deficit, remedial model to a model focused on building ESL’s academic competence through intellectually challenging, grade-level curriculum, and shared ownership of students.

2220T Technology and Differentiated Instruction (Repeated)
Jann Leppien, University of Great Falls, MT
Attend this session to learn how to use the Internet to help you apply the principles of Differentiated Instruction. Discover meaningful curricular resources that require students to apply critical and creative thinking, solve problems, explore complex decisions, and respond to meaningful text.

2221T Beginning the Journey: Making Sense of Understanding By Design for the Urban Leader
Donnell Gregory, Educational Consultant, Dayton, OH
Here’s an introduction to the Understanding By Design® framework that is helping thousands of educators in urban districts plan more engaging and effective curriculums. Learn which instructional and assessment techniques are most effective for developing and deepening student understanding.

2301T Changing Teacher Practice with Differentiated Instruction: A District’s Story
Wil Parker, Educational Consultant, Arlington, VA and Lynda Wood, Southfield Public Schools, MI
Repeated Session: See session 2201T for description.

2302T Assessing for Understanding
Everett Kline, Educational Consultant, Princeton, NJ
Repeated Session: See session 2202T for description.

2303T Strategic Conversations for Instructional Leaders
Robyn Jackson, ASCD Author and Educational Consultant, Washington, DC
Repeated Session: See session 2203T for description.

2304T Curriculum Mapping: Leading the 21st Century Schools
Don Strinon and Nan Wiseman, MSD of Decatur Township, Indianapolis, IN
Repeated Session: See session 2204T for description.

2305T Response to Intervention and Differentiated Instruction
Tanya Santangelo, Arcadia University, Glenside, PA
Repeated Session: See session 2205T for description.

2306T Walkthroughs and Instructional Rounds: What Are They? How Do They Impact Student Learning?
Deborah Childs-Bowen, Educational Consultant, Birmingham, AL
Repeated Session: See session 2206T for description.

2307T Designing Professional Development for Differentiated Instruction
Cindy Strickland, Educational Consultant, Troy, VA
Repeated Session: See session 2207T for description.

2308T Developing Quality Maps
Ann Johnson, Educational Consultant, Ames, IA
Repeated Session: See session 2208T for description.

2309T Using Interactive Whiteboards and Clickers to Enhance Strategies From the Art and Science of Teaching
Debra Pickering, Educational Consultant, Littleton, CO
Repeated Session: See session 2209T for description.
Wednesday, JUNE 23

2310T Creating Consensus Maps
Debbie Sullivan, MSD of Decatur Township, Indianapolis, IN
Repeated Session: See session 2210T for description.
AU: All • AL: All • LS: All

2311T Differentiation, Assessments, and Understanding by Design
Thomas Rye, Joel E. Ferris High Schools, Spokane, WA
Repeated Session: See session 2211T for description.
AU: All • AL: All • LS: All

2312T Developing Differentiated Lessons for Middle and High School
Eric Carbaugh, James Madison University, Harrisonburg, VA
Repeated Session: See session 2212T for description.
AU: Teachers/Teacher Leaders • AL: Middle/Secondary • LS: All

Grant Wiggins, ASCD Author and Educational Consultant, Hopewell, NJ
Repeated Session: See session 2213T for description.
AU: All • AL: All • LS: All

2314T Strategies, Tips, and Tools for the Understanding by Design Classroom
Allison Zmuda, Educational Consultant, Virginia Beach, VA
Repeated Session: See session 2214T for description.
AU: All • AL: All • LS: All

2315T What Will I Do to Help Students to Interact with New Knowledge
Vera Blake, Educational Consultant, Dumfries, VA
Repeated Session: See session 2215T for description.
AU: All • AL: All • LS: All

2316T Classroom Formative Assessment and Grading
Tim Westerberg, Educational Consultant, Dillon, CO
Repeated Session: See session 2216T for description.
AU: All • AL: All • LS: All

2317T DI Makeovers: Before and After Examples of Differentiated Instruction Secondary Classrooms
Carol O’Connor, Educational Consultant, Flagler Beach, FL, Cheryl Black, Cypress-Fairbanks School District, Houston, TX, and Kimberly Rodriguez, Cypress Lakes High School, Cypress-Fairbanks, TX
Repeated Session: See session 2217T for description.
AU: All • AL: Secondary • LS: Beginner

2318T Math is Different: Getting Big Ideas to Hands On in the Secondary Math Classroom
Nanci Smith, Educational Consultant, Cave Creek, AZ
Repeated Session: See session 2218T for description.
AU: All • AL: Middle/Secondary • LS: All

2319T Supporting Academic Success for English Learners in Mainstream Classrooms
Virginia Rojas, Educational Consultant, North Brunswick, NJ
Repeated Session: See session 2219T for description.
AU: All • AL: All • LS: All

2320T Technology and Differentiated Instruction
Jann Leppien, University of Great Falls, MT
Repeated Session: See session 2220T for description.
AU: All • AL: All • LS: All

2321T Beginning the Journey: Making Sense of Understanding By Design for the Urban Leader
Donnell Gregory, Educational Consultant, Dayton, OH
Repeated session: See session 2221T for complete description.
AU: All • AL: Middle/Secondary • LS: Beginner/Intermediate

Three-Hour Afternoon Sessions
1:00–4:00 p.m.

2401T Teaching for Transfer: What It Is, Why It Matters, and How to Do it
Grant Wiggins, ASCD Author and Educational Consultant, Hopewell, NJ
What exactly is transfer? And how must typical instruction change when transfer is the acknowledged goal? Attend this presentation to learn how to develop transfer goals and use instructional strategies that make student transfer more likely.
AU: All • AL: All • LS: All

2402T Leading the Implementation of a Schoolwide Vocabulary Program
Robert J. Marzano, ASCD Author and Educational Consultant, Centennial, CO
Find out how schools and districts can ensure that all students have the background knowledge they need to succeed in learning and in life. A renowned expert details the steps to creating such a program and the instructional strategies that are necessary for teaching basic and advanced vocabulary.
AU: All • AL: All • LS: Experienced/Advanced

2403T Leadership for Schoolwide Differentiated Instruction
Carol Ann Tomlinson, ASCD Author and Professor, University of Virginia, Charlottesville
In a session designed for teacher leaders and administrative leaders, world renowned authority Carol Ann Tomlinson explains key principles and practices that have been effective in bringing about schoolwide differentiation. Learn what works based on research on school change and on the practices of leaders who’ve created schools and classrooms that are effective in teaching a wide variety of learners.
AU: Teacher Leaders/School-Based Administrators • AL: All • LS: All
Wednesday, June 23

Two-Hour Afternoon Sessions
1:30–3:30 p.m.

2501T Developing English Language Arts Units Using Understanding by Design (Repeated)
Erik Powell, Joel E. Ferris High School, Spokane, WA
Learn how to use backward design to sharpen the focus of writing assignments, challenge students to think more critically about literature, and align curriculum with standards. Explore ways to use essential questions to guide discussions, facilitate research, and improve literary analysis.
AU: All • AL: All • LS: All

2502T What Will I Do to Help Students to Interact with New Knowledge (Repeated)
Vera Blake, Educational Consultant, Dumfries, VA
If you’ve ever been disappointed with your students’ ability to acquire new knowledge, here’s a session packed with effective ways to help students take in new information. Explore strategies that support new learning and retention of concepts and skills taught in your classroom.
AU: Teachers/Teacher Leaders • AL: All • LS: All

2503T The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development (Repeated)
Ann Johnson, Educational Consultant, Ames, IA
Using the new ASCD book, The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development by Heidi Hayes Jacobs, this session helps you design, implement, and sustain future-oriented curriculum design and mapping in your school or district.
AU: All • AL: All • LS: All

2504T Differentiated Instruction for Readiness for Middle and High School (Repeated)
Jessica Hockett, Educational Consultant, Evanston, IL
If you’re a middle or high school teacher, attend this session to learn how to address your students’ different readiness levels, while maintaining high expectations and worthwhile curricular goals for everyone. Discover how to push all students to grow and avoid a “within-class tracking” system.
AU: All • AL: Middle/Secondary • LS: All

2505T Supporting Under-Prepared Students with Rigor (Repeated)
Robyn Jackson, ASCD Author and Educational Consultant, Washington, DC
It’s true that rigor is important, but how do you help students access highly rigorous instruction without killing them in the process? Attend this session to answer that question and learn strategies to support under-prepared students and help them access rigorous instruction.
AU: All • AL: Secondary • LS: All

2506T Designing Effective Homework (Repeated)
Debra Pickering, Educational Consultant, Littleton, CO
Examine the research for and against homework. Understand why there has been so much public debate about the effectiveness of homework. Learn how to ensure homework is used effectively as a strategy, and get recommendations related to time and purpose, feedback, accountability, and parental involvement.
AU: All • AL: All • LS: All

2507T Mapping English and Language Arts to Create a Literacy Framework (Repeated)
Jeanne Tribuzzi, West Seneca Central Schools, Orchard Park, NY
Discover how to frame language arts expectations to ensure that best practice literacy instruction and state standards are incorporated into all grade levels. This presentation takes you through the process of unwrapping language arts standards to create maps that set direction of literacy instruction at the school or district level.
AU: All • AL: All • LS: All

2508T The Art and Science of Teaching and the Whole Child (Repeated)
Tim Westerberg, Educational Consultant, Dillon, CO
Drawing from the ASCD best-selling book The Art and Science of Teaching by Robert J. Marzano, an experienced educator and consultant explains how to use high-probability strategies as a framework for designing instruction that promotes the development of children who are healthy, safe, engaged, supported, and challenged.
AU: All • AL: All • LS: All

Learn more online at www.ascd.org/summerconference
The Understanding by Design Technology for Learning Connection: Linking Understanding by Design and Evolving Collaborative Uses of Web 2.0 (Repeated)

Explore specific Web-based strategies for Stage Two and Stage Three planning in the Understanding by Design® framework. Understand what are the observable indicators of successful technology integration in the classroom and how they can help you create more effective design of teaching-learning activities.

All • AL: All • LS: Advanced

What Will I Do To Help Students Generate and Test Hypothesis About New Knowledge (Repeated)

Here's your opportunity to outfit your teaching practice with sure-fire strategies for teaching students to use and process their knowledge through higher-level thinking. Learn how to improve your students' motivation, retention, understanding, and ability to transfer knowledge with tasks that engage students in meaningful use of knowledge.

All • AL: All • LS: Experienced

Developing Differentiated Instruction Units in Elementary Classrooms (Repeated)

What steps do you take to differentiate a lesson? Do you vary instruction to appeal to students' learning preferences, interests, or readiness levels? Come to this session to explore steps to preparing a differentiated lesson that offers appropriate challenge levels or options based on interests or learning profile.

Teachers/Teacher Leaders • AL: Elementary • LS: All

Leadership Teams and Curriculum Maps (Repeated)

Whether your school's curriculum mapping process is just starting or is well underway, this session helps ensure you have an effective leadership team and the professional development necessary for success. Explore the types of leadership support structures you need to successfully lead the mapping process.

All • AL: All • LS: All

Response to Instruction and Intervention: RTI2 (Repeated)

Beef up your Response to Intervention approaches by strengthening your core instructional practices. Two presenters introduce you to Response to Instruction and Intervention (RTI2) that helps you continually examine classroom instructional design and the improvement of the overall educational system.

All • AL: All • LS: All

Deepening Students' Ability to Extend and Refine Their Own Learning (Repeated)

Drawing from the ASCD book, The Art and Science of Teaching by Robert J. Marzano, this session explores ways to design extended and refined learning activities, including comparison/contrast, classification, analogical reasoning tasks, and questioning strategies that promote critical thinking skills.

All • AL: All • LS: Experienced

Differentiated Instruction and Understanding by Design: Making the Connection (Repeated)

Discover how to get Understanding by Design® and Differentiation of Instruction to work together seamlessly to provide all students with access to high-quality curriculum that is clearly focused on standards and goals and matched to the varied interests, learning profiles, and readiness levels.

All • AL: All • LS: Advanced

Unit Implementation: What Worked, What Didn't, and What You Can Do About It (Repeated)

Repeated Session: See session 1113T for description.

All • AL: All • LS: Experienced

Understanding Mathematics by Design: Stages 1 and 2 (Repeated)

Repeated Session: See session 2220T for description.

All • AL: All • LS: All

Technology and Differentiated Instruction

Repeated Session: See session 2219T for description.

All • AL: All • LS: All

Supporting Academic Success for English Learners in Mainstream Classrooms (Repeated)

Repeated Session: See session 2219T for description.

All • AL: All • LS: All

Synchronizing Culture and Differentiated Instruction (Repeated)

Learn how culture and diversity are optimal lenses to implement Differentiated Instruction (DI) in diverse learning communities. Understand the strengths and challenges of embracing culture and DI, and explore how culture provides evidence of a commitment to students and their learning.

All • AL: Elementary, Middle, and Secondary • LS: All

Professional Learning Communities and Differentiated Instruction: How to Get Started (Repeated)

Repeated Session: See session 1119T for description.

All • AL: All • LS: Experienced/Advanced
Three-Hour Morning Sessions

8:30–11:30 a.m.

3101T Differentiated Instruction and Understanding by Design
Carol Ann Tomlinson, ASCD Author and Educational Consultant, University of Virginia, Charlottesville and Jay McTighe, ASCD Author and Educational Consultant, Columbia, MD

Teachers everywhere are under way more pressure to address required content standards, teach for student understanding, and reach an increasingly diverse student population. Attend this session to discover how to use Understanding by Design® and Differentiated Instruction in tandem to help you develop and incorporate content standards into an understanding-based curriculum that includes instruction that supports the success of all students.

AU: All • AL: All • LS: All

3102T Never Work Harder Than Your Students
Robyn Jackson, ASCD Author and Educational Consultant, Washington, DC

Do you feel like you are dragging your students through the curriculum? Do you wish that they took more ownership over their own learning? Then attend this session to learn how to differentiate between your work and their work and how to support your students, so that they can do the work of learning for themselves.

AU: All • AL: All • LS: All

90-Minute Morning Sessions

8:30–10:00 a.m.

3201T Synchronizing Culture and Differentiated Instruction (Repeated)
Will Parker, Educational Consultant, Arlington, VA

Learn how culture and diversity are optimal lenses to implement Differentiated Instruction (DI) in diverse learning communities. Understand the strengths and challenges of embracing culture and DI, and explore how culture provides evidence of a commitment to students and their learning.

AU: All • AL: Elementary, Middle, and Secondary • LS: All

3202T Troubleshooting Student Learning Challenges Before They Happen to Make Teaching More Effective When They Do (Repeated)
Allison Zmuda, Educational Consultant, Virginia Beach, VA

Troubleshooting guides are a great way for your staff to work together to make it more likely that student learning occurs and misunderstandings are overcome. Attend this presentation to see troubleshooting guides that have been developed to support student learning and have also provided rich opportunities for staff collaboration.

AU: All • AL: All • LS: Advanced

3203T Promoting Student Independence Through Learning Contracts in a Differentiated Instruction Middle School Classroom (Repeated)
Sherida Britt-Dozier, Educational Consultant, Silver Spring, MD

Find out how to encourage more independent, self-paced learning options for students in a mixed-ability setting by using learning contracts. While this session focuses on middle school students, the rationale and best practice involved in learning contracts are applicable to all age levels.

AU: All • AL: Middle • LS: All

3204T The Understanding by Design Technology for Learning Connection: Linking Understanding by Design and Evolving Collaborative Uses of Web 2.0 (Repeated)
Donna Herold, Joel E. Ferris High School, Spokane, WA

Explore specific Web-based strategies for Stage Two and Stage Three planning in the Understanding by Design® framework. Understand what are the observable indicators of successful technology integration in the classroom and how they can help you create more effective design of teaching-learning activities.

AU: All • AL: All • LS: Advanced

3205T Formative Assessment
Doug Fisher, San Diego State University, CA

This session focuses on the use of assessments to guide instruction. More specifically, the session will outline ways that teachers can check their students’ understanding of the content. There are a number of ways that expert teachers do this, including oral, written, tests, projects, and collaboratively as a course-alike or grade-level team. Taking this to scale, teachers can develop a system of formative assessment that guides student learning. Participants will identify useful instructional routines for checking form understanding; determine which assessments can be used formatively for planning instruction; and, analyze a formative assessment system that includes feed-up tools, feedback tools, and feed-forward tools.

AU: All • AL: All • LS: All
3206T Laying the Foundation for Differentiated Instruction: Building Capacity for Change (Repeated)
Nanci Smith, Educational Consultant, Cave Creek, AZ and Frank Altaro, Alamo Heights ISD, Lyle, TX
Get up close and personal with a collaboration between ASCD and Alamo Heights ISD in San Antonio, Texas to build capacity for differentiated instruction. Learn the steps of the journey so far, campus efforts at on-going professional learning communities, future plans, and lessons learned along the way.
AU: All • AL: All • LS: All

3207T Revisiting the Six Facets of Understanding (Revised)
John L. Brown, Alexandria Public Schools, VA
Attend this session to explore the six facets of understanding from the Understanding by Design® (UbD) framework. Learn how to apply the facets to your work with UbD’s backward-design process and how to use the six facets as a tool for unpacking standards, including the design of essential questions.
AU: All • AL: All • LS: Experienced

3208T The Power of Productive Group Work (Revised)
Nancy Frey, San Diego State University, CA
The power of peer-to-peer learning is well documented by research, so why is it so hard to make collaboration with peers a necessary part of your classroom practice? This session introduces you to a way to ensure group work is productive and equips you with the instructional routines you need to ensure group work is useful.
AU: All • AL: All • LS: Experienced

3209T Where to Start: Creating a Vision and Goals for Curriculum Mapping (Revised)
Jeanne Tribuzzi, West Seneca Central Schools, Orchard Park, NY
This session offers you a great opportunity to discuss strategic planning and draft short- and long-term goals for setting the direction for creating an articulated curriculum. Plus, you’ll learn how to build a leadership team to direct the work.
AU: All • AL: All • LS: Experienced

3210T Curriculum Mapping: Leading the 21st Century School (Revised)
Don Stinson, MSD of Decatur, Indianapolis, IN
Get an overview of what a 21st Century School System looks like and how curriculum mapping is at the center of systemic change. Learn how curriculum mapping enables professional learning communities and leadership teams to improve the quality of learning for all students.
AU: All • AL: All • LS: All

3211T Walkthroughs and Instructional Rounds: What Are They? How Do They Impact Student Learning? (Revised)
Deborah Childs-Bowen, Educational Consultant, Birmingham, AL
Here’s a crash course on walkthroughs and instructional rounds: What they are, who does them, how they are done, and their effects on leaders, teachers, students, and school culture. Explore these issues in the context of Robert J. Marzano’s framework for Supervision of the Art and Science of Teaching.
AU: All • AL: All • LS: Beginning

3212T Curriculum Mapping: Guiding Intervention (Revised)
Nan Wiseman, MSD of Decatur Township, Indianapolis, IN
Discover how to lead interventions by using Curriculum Maps. This session introduces you to the process and gives you time-saving tips, working maps of intervention sessions, and a framework of intervention that ensures students learn at their ability level and beyond.
AU: All • AL: All • LS: Advanced

90-Minute Mid-Morning Sessions
10:30 a.m.–12:00 noon

3301T Synchronizing Culture and Differentiated Instruction
Wil Parker, Educational Consultant, Arlington, VA
Repeated Session: See session 3201T for description.
AU: All • AL: Elementary, Middle, and Secondary • LS: All

3302T Troubleshooting Student Learning Challenges Before They Happen to Make Teaching More Effective When They Do
Allison Zmuda, Educational Consultant, Virginia Beach, VA
Repeated Session: See session 3202T for description.
AU: All • AL: All • LS: Advanced

3303T Promoting Student Independence Through Learning Contracts in a Differentiated Instruction Middle School Classroom
Sherida Britt-Dozier, Educational Consultant, Silver Spring, MD
Repeated Session: See session 3203T for description.
AU: All • AL: Middle • LS: All

3304T The Understanding by Design Technology for Learning Connection: Linking Understanding by Design and Evolving Collaborative Uses of Web 2.0
Donna Hefler, Joel E. Ferris High School, Spokane, WA
Repeated Session: See session 3204T for description.
AU: All • AL: All • LS: Advanced

3305T Formative Assessment
Doug Fisher, San Diego State University, CA
Repeated Session: See session 3205T for description.
AU: All • AL: All • LS: All
3306T  Laying the Foundation for Differentiated Instruction: Building Capacity for Change
Nanci Smith, Educational Consultant, Cave Creek, AZ and Frank Alfaro, Alamo Heights ISD, Lytle, TX
Repeated Session: See session 3206T for description.
AU: All  •  AL: All  •  LS: All

3307T  Revisiting the Six Facets of Understanding
John L. Brown, Alexandria Public Schools, VA
Repeated Session: See session 3207T for description.
AU: All  •  AL: All  •  LS: Experienced

3308T  The Power of Productive Group Work
Nancy Frey, Professor, San Diego State University, CA
Repeated Session: See session 3208T for description.
AU: All  •  AL: All  •  LS: Experienced

3309T  Where to Start: Creating a Vision and Goals for Curriculum Mapping
Jeanne Tribuzzi, West Seneca Central Schools, Orchard Park, NY
Repeated Session: See session 3209T for description.
AU: All  •  AL: All  •  LS: All

3310T  Curriculum Mapping: Leading the 21st Century School
Don Stinson, MSD of Decatur, Indianapolis, IN
Repeated Session: See session 3210T for description.
AU: All  •  AL: All  •  LS: All

3311T  Walkthroughs and Instructional Rounds: What Are They? How Do They Impact Student Learning? (Repeated)
Deborah Childs-Bowen, Educational Consultant, Birmingham, AL
Repeated session: See session 3211T for complete description.
AU: All  •  AL: All  •  LS: Beginning

3312T  Curriculum Mapping: Guiding Intervention
Nan Wiseman, MSD of Decatur Township, Indianapolis, IN
Repeated Session: See session 3212T for session description.
AU: All  •  AL: All  •  LS: Advanced
PRE-CONFERENCE INSTITUTES

June 21, 2010 • 8:30 a.m.–3:30 p.m.

Choose one of the following three Pre-Conference Institutes.

Indicate your choice on the Registration Form on page 23. Add the Pre-Conference Institute fees to your Conference Registration total.

The Differentiated School: Making Revolutionary Changes in Teaching and Learning

Institute Staff: Carol Ann Tomlinson, ASCD Author, University of Virginia, Charlottesville and Kay Brimijoin, Sweet Briar College, VA

It’s true that teachers who attend to student learning needs as well as to content demands are more successful in supporting the academic success of a wide range of learners than teachers who teach as though all their students are essentially alike. Find out how you can provide the kind of leadership necessary to assist teachers in making the change from teaching for coverage to teaching for student success.

Registration Fee: $249 (ASCD members) $313 (Nonmembers)

Materials Fee: $23 for *The Differentiated School: Making Revolutionary Changes in Teaching and Learning*

PDI Code: PD10GE041

Promoting Success for All Learners Using the Art and Science of Teaching

Institute Staff: Tim Westerberg, Educational Consultant, Dillon, CO

Drawing from the best-selling ASCD book *The Art and Science of Teaching* by Robert J. Marzano, this Institute provides you with a model that schools and districts can use as a starting point for developing a comprehensive framework for effective teaching, a framework that can serve as a language of instruction for teachers, administrators, and other key instructional stakeholders.

Registration Fee: $249 (ASCD Members) $313 (Nonmembers)

Materials Fee: $21 for *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*

PDI Code: PD10GE042

School Improvement Planning and Understanding by Design: The Power of Collaboration

Institute Staff: Everett Kline, Educational Consultant, Princeton, NJ

Discover how two key factors—collaboration and design—ensure school improvement. Explore key questions that can determine the goals of improvement and the direction for staff development, based on what has worked in other schools and districts.

Registration Fee: $249 (ASCD Members) $313 (Nonmembers)

Materials Fee: $46 for *Schooling by Design: Mission, Action, and Achievement* and *Transforming Schools: Creating a Culture of Continuous Improvement*

PDI Code: PD10GE043

PLEASE NOTE: Registration for the ASCD Conference on Differentiated Instruction, Understanding by Design®, What Works In Schools®, and Curriculum Mapping DOES NOT include registration for a Pre-Conference Institute.
REGISTRATION
and Hotel Information

HOW TO REGISTER
You can register online at www.ascd.org/register or you can register by phone, fax, mail, or e-mail. See Registration Form for details. Hurry—this conference is expected to sell out quickly!

TERMS
Registrations are accepted on a full payment, first-come-first-served basis only. ASCD processes confirmations within 48 hours after receipt of registration. Please do not make travel arrangements until you have received your registration confirmation. All confirmations are sent via email. If you do not receive a confirmation letter, please call the ASCD Service Center at 800-933-ASCD (2723), then press 1, to determine the status of your registration.

ON-SITE REGISTRATION
The ASCD Conference on Differentiating Instruction, Understanding by Design®, What Works in Schools®, and Curriculum Mapping, Summer 2010 may sell out. Do not depend on registering on site. Please contact ASCD for availability. When space is available, you may register on site for an additional $25 fee.

NONMEMBERS
Join ASCD for $25 when you register! Get a full year of Select Membership along with your registration. ASCD—Select Membership includes subscriptions to Educational Leadership magazine and Education Update newsletter, five (5) new ASCD books, and member discounts on products and any future registrations. See Registration Form to take advantage of this special offer.

TEAM DISCOUNTS
Save with ASCD Team Discounts! Get a free registration for every fifth person you register from the same school or organization. (Registrations must be submitted together and include payment of all materials fees.)

SPECIAL SERVICES
Please notify ASCD at the time you register if you need a sign language interpreter or other special assistance. ASCD must be notified at least 14 calendar days in advance.

PROGRAM CANCELLATION
ASCD reserves the right to cancel programs because of low registration. In the unlikely event of a cancellation, all registrants will be notified and will receive full refunds. Please do not make non-refundable airline reservations until you contact ASCD to find out if your program is being considered for cancellation. ASCD is not responsible for reimbursing airline tickets.

NO SHOW
If you are unable to attend a program you have registered for, write ASCD 14 days prior to the start of the program to request a credit voucher or send a non-registered person in your place, with registration confirmation or written authorization from you. There is a $35 processing fee for all cancellations, refunds, or credits. If you cancel within 14 days of the program, no refund or voucher will be issued.

TRAVEL AND LODGING
Participants are responsible for their own transportation, meals, and lodging. Hotel reservation information will accompany registration confirmations and should be returned by cutoff date to secure ASCD group rates. (ASCD provides coffee, tea, and pastries each morning. Participants are responsible for their own lunches and dinners.)
AIRLINE AND CAR RENTAL DISCOUNTS
Association Travel Concepts (ATC) is ASCD’s official travel partner for the ASCD Summer Conference on Differentiated Instruction, Understanding by Design®, What Works in Schools®, and Curriculum Mapping. Reservations to the ASCD Summer Conference can be made using the following methods:

- **Web:** [www.atcmeetings.com/ascd](http://www.atcmeetings.com/ascd)
- **E-mail:** reservations@atcmeetings.com
- **Toll-free phone:** 1-800-458-9383

If you choose to book your flights through a different vendor, you can still take advantage of ATC’s discounts by using the following codes:

- **United Airlines**
  - Code: 510CK
  - Phone: 1-800-521-4041
- **American Airlines**
  - Code: A4810TT
  - Phone: 1-800-433-1790
- **Enterprise**
  - Code: 32H7476
  - Phone: 1-800 593-0505
- **Hertz**
  - Code: CV031C0015
  - Phone: 1-800-654-2240

GET UNIVERSITY CREDIT
Go online for more information at [www.ascd.org/pd](http://www.ascd.org/pd), then look for “Academic Credit.”

ASCĐ HAS GONE GREEN
In the interest of the planet, ASCD has gone green. Registered participants will receive registration confirmations and notification of session handouts via e-mail. All session handouts will be posted on the ASCD Web site and will be made available beginning May 21, 2010 for downloading. Details will be sent via e-mail in May including the Web address (URL location), login, and password. We encourage all participants to bring their laptops to view the session handouts.

PLEASE NOTE: Meeting rooms may not have wireless access and will have limited electrical outlets. There will be charging stations throughout the common areas.

We appreciate your assistance in helping us make the ASCD 2010 Summer Conference on Differentiating Instruction, Understanding by Design, What Works in Schools, and Curriculum Mapping an Earth-friendly event.

Hotel INFORMATION

**GAYLORD PALMS RESORT AND CONFERENCE CENTER**

6000 West Osceola Parkway
Kissimmee, FL 34747
Phone: 1-407-586-0000
Rate: $189 Single/Double
Hotel Reservations Cutoff: June 7, 2010

Hotel rates are not guaranteed after the cutoff date or if the ASCD room block is full.

Hotel reservations should be returned by the cutoff date specified on the reservation card to secure ASCD group rates. After the cutoff date, or if the room block is full, the hotel may not accept your registration at the group rate.

The Gaylord Palms Resort is located just 1.5 miles from Walt Disney World® and in close proximity to other Orlando theme parks. Gaylord Palms Resort is just 20 minutes from Orlando International airport.

After a full day of learning, the Gaylord Palms is a quick shuttle ride to Disney World, Sea World, Universal Studios, water parks, shopping, and numerous restaurants.

REGISTRATION HOURS

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, June 21</td>
<td>1:00–7:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>7:00 a.m.–5:00 p.m.</td>
</tr>
<tr>
<td>Tuesday, June 22</td>
<td>7:00 a.m.–5:00 p.m.</td>
</tr>
<tr>
<td>Wednesday, June 23</td>
<td>7:00 a.m.–12:00 noon.</td>
</tr>
</tbody>
</table>

ASCD CENTER HOURS

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, June 21</td>
<td>5:00–7:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>9:00 a.m.–1:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>and 2:30–5:00 p.m.</td>
</tr>
<tr>
<td>Tuesday, June 22</td>
<td>9:00 a.m.–1:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>and 2:30–5:00 p.m.</td>
</tr>
<tr>
<td>Wednesday, June 23</td>
<td>8:00–11:00 a.m.</td>
</tr>
</tbody>
</table>

MAKING CONNECTIONS RECEPTION

**Monday, June 21, 5:00–7:00 p.m.**
RETURN TO ASCD TODAY! Return both parts of your Registration Form with payment information to ASCD!

I want to attend the ASCD Conference on Differentiating Instruction, Understanding by Design®, What Works in Schools®, and Curriculum Mapping on June 22–24, 2010!

PLEASE TYPE OR PRINT FOR NAME BADGE.

(please type or print for name badge.)

Name __________________________________________________________________________

ASCD MEMBER/CUSTOME R ID (IF KNOWN) _______________________________________________________________________

JOB TITLE _______________________________________________________________________

SCHOOL/DISTRICT _______________________________________________________________________

STREET ADDRESS _______________________________________________________________________

HOME/OFFICE _______________________________________________________________________

CITY ____________ STATE/PROVINCE ____________ ZIP/POSTAL CODE ____________ COUNTRY ____________

WORK PHONE _______________________________________________________________________

HOME PHONE _______________________________________________________________________

FAX ______________________________________________________________________________

E-MAIL (REQUIRED) _______________________________________________________________________

☐ CHECK IF YOU HAVE A DISABILITY REQUIRING SPECIAL PROVISIONS OR SERVICES. PLEASE SPECIFY:

________________________________________________________________________________

Session Reservations Make a Choice! Reserve Tickets Now!

Make Your Session Reservations: Write the Session Numbers of the sessions you wish to attend in the spaces provided below. Please indicate alternate choices in the event your first choice is full. You may enter Morning AND Afternoon choices. Popular sessions fill up quickly! The Making Connections Reception DOES NOT require a reservation.

Tuesday, JUNE 22

90-MINUTE MORNING BREAKOUT SESSIONS
8:30–10:00 A.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

90-MINUTE MORNING BREAKOUT SESSIONS
10:30 A.M.–12:00 NOON
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

3-HOUR AFTERNOON SESSIONS
1:00–4:00 P.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

2-HOUR AFTERNOON BREAKOUT SESSIONS
1:30–3:30 P.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

Wednesday, JUNE 23

3-HOUR MORNING BREAKOUT SESSIONS
8:30–11:30 A.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________

90-MINUTE MORNING BREAKOUT SESSIONS
8:30–10:00 A.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

90-MINUTE MID-MORNING BREAKOUT SESSIONS
10:30 A.M.–12:00 NOON
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

3-HOUR AFTERNOON BREAKOUT SESSIONS
1:00–4:00 P.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________

Thursday, JUNE 24

3-HOUR MORNING BREAKOUT SESSIONS
8:30–11:30 A.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________

90-MINUTE MORNING BREAKOUT SESSIONS
8:30–10:00 A.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

90-MINUTE MID-MORNING BREAKOUT SESSIONS
10:30 A.M.–12:00 NOON
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

3-HOUR AFTERNOON BREAKOUT SESSIONS
1:00–4:00 P.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________

2-HOUR AFTERNOON BREAKOUT SESSIONS
1:30–3:30 P.M.
1ST CHOICE: SESSION NUMBER _________________________
2ND CHOICE: SESSION NUMBER _________________________
3RD CHOICE: SESSION NUMBER _________________________
4TH CHOICE: SESSION NUMBER _________________________

Save with ASCD Team Discounts!
Get a free registration for every fifth person you register from the same school or organization. (Registrations must be submitted together.)

Please do not make travel arrangements until you have received your registration confirmation and hotel reservation form.

Learn more online at www.ascd.org/summerconference
### REGISTRATION FEES

| NAME | MR. | MS. | MRS. | DR. |

<table>
<thead>
<tr>
<th>REGULAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>$429 (ASCD MEMBERS)</td>
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<tr>
<td>$493 (NONMEMBERS)</td>
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<tr>
<th>JUNE 21 PRE-CONFERENCE SESSIONS (CHOOSE ONE)</th>
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<tbody>
<tr>
<td>SEE PAGE 19 FOR PRE-CONFERENCE INSTITUTE INFORMATION.</td>
</tr>
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<tr>
<th>THE DIFFERENTIATED SCHOOL: MAKING REVOLUTIONARY CHANGES IN TEACHING AND LEARNING</th>
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<tbody>
<tr>
<td>$249 (ASCD MEMBERS)</td>
</tr>
<tr>
<td>$313 (NONMEMBERS)</td>
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<td>$23 MATERIALS FEE</td>
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<tr>
<th>PROMOTING SUCCESS FOR ALL LEARNERS USING THE ART AND SCIENCE OF TEACHING</th>
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<tr>
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<tr>
<th>SCHOOL IMPROVEMENT PLANNING AND UNDERSTANDING BY DESIGN: THE POWER OF COLLABORATION</th>
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<tbody>
<tr>
<td>$249 (ASCD MEMBERS)</td>
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<tr>
<td>$313 (NONMEMBERS)</td>
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<tr>
<td>$46 MATERIALS FEE</td>
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<table>
<thead>
<tr>
<th>NONMEMBERS PAYING NONMEMBER REGISTRATION FEE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD A NEW SELECT MEMBERSHIP FOR JUST $25!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RENEW ASCD MEMBERSHIP* WITH REGISTRATION (PLEASE SELECT ONE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC ($49) ● SELECT ($89) ● PREMIUM ($219)</td>
</tr>
</tbody>
</table>

* MEMBERSHIP RATES SUBJECT TO CHANGE.

**REGISTRATION TOTAL:** $__________

### PAYMENT INFORMATION (Payment or purchase orders MUST accompany registration forms.)

- Check made payable to ASCD enclosed. (All sales are in U.S. dollars. To pay in Canadian dollars please add 21% to the U.S. dollar amount.)
- Purchase order enclosed.
- Institutional Membership Voucher(s) enclosed.

**SIGNATURE TO AUTHORIZE BILLING**

**CHARGE MY:**
- MASTERCARD
- VISA
- AMEX
- DISCOVER CARD

**ACCOUNT NO.**

**EXPIRATION: MONTH/YEAR (MM/YY)**

**SIGNATURE**

**NAME ON CREDIT CARD (PLEASE PRINT)**

---

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Our goal is to exceed your expectations for quality products and service. If within 45 days of the conference you feel that we have fallen short of this goal, we will give you a voucher for a future professional development event within the next year.
ASCD Conference on
DIFFERENTIATED INSTRUCTION
UNDERSTANDING BY DESIGN®
WHAT WORKS IN SCHOOLS®
CURRICULUM MAPPING

ORLANDO
FLORIDA
SUMMER 2010

June 22–24
PRE-CONFERENCE SESSIONS ON JUNE 21

POWERHOUSE APPROACHES
for Every Educator

REGISTER ONLINE:
WWW.ASCD.ORG/REGISTER

CALL TOLL-FREE:
800-933-ASCD (2723)
OR 703-578-9600,
THEN PRESS 1

Preview and Registration Materials!