

A Collective Call to Action
67th Annual Conference & Exhibit Show

**Pennsylvania Convention Center,
1101 Arch Street, Philadelphia, PA
March 24-26, 2012**

**Session supplement contains exhibitor workshops and conference session listings
Current as of March 7, 2012**

ASCD

1703 N. Beauregard Street, Alexandria, VA 22133-1713, USA
1-800-933-2723 or 1-703-575-9600
Email: member@ascd.org Internet: www.ascd.org

Exhibitor Workshops

111EW Reading for Meaning Fluently

Exhibit Level, Hall C, Room 1 **Time: 9:00–10:00 a.m.**

Learn how to develop fluency, support vocabulary, and promote comprehension by combining powerful, research-based strategies. Accelerate the reading achievement of Title 1, special education, ELL, and mainstream students using these research-proven strategies. This session describes Read Naturally, but the strategies can be used with any classroom reading materials.

Presenter(s): Debby Mossburg, Read Naturally, Inc., St. Paul, MN

112EW Guide School Improvement with Data from Walkthrough Observations

Exhibit Level, Hall C, Room 2 **Time: 9:00–10:00 a.m.**

A principal's thoughts following observation are a great source of data for school improvement. The Administrative Observer app on an iPad, Blackberry or Android makes it easy to document walkthroughs and provide feedback to teachers. The session will feature a demonstration of the Administrative Observer app to complete an observation and analyze the data. Handouts provided.

Presenter(s): Bill Craig, Preferred Educational Software, Cherry Valley, IL

113EW DIY DI: Do-It-Yourself Differentiation with Digital Content

Exhibit Level, Hall C, Room 3 **Time: 9:00–10:00 a.m.**

Learn how to use flexible, Common Core-aligned digital content to leverage the instructional architect in you and create effective differentiated lessons. Like any DIY project, planning for differentiation takes time and effort to gather and organize resources. Leave this session with blueprints, rubrics, and resources to put right to use.

Presenter(s): Lynn Ochs, NetTrekker, Cincinnati, OH

121EW Take Aim at Vocabulary

Exhibit Level, Hall C, Room 1 **Time: 12:00 noon–1:00 p.m.**

Participants will learn how Read Naturally's research-based Take Aim at Vocabulary curriculum can be used to promote vocabulary development in middle-grade students.

Presenter(s): Debby Mossburg, Read Naturally, Inc., St. Paul, MN

122EW Power Reading Online K–12 Now! Powerful! Fun!

Exhibit Level, Hall C, Room 2 **Time: 12:00 noon–1:00 p.m.**

See more than 500 online specially recorded high-interest stories, each with its own recorded questions and skills game. The product includes accurate, quick student placement; home access to stories and games; story choices; story introductions in Spanish; reading levels and Lexile measures; archived reading scores; and student, school, and district reports with easily disaggregated data.

Presenter(s): Marie Carbo, National Reading Styles Institute, Syosset, NY

123EW Perillo Tours Learning Journeys: Customized Educational International Travel

Exhibit Level, Hall C, Room 3 **Time: 12:00 noon–1:00 p.m.**

PT Learning Journeys provide teachers of all ages to experience the richness and diversity of the world, while applying their learning through hands-on experience. Our team will create an unique and exclusive experience for your group based upon your curriculum and teaching goals. Always private and based upon your group's schedule.

Presenter(s): Laurie Sickles, Perillo Tours, Woodcliff Lake, NJ

131EW Opening America's First Reimagining Education and Learning (REAL) Center

Exhibit Level, Hall C, Room 1 **Time: 1:30–2:30 p.m.**

The new REAL Center in Beaufort County, SC. is a multi-purpose space that accommodates a project-based learning approach to Science Technology Engineering and Math (STEM). The center has four zones that complement a wide range of teaching and learning styles. It was designed to provoke discussion and debate about how an integrated approach to design, furniture, and technology can extend the range of learning opportunities.

Presenter(s): Kate Wallace, RM Education, Hyannis, MA

132EW Integrating Innovative Fitness Activities in All Aspects of a School Day

Exhibit Level, Hall C, Room 2 **Time: 1:30–2:30 p.m.**

Discover innovative, simple-to-implement fitness activities that students will love. Fitness breaks have never been so fun! You don't have to be a fitness expert to teach these creative activities that also integrate reading, math, nutrition, and science. Don't miss this opportunity to participate in this one-of-a-kind workshop!

Presenter(s): Sandy Slade, Skillastics, Corona, CA

133EW Notebook Foldables: Creating a Learning Portfolio

Exhibit Level, Hall C, Room 3 **Time: 1:30–2:30 p.m.**

Come and learn how to take journaling, interactive notebooking and portfolios to new level with Foldables. Experience how Notebook Foldables can be the tool that any teacher can implement for better engagement in learning.

Presenter(s): Jami Humphrey, Dinah Zike, Comfort, TX

141EW Assessment and Hands-On Instruction for Math RTI

Exhibit Level, Hall C, Room 1 **Time: 3:00–4:00 p.m.**

Moving with Math is the RTI solution that will reach preK through high school students struggling with math. Proven strategies and scientifically based research will be shared on using assessment data to easily differentiate instruction for RTI. Presenters will demonstrate hands-on math lessons using true manipulative that reach all students.

Presenter(s): Caryl K. Pierson, Math Teachers Press, Minneapolis, MN

142EW Leadership for School and District Transformation

Exhibit Level, Hall C, Room 2 **Time: 3:00–4:00 p.m.**

In this workshop, learn about best practices in leadership for systems from the implementation leader of a school transformation model in two Pennsylvania districts. Participants will hear about and examine lessons learned on effective marshaling of human and financial resources to implement the Common Core State Standards and to achieve sustained acceleration of student academic performance.

Presenter(s): Cathy L. Taschner, American Reading Company, King of Prussia, PA

211EW Read Naturally's Reading Assessments in an RTI Model

Exhibit Level, Hall C, Room 1 **Time: 9:00–10:00 a.m.**

Response to Intervention (RTI) is gaining acceptance as an effective collaboration between special and general education. Learn how Read Naturally assessments can be used with a tiered RTI model to make informed instructional decisions for your struggling readers.

Presenter(s): Debby Mossburg, Read Naturally, Inc., St. Paul, MN

212EW 21st Century Curriculum Mapping**Exhibit Level, Hall C, Room 2** **Time: 9:00–10:00 a.m.**

Learn how to improve student achievement by using Curricuplan, a web 2.0 solution for designing district curriculum aligned to the Common Core, state, and national standards; create curriculum maps and instructional plans to connect curriculum design to curriculum practice; and generate reports to identify gaps and redundancies to revise curriculum.

Presenter(s): Janette Newell, Seacliff Educational Solutions, Ocean City, NJ

221EW Introducing Standards Plus Common Core Support Lessons**Exhibit Level, Hall C, Room 1** **Time: 12:00 noon–1:00 p.m.**

Imagine 170 days of direct instruction mini-lessons with student work pages and scripted teacher lesson plans to support novice to experienced teachers! Join us to learn how to support school improvement with our daily lessons and weekly, formative assessments written by educators and specifically aligned to the Common Core State Standards.

Presenter(s): Pete Watson, Standards Plus, Rancho Cucamonga, CA

222EW Breaking Barriers and Building Bridges: Academics and Behavior**Exhibit Level, Hall C, Room 2** **Time: 12:00 noon–1:00 p.m.**

Incorporating behavior strategies into academic learning can be a challenge. Boys Town's systems approach to addressing difficult behaviors is proven to increase academic engagement and teacher job satisfaction. Learn how the Boys Town Model can transform your school by breaking barriers and building bridges between academics and behavior.

Presenter(s): Steph Jensen, Boys Town Nebraska/Iowa, Boys Town, NE

231EW Classroom-Ready Model to Implement Common Core Standards**Exhibit Level, Hall C, Room 1** **Time: 1:30–2:30 p.m.**

The Common Core State Standards are a call to shift instruction towards deeper reading, writing, and thinking. Imagine every teacher use the Common Core State Standards to plan literacy block units that teach rigorous English-Language Arts content using the three instructional shifts of the Common Core State Standards for English Language Arts: complex informational text, use of text evidence, and academic vocabulary.

Presenter(s): Gina Cline, American Reading Company, King of Prussia, PA

232EW Successful Solutions for Working with Tier 1 and 2 RTI**Exhibit Level, Hall C, Room 2** **Time: 1:30–2:30 p.m.**

RTI is profoundly impacted through alignment with research-backed instructional models with viable curriculum design and effective assessment practice that provide more frequent and focused feedback to use to adjust instruction before interventions are needed. This session will explore an effective model, its component tools and critical steps for leading implementation.

Presenter(s): Spence T. Rogers, Peak Learning Systems, Conifer, CO

241EW Examining Effective Reading Instruction Using Reading Horizons V5 Technology.**Exhibit Level, Hall C, Room 1** **Time: 3:00–4:00 p.m.**

Reading Horizons V5 software is a revolutionary approach to teaching reading strategies, vocabulary, spelling, reading, fluency and pronunciation using a proven methodology of 27 years. The presenter will demonstrate features of the new technology integrated into Reading Horizons V5 software to enhance students into vocabulary, spellings, reading, and pronunciation development.

Presenter(s): Heidi Hyte, Reading Horizons, North Salt Lake, UT

242EW Sandra Dean's 21st Century Leadership Strategies**Exhibit Level, Hall C, Room 2** **Time: 3:00–4:00 p.m.**

"Sandra Dean's work is an example of Moral Leadership and change at its best." Michael Fullan. Sandra Dean is an award winning author and educator. Learn about her "Blueprint For Leadership Success: a proven formula that every principal needs now. Receive your complimentary copy of Sandra's Recommendation for practice.

Presenter(s): Sandra Dean, 21st Century Leadership Strategies, Whitby, Ontario, Canada

Annual Conference Sessions

1101 ASCD Leadership 101

Room 121A, First Level, PCC

Time: 8:00-9:30 AM

Have you ever considered serving in 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; Mary Gavigan, School District of Whitefish Bay, WI; Nancy Deford, DeFord Ltd., Virginia Beach, VA

1102 Developing K-12 Longitudinal Rubrics to Measure 21st Century Skills

Room 122B, First Level, PCC

Time: 8:00-9:30 AM

How do you meaningfully incorporate 21st century skills into the design of K-12 curriculum, assessment, and instruction? Collectively define the terms. Develop what it looks like from Novice to Exemplary. Use it 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 that participants can lead this process in their own learning organizations.

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

1103 Silos to Synergy: A Collaborative Model for Curriculum and Technology

Room 202A, Second Level, PCC

Time: 8:00-9:30 AM

How can districts build bridges between departments to ensure the success of any technology-based instructional program? Attend this interactive multimedia session and learn how one of Florida's largest districts launched a state-approved supplemental reading intervention program and, in the process, created a model for collaboration among its curriculum, assessment, and technology departments. Participants will discuss ways to boost collaboration and accountability while balancing multiple demands for resources.

Presenter(s): Paula Leftwich, Polk County Public Schools, Lakeland, FL

1104 Developing and Sustaining Teacher Leadership: A Distributive Approach

Room 108A, First Level, PCC

Time: 8:00-9:30 AM

The Macomb (Michigan) ISD created the Macomb Teacher Leader Program as one component of a schoolwide continuous improvement model. Teacher leaders develop skills to facilitate collaborative teams, develop team members, and become effective team members. This program has supported local districts since 2007 and received the 2011 Education Excellence Award from the Michigan Association of School Boards. Participants will explore the framework of this teacher-leader program that can be replicated at the local level.

Presenter(s): Grace Velchansky and Laurie Vansteenkiste, Macomb Intermediate School District, Clinton Township, MI

1105 Our Data Teams Produced Results: We'll Share How

Room 113A, First Level, PCC

Time: 8:00-9:30 AM

Teacher collaboration in teams enhances student achievement more than any other factor. In this session, the presenters will describe four specific examples of data teams/professional learning communities that resulted in real student achievement gains. Learn the details of how the presenters created, sustained and evaluated teams and what they did to improve student achievement. Witness the power of examining and learning through the lens of student work as you view video of exemplary teams discussing formative assessment and effective instructional strategies.

Presenter(s): Leslyee Frederick, Jack Baldermann and Oscar Padua, Hartford Public Schools, CT; Dave Chambers, Hartford Public High School Nursing Academy, CT

1106 Personalized Student Learning, Assessment, and Reporting

Room 113C, First Level, PCC

Time: 8:00-9:30 AM

In this session, participants will examine a model where student personalized goals, set collaboratively with parents and students remain at the center of student learning throughout the year. Standards-based reporting are personalized to reflect individual student goals and include student self-evaluation. Participants will view videos of student-led portfolio conferences and witness the parent partnership and student metacognition that are developed through the process.

Presenter(s): Juliette Longchamp, Amy Skapof, Williston Central School,

1107 Building Capacity for Curriculum Engagement: An Australian Perspective

Room 122A, First Level, PCC

Time: 8:00-9:30 AM

This session will describe the collaborative approach used by a school district in Tasmania, Australia, to collectively improve teachers' capacity to plan high-quality learning opportunities for students. Using the principles of Schooling by Design, school leaders, teachers, and education officers engaged in a shared process for improving planning and assessment in all schools in preparation for the new national Australian Curriculum. Processes, learning, and results will be shared in this practical session.

Presenter(s): Heidi Bush, Meaningful Learning Education Consultancy, Northdown, Tasmania, Australia

1108 CHATS: A Five-Part Framework for Teaching in Multilingual Classrooms

Room 126B, First Level, PCC

Time: 8:00-9:30 AM

For those who teach or work in classrooms with linguistic diversity, this session will provide you with tools to enhance your content delivery and make it accessible to all students. The presenters will share a five-part framework for planning and teaching that is based on their ASCD book *The Language-Rich Classroom*. Participants will be provided with tools for developing lessons that grow both content and language at the same time.

Presenter(s): Persida Himmele and William Himmele, Millersville University, Lititz, PA; Steffany Ciabattoni, Brecknock Elementary School, Lancaster, PA

1113 Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap

Room Ballroom AB, Third Level, PCC

Time: 8:00-9:30 AM

For the longest time, the strongest predictor of academic success in school has been family income combined with parents' level of education. However, unless we believe that those who have more are inherently superior to those who have less, we should be troubled by the fact that patterns of achievement are often fairly predictable, particularly with respect to children's race and class background. There are small but significant number of high-performing, high-poverty schools that prove under the right conditions, poor children can achieve at high levels. The question is this: How do we make it possible for more schools to produce similar results?

Presenter(s): A. Wade Boykin, Howard University; Pedro Noguera, New York University

1114 Lost in Transition: Using Peer Mentoring to Support At-Risk Students

Room 112A, PCC, First Level

Time: 8:00-9:30 AM

In this session, participants will learn about a program that pairs at-risk freshmen with upper-class mentors to work together during the school day. This program has empowered many at-risk students to achieve academic success in the linchpin freshman year, while mentors learned patience, empathy, and the ability to listen to students whose life stories are very different from their own. This presentation is based on an article published in the April 2011 issue of *Educational Leadership*.

Presenter(s): Nathan Frank, Spring Grove Area School District, PA

1115 A Journey into the World of STEM**Room 109B, First Level, PCC Time: 8:00-9:30 AM**

Researching best practices, collecting data, interviewing stakeholders, networking, and collaborating are just a few of the tools that are needed to strategize your way into defining STEM for you and creating your own strategic vision. Join educators from the Florida Virtual School as they share their four-month journey into the STEM world. The presenters will lead an interdisciplinary STEM lesson that engages 8th graders through an interactive trivia game connecting scientific careers to mathematics and science.

Presenter(s): Kelly Obarski, Florida Virtual School, Orlando, FL**1116 Transitioning to the Common Core Standards: A County System of Guidance****Room 203A, Second Level, PCC Time: 8:00-9:30 AM**

This session will showcase the system developed by the Tulare County Office of Education in central California to assist districts in transitioning to the Common Core State Standards. Learn about the guidance and support provided to both administrators and teachers via professional development, coaching, and resource development. Presenters will share sample implementation plans, an online resource bank (available to everyone), and the feedback they received from educators who are beginning to move from the awareness stage to the integration stage of implementation.

Presenter(s): Charlene Stringham, Connie Smith, Guadalupe Solis, and Pansy Ceballos, Tulare County Office of Education, Visalia, CA**1118 ELL Student Voices: What's Easy, What's Hard, and What Helps****Room 117, First Level, PCC Time: 8:00-9:30 AM**

To serve English language learners (ELLs) effectively, it is important to hear their voices. What do they think makes it easy or hard to learn English? And, critically, what do they think helps them learn? Come watch a new and moving video of an upper elementary-level ELL focus group, commentary from their principal, and interviews with four middle school ELLs as they answer these questions. The findings can inform your instructional plans for ELLs.

Presenter(s): Betty Smallwood, Center for Applied Linguistics, Washington, DC**1119 Feedback 2.0: Using Technology to Enhance Student Feedback****Room 103B, First Level, PCC Time: 8:00-9:30 AM**

Do you ever think that students don't read the comments you write on their work? Research clearly shows that student achievement depends on effective, timely feedback. This session will explore ways that tech tools like screencasting, pencasting, and collaborative documents can be employed to engage students in a more effective feedback process that is interactive and reflective.

Presenter(s): Melissa Poole, Purnell School, Pottersville, NJ**1120 The Promises and Dangers of Current Trends in Teacher Evaluation****Room Terrace Ballroom 1, Fourth Level, PCC Time: 8:00-9:30 AM**

This session will review current trends in teacher evaluation including: use of student value added achievement data, merit pay based on a single year's data, models of teacher pedagogical skills, inclusion of teacher growth data, and the relationship between supervision, evaluation, and teacher expertise. Current trends will be reviewed for each of these factors along with dangers and pitfalls associated with each.

Presenter(s): Robert Marzano, Marzano Research Labs, Centennial, CO**1122 Confronting Homophobia and the Epidemic of Gay Teen Suicide****Room 112A, First Level, PCC Time: 8:00-9:30 AM**

How can you spot and encourage the new faces of courage in a complex, diverse school community? In light of recent media attention on the high suicide rate among lesbian, gay, bisexual, and transgender youth, the presenter examines the complex issues of teachers, counselors, and administrators re-examining their role in providing a safe space for all students. This head-on approach has been helpful for future elementary and secondary school teachers confronting the effects of homophobia and heterosexism on themselves and their students.

Presenter(s): Christopher Fray, Staples High School, Westport, CT**1123 Reaching and Teaching Struggling Learners****Room 114, First Level, PCC Time: 8:00-9:30 AM**

You've tried every technique you know and still can't help that kid who is struggling. You're pulling your hair out. What will work? From grade school through high school, reaching struggling students is one of teaching's hardest challenges. This session will provide insights and ideas of four published experts in a more intimate setting where you can ask questions, share your own ideas, and get re-energized through the ideas of others.

Presenter(s): Ceri Dean, McREL, Denver, CO; Douglas Fisher and Nancy Frey, San Diego State University, CA; Baruti Kafele, Principal Kafele Consulting, Newark, NJ**1124 Assessing the Critical-Thinking Demands of Web 2.0 Tools****Room 103A, First Level, PCC Time: 8:00-9:30 AM**

What do we mean by critical thinking, and how can technology be used to enhance its use in the classroom? As teachers integrate technology into their classrooms the challenge is how to use it in a purposeful and meaningful way that promotes thinking. Participants in this workshop will examine three frameworks on thinking. They will use them to analyze web-based tools and assess their potential to promote critical thinking and increase the level of rigor in the classroom.

Presenter(s): Angela Lalor, Jennifer Borgioli, Learner Centered Initiatives, Ltd., Floral Park, NY**1125 Help Teachers Navigate Differentiation Successfully and Have a Life****Room 105, First Level, PCC Time: 8:00-9:30 AM**

With too many preps, too many students, new responsibilities every day, and a fragile personal life hanging in the balance, DI might just seem like too much to handle. Unfortunately, many teachers who try to differentiate it all fall into burnout mode. In this session, a current classroom teacher will share some strategies and suggestions that may help preempt the overwhelming grind. Participants will gather practical ideas that might help facilitate a better experience with DI.

Presenter(s): Chad Prather**1126 School Climate Policy and Practice: Supporting the Whole Child****Room 110A, First Level, PCC Time: 8:00-9:30 AM**

Learn about evidence-based school climate reform in general and how to assess readiness, formatively evaluate "where are we now?", and "what are possible next steps to focus on?" Consider the tasks and challenges that define and shape the five-stage school climate improvement process, and learn about common challenges and suggested solutions in this area.

Presenter(s): Jonathan Cohen, National School Climate, New York City, NY**1128 How to Reach and Teach Students on the Autism Spectrum in Mainstream Classrooms****Room 109A, First Level, PCC Time: 8:00-9:30 AM**

As more students with autism spectrum disorders (ASD) are mainstreamed, educators are in need of help. In this interactive workshop, participants explore new ways to reach and teach students with ASD. We'll cover challenges such as coping skills and social interaction, and how these challenges manifest in the classroom. Drawing on 20-plus years in this field, the presenter provides simple preventive steps and proven strategies that promote student engagement in academic instruction while reducing anxieties that are roadblocks to learning.

Presenter(s): Barbara Boroson, Pelham, NY**1129 GPS (Getting Prepared for Students) in a 21st Century Classroom****Room 204B, Second Level, PCC Time: 8:00-9:30 AM**

Integrating technology into the early childhood classroom is both challenging and controversial. Although most people will agree that young children love to use it, the appropriateness is often in question. Learn how to use current technology; including iPods, iPads, Promethean boards, and digital hand-held microscopes in a developmentally appropriate way for even the youngest 21st century learners.

Presenter(s): Shari Ehly and Helen Mowers, Killeen ISD, TX

1130 Engaging Colleagues in Conversations about Diversity: Teachers Take the Lead

Room 120A, First Level, PCC Time: 8:00-9:30 AM

This interactive session will introduce a districtwide initiative that trained a core group of teacher leaders from across all grade levels to become aware of their own biases; challenge deficit thinking; and initiate conversations about racial, ethnic, and socioeconomic diversity with colleagues. Hands-on activities, scenarios, and critical reflection will guide participants through exercises used in the program, and handouts will provide suggestions for how to begin similar initiatives in their own districts. Handouts will be available online.

Presenter(s): Sonia James Wilson, Catalyst Research and Development, Rochester, NY; Linda Sevigny, Rockdale County Public Schools, Conyers, GA

1131 Mission: Student-Centered, Teacher-Led UbD Curriculum Reform

Room 126A, First Level, PCC Time: 8:00-9:30 AM

Learn from the experiences of a district engaged in a sustained, three-year initiative aimed at aligning curriculum, instruction, and assessment to its student-centered mission. Hear district students describe how they learn in an original video. Explore strategies for implementing districtwide change, distributing leadership capacity, and designing professional learning activities to support a curriculum using Understanding by Design. Assess exemplars using the framework based on UbD, including course-, unit-, and lesson-level designs.

Presenter(s): Rita Fischer, James Roscoe, Shanna Piggot, Grayslake Community High School District 127, IL

1132 Staying in Charge When Your Buttons Are Pushed

Room 115B, First Level, PCC Time: 8:00-9:30 AM

Get beyond the dread and anger at oppositional students who seem to delight in making the lives of educators and fellow students miserable! Learn how to prevent most power struggles from happening and a five-step process that will defuse students quickly, therefore, keeping them in class. In addition, teach your students similar strategies when they bother, harass, or bully each other. Results, less referrals, more learning!

Presenter(s): Allen Mender, Rochester, NY

1133 Transforming Teacher Professional Learning with Online Learning

Room 204C, Second Level, PCC Time: 8:00-9:30 AM

In this session, participants will hear about the presenter's journey to develop 50 online professional courses for educators in a short period of time. The goal was to improve existing online teacher professional learning by making optimal use of technology, maximizing professional collaboration, and minimizing "read-and-respond" patterns of existing programs. Hear about the successes, learn from the mistakes, and come away with tools that you can use as you contemplate developing online professional learning programs.

Presenter(s): Jerry Dequetteville, Nancy Baldree, Joanne Languay, and Krista Walford, Elementary Teachers' Federation of Ontario, Toronto, Ontario, Canada

1134 Insights into Action: Practical Lessons for School Leaders

Room 125, First Level, PCC Time: 8:00-9:30 AM

This session, based on Sterrett's ASCD book, *Insights into Action*, will equip today's school leaders with practical applications for succeeding by synthesizing current research on nine key topics including professional learning communities, school climate, technology integration, and more with engaging insights from a diverse group of distinguished practitioners and leaders in the field. This session will include break-out discussion activities to form "take-aways" for next steps.

Presenter(s): William Sterrett, Wilmington, NC

1135 A World Class Education

Room 107, First Level, PCC Time: 8:00-9:30 AM

Over the past twenty years, many education systems around the world have surpassed the United States in educational achievement and equity. This session will show how high-performing and rapidly improving countries have accomplished this. It will also discuss the lessons for American educators, particularly with respect to strengthening the teaching profession and modernizing the curriculum for the global 21st century. Handouts on international best practices will be available.

Presenter(s): Vivien Stewart, Asia Society, New York City, NY

1136 Developing a Culture of Equity and Excellence: Challenging Conventional Beliefs

Room 119A, First Level, PCC Time: 8:00-9:30 AM

Closing the achievement gap has been defined as one of the most critical issues facing public education in this decade. Why do so few schools succeed in achieving this bold mission? In Harrison, a socioeconomically diverse district in suburban New York State, all students learn in heterogeneous classes throughout middle and high school, take algebra in 8th grade, and have "open-doors" access to advanced placement and International Baccalaureate courses. Learn how sustained leadership, policies, and practices have transformed our learning community in pursuit of this mission.

Presenter(s): Michael Greenfield and Laurie Griffo, Harrison Central School District, NY

1137 The Blueprint for School Turnaround

Room 121C, First Level, PCC Time: 8:00-9:30 AM

This session will provide building-level leadership with proven, focused steps to turn around a low-performing school. This interactive, engaging session details the essential steps needed to increase student achievement and improve effective teaching. Practical, real-life strategies will be shared that have led to enhanced school improvement in elementary and high schools with high poverty rates and high numbers of at-risk students. Participants will leave with a toolkit of best practices that will prepare them to more effectively meet adequate yearly progress benchmarks.

Presenter(s): Craig Lockhart, Newton High School, GA

1138 Elementary Math Games: A Game Plan for Closing the Achievement Gap

Room 204A, Second Level, PCC Time: 8:00-9:30 AM

Are you looking for ways to challenge and engage all learners in your math program? In this session, participants will learn how to use games and why this powerful strategy works. The handouts, student samples, and game ideas will focus on the areas of math that students often struggle with and include operations, place value, and fractions. Strategies for making math come to life for regular, Title 1, special education, and after-school programs will be shared. Come prepared to play! Handouts will be available online.

Presenter(s): Jane Felling, Box Cars & One-Eyed Jacks, Edmonton, Alberta, Canada

1139 Common Core and Curriculum 21: Global Competency in Literacy, Math, and Science

Room 118A, First Level, PCC Time: 8:00-9:30 AM

Student achievement requires student engagement. Learn about using global issues in multiple disciplines to keep students hooked and on course for achievement. Participate in standards-based lessons that engage students in purposeful uses of math and science to understand the issues confronting their generation. Prepare them for the literacy demands of the 21st century with related nonfiction readings and academic vocabulary. See examples of successful teachers, schools, and districts. Leave with hands-on experience and a free teacher's guide.

Presenter(s): David Wilton, Facing the Future, Seattle, WA

1140 Pedagogy of Confidence: Transforming Urban Classrooms through Strengths**Room 110B, First Level, PCC Time: 8:00-9:30 AM**

The potential of underachieving students are minimized due to a focus on remediation instead of understanding strategies that elicit and nurture their strengths, confidence, and behaviors. But what happens when every teacher starts teaching with students' strengths in mind? The presenter will engage participants in learning how to systemically develop students' high intellectual performances including student participation in professional development inherent in the Pedagogy of Confidence, described in her new book and featured on CNN's Anderson Cooper's show.

Presenter(s): Yvette Jackson, National Urban Alliance, Syosset, NY**1141 It's Not About the Bling: Effective Technology Integration through an Instructional Lens****Room 201C, Second Level, PCC Time: 8:00-9:30 AM**

How can we leverage the power of technology as an educational tool to drive continuous improvement in our pedagogy? Powerful technology does not have to be a distraction to effective teaching and learning. Learn from the experience of a group of teachers and administrators from a district that used a large-scale technology initiative to focus on effective instruction. Through a partnership with the Marzano Research Laboratory, a common language of instruction was created and action research conducted to investigate effective technology integrated lessons.

Presenter(s): Debra Pickering, Marzano Research Lab, Littleton, CO; Loni Ghorso, Kalei Eskridge, and Cheryl Dultz, San Juan Unified School District, CA**1144 When Do I Sleep? Surviving the First Year as a Principal****Room 201A, Second Level, PCC Time: 8:00-9:30 AM**

New principals feel overwhelmed during their first year. They often are placed in schools that are considered to be "failing" by NCLB standards, and 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 a rural high school and will describe many strategies to make the job easier, key concepts principals must understand, and lessons learned along the way.

Presenter(s): Susan Kessler, Andrew Davis, April Snodgrass, Metro Nashville Public Schools, TN**1145 We Have a Plan! Co-Teachers Planning Together****Room 118B, First Level, PCC Time: 8:00-9:30 AM**

Many say that without co-planning there is no co-teaching. However, co-planning between general and special educators continues to be problematic in part due to time constraints but due to less than efficient planning techniques. Understanding course, unit, lesson, and routine planning are four giant steps towards successful co-planning and co-teaching. Through the use of the Co-Teaching Planning Pyramid, the diverse needs of learners are met and the power of co-teaching is optimized.

Presenter(s): Gloria Wilson, Hofstra University, NY; Joan Blednick, Strategic Teaching and research Consultant, Melville, NY**1146 Engaging Researchers and Educators: Making Education a Knowledge-Based Profession****Room 104A, First Level, PCC Time: 8:00-9:30 AM**

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.

Presenter(s): Daniel Laitsch, Simon Fraser University, Surrey, British Columbia, Canada; Penelope Earley, George Mason University, Fairfax, VA**1147 Defying Gravity: Dramatic Arts and the Creative****Room 103C, First Level, PCC Time: 8:00-9:30 AM**

In this highly energetic and creative session sponsored by the ASCD Brain-Compatible Professional Interest Community, the facilitators will explore the ability of the dramatic arts to engage attention, relieve stress, enhance mood, and promote self-awareness and self-confidence. Inspired by the life of J.M. Barrie, the teachings of Cicely Berry, and research on the creative brain, this session will include character mapping and social status games. Let your imagination soar with Peter Pan, Wendy, and the Lost Boys.

Presenter(s): Pauline Stonehouse, Alexandria, MN; Roxann Sorenson, Moonfire Porcelain, Alexandria, MN**1148 Considering the Inner Life of the Child in our Collective Call to Action****Room 106, First Level, PCC Time: 8:00-9:30 AM**

When personalizing student learning, we tend to focus on the mental, emotional, and physical aspects. But there is an inner quality, the spirit, which needs to be considered in creating meaningful learning. This session, sponsored by the Holistic Learning and Spirituality in Education Professional Interest Community, will explore how educators can create space for nurturing students' inner lives.

Presenter(s): Gary Babiuk, University of Manitoba, Winnipeg, Canada**1149 Accessing ASCD's Free Online Resources****Room 123, First Level, PCC Time: 8:00-9:30 AM****This session is in a computer lab**

In just a few years, social networking has completely changed the way people communicate online. For educators, the various technologies have provided new ways to not only engage students and parents, but also collaborate and share best practices. This interactive session will focus on the reasons why effective educators join social networks and how they get the most out of them. In that context, the presenters will discuss and demonstrate ASCD's collection of social networking tools from ASCD's EDge to Facebook and Twitter to online webinars.

Presenter(s): Tim Ito, Leslie Welch, ASCD, Alexandria, VA**1151 Literacy and Mathematics Tools for Implementing the Common Core****Room 120C, First Level, PCC Time: 8:00-9:30 AM**

Attend this session to acquire mathematics and literacy tools that will help teachers facilitate student learning through implementation of the Common Core State Standards. Receive standards-based math lessons focused on formative assessment and literacy modules designed to improve student writing and the use of evidence. Preview a digital application for educators that supports best instructional practices and innovative professional development around the Common Core.

Presenter(s): Sherida Britt, Alana Sloan, ASCD, Alexandria, VA**1160 Mediating Teaching Behaviors for Enhanced Performance****Room 108 B, First Level, PCC Time: 8:30-9:30 AM**

Schools across the nation and around the world are examining their current teacher evaluation systems because teacher quality is critical for student achievement. The purpose of supervision should be the enhancement of teachers' pedagogical skills with the ultimate goal of enhancing student achievement. This interactive session will show principals, coaches, and mentors how they can mediate the identified behaviors of quality teaching. Participants will be introduced to effective questioning and listening skills. They will also observe and react to a mediative conversation.

Presenter(s): Susan Presler, Center for Cognitive Coaching, Omaha, NE

1164 School Bullying: On-the-Spot Response and Individual Intervention Strategies**Room 121B, First Level, PCC Time: 8:30-9:30 AM**

In this session, participants will define bullying and the types of bullying; understand its effect on victims, observers, and perpetrators; respond to acts of bullying; implement appropriate intervention strategies with both the students who are bullied and the students who bully; and implement follow-up with parents. This session will include role play, group discussion, and DVD segments.

Presenter(s): Samuel Hart, SDH Associates, LLC, Milford, DE**1170 Fanatically Formative During the Crucial Early Elementary Years****Room 115C, First Level, PCC Time: 8:30-9:30 AM**

Pairing formative assessment and responsive instruction is the alternative to curriculum-driven instruction. In the fanatically formative classroom, essential learning outcomes are clearly defined; instruction is designed according to students' readiness; and teachers carefully monitor student progress. Students move to more challenging content as soon as they are ready, and those who need extra time or attention to learn critical content are given that support. Participants will learn that in the truly formative classroom, there is time for laughter, movement, and play.

Presenter(s): Robert Somson, Early Learning Foundation, Brighton, MI**1173 Student Supports: Helping High School Students Succeed in College Classes****Room 120B, First Level, PCC Time: 8:30-9:30 AM**

A national network of Early College schools, overseen by the Middle College National Consortium, prepares students to be successful college course-takers while in high school. This interactive presentation will describe how these high schools use a design principle called student support as a guide for implementing innovations for supporting students academically, socially and emotionally. Participants will discuss results highlighting how specific student supports are contributing to increased access to, and success in, college courses.

Presenter(s): Jennifer Kim and Elisabeth Barnett, Teachers College, Columbia University, New York, NY; Cecilia Cunningham, Middle College National Consortium, Long Island City, NY**1174 Writing for Educational Leadership****Room 202B, Second Level, PCC Time: 8:30-9:30 AM**

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): Marge Scherer, ASCD, Alexandria, VA**1176 Classroom Management for New Teachers****Room 201B, Second Level, PCC Time: 8:30-9:30 AM**

Good classroom management can be elusive for new teachers. Often they are too permissive, having a hard time setting clear expectations and following through, or they are too authoritarian, demanding compliance with rigid structures that invite student rebellion. This session will explore a few management strategies of the Responsive Classroom approach that help new teachers find a respectful balance between these extremes. This session explores how to help new teachers learn and use these strategies.

Presenter(s): Mike Anderson, Northeast Foundation for Children, Durham, NH**1177 Coteaching: Redesigning Internship Experiences to Support Teacher Accountability****Room 124, First Level, PCC Time: 8:30-9:30 AM**

Because of the rise of high-stakes testing and teacher accountability, many cooperating teachers are reluctant to supervise senior interns. To address this concern and build on best practices in education, the university redesigned the internship experience. The new model optimizes teacher/student interaction by

following a teaming approach during the course of the internship. The purpose of this presentation is to describe the teaming model and share teaming strategies with participants. Feedback from student teachers and cooperating teachers will also be presented.

Presenter(s): Mercedes Tichenor, Kathy Piechura, Elizabeth Heins, and Doug Macisaac, Stetson University, Deland, FL**1178 First Timers' Session****Room 111, First Level, PCC Time: 8:30-9:30 AM**

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 session to learn how to get the most from your ASCD Annual Conference experience and your extended ASCD community.

Presenter(s): Molly McCloskey, ASCD, Alexandria, VA**Saturday General Session: The Science of Extreme Storm Chasing****Room Hall A, Second Level, PCC Time: 10:00-11:45 AM****Sponsored by Discovery Education Network**

Did you know that violent, destructive tornadoes are most common after sunset? Or that storm chasers use Lexan polymer as a bulletproof, protective bubble to guard against projectiles in a tornado? Mobile radar and probe-launching tornado cannons enable extensive research capabilities in the science of meteorology. Learn how the advancement of technology like GPS, cell phones, and radar play a key role in meteorology education and in the advancement of our understanding of tornadoes and how to predict them. He will share groundbreaking scientific data collected during the record-breaking 2011 season—particularly the April 27 Dixie Alley Outbreak—and a summary of how this data can be used to save lives. Hear Reed draw the links between science education, the importance of application-oriented science curriculum, and the work of scientists in the field.

Presenter(s): Reed Timmer, TVN Leader Storm Chase, Meteorologist, Discovery Education, Silver Spring, MD**1201 Tech and Talk: Multimedia and Cooperative Learning Team Up****Room Ballroom AB, Third Level, PCC Time: 1:00-2:30 PM**

This workshop will present and model new approaches to teaching that team up cooperative learning and multimedia to maximize learning. Students work in 4-member teams, and puppets and live-action skits help teachers model cooperative strategies and make learning exciting and engaging. The workshop will engage participants in a learning task that integrates multimedia and cooperative learning.

Presenter(s): Robert Slavin, Paul Miller, Lynsey Seabrook, Tracey Heitmeier, Success for All, Baltimore, MD**1202 Educator Readiness for the Common Core: ASCD Findings from Select States****Room 106, First Level, PCC Time: 1:00-2:30 PM**

The success of the Common Core State Standards depends on whether classroom teachers can leverage the standards to help students learn. ASCD has met with educators in select states to not only share information about the standards, but also solicit educator input about the assistance they need to integrate the standards into their schools and classrooms. Learn about educator readiness to translate standards into effective practice and the resources they need to support their work.

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

1203 One Rural School District's Journey to an ELL Program**Room 109A, First Level, PCC Time: 1:00-2:30 PM**

Over the last decade Pampa ISD (Texas) witnessed an unprecedented growth of Latino English language learners (ELLs), which compelled school district leaders to seek the expertise of bilingual education<#208>ESL/bicultural educators to structure a department and provide professional learning sessions to better meet linguistic and academic student needs. Participants will understand the school district's plan, process, and implementation of strategies to design an ELL program and assess how sociocultural, economic, and political factors have influenced progress.

Presenter(s): David Campos, University of the Incarnate Word, San Antonio, TX; Beth Anne Preston, Pampa ISD, TX; Mary Esther Huerta, Texas State University, San Marcos; Rocio Delgado, Trinity University, San Antonio, TX

1204 The PRIME Project: A Partnership for College Readiness**Room 202A, Second Level, PCC Time: 1:00-2:30 PM**

The PRIME Project is a partnership between the UMass Lowell education, English, and mathematics faculty and two urban high schools to improve student readiness for college, especially in content area literacy. Presenters will describe processes to examine high school and college curriculum, assessment practices, and expectations for student knowledge and skills, and steps taken to address differences and gaps. Participants will learn how to build a school-university collaboration targeted to increasing college readiness.

Presenter(s): Judith Boccia, Marlowe Miller, University of Massachusetts-Lowell; Wendy Jack, Lowell High School, MA; Donna Chevaire, Lawrence Public Schools, MA

1205 Sexting and Cyberbullying: Educators' Responsibilities**Room 115C, First Level, PCC Time: 1:00-2:30 PM**

This session will examine the signs and consequences of peer-peer cyberbullying subsequent to sexting, including recent student suicides. Recent lawsuits and legal theories alleging school district and administrator liability for student suicides will be analyzed with a view toward explaining the responsibilities of educators toward students who may become targets for cyberbullies after sexting. The effectiveness of civil and criminal sanctions for sexting will also be examined.

Presenter(s): Kathleen Conn, Neumann University, Media, PA

1206 Mining Gems: Finding Apple Apps That Meet Common Core Standards**Room 125, First Level, PCC Time: 1:00-2:30 PM**

Are you curious on how to use Apple mobile devices in the classroom? Are you overwhelmed by the 40,000 available choices? In this session you will learn how to mine the gems that will engage digital natives and help K-5 educators meet Common Core Standards and 21st Century learning objectives. Bring your Apple mobile device, an active iTunes account and let's play!

Presenter(s): Katherine Page Burdick

1209 The Kinesthetic Classroom Teaching and Learning through Movement**Room 204B, Second Level, PCC Time: 1:00-2:30 PM**

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, state and classroom management, and why movement enhances the learning process.

Presenter(s): Michael Kuczala, The College of New Jersey, Ewing, NJ

1211 Success as a Secondary Literacy Coach**Room 118B, First Level, PCC Time: 1:00-2:30 PM**

This session will demonstrate how a literacy coach can act as a conduit

between the administration and teachers and function as a staff developer. The presenter will describe how the needs of a diverse population of students are addressed by creating a literacy center where students tutor their peers. Participants will learn how to create successful working relationships with teachers to improve instruction by integrating reading into their lessons.

Presenter(s): Amy Robinson, Naperville North High School, Lockport, IL

1212 How Habits of Mind and Learning Styles Empower Underserved Students**Room 120C, First Level, PCC Time: 1:00-2:30 PM**

Using instructional strategies, Habits of Mind, and learning styles, teachers with Project Bright IDEA have raised expectations and motivated underserved student populations to reach new levels of achievement throughout North Carolina. In this session, participants will learn how teachers broke from tradition to elevate student learning in highly diverse populations by incorporating Task Rotation and the Habits of Mind into their lessons and assessments—and how these key strategies can be used in any classroom.

Presenter(s): Daniel Moirao, CalState TEACH, Art Costa, Bena Kallick, The Institute for Habits of Mind

1213 Teacher-Student Consultation: Differentiating Instruction with Technology-Based Data Tools**Room 113B, First Level, PCC Time: 1:00-2:30 PM**

How can schools create student-centered classrooms, strengthen student-teacher relationships, and use technology tools with real-time data to improve performance? Learn how to transform the teacher's role from classroom lecturer to personal coach through individualized consulting sessions with students. Discover how to use math and reading benchmark assessments to immediately identify and address areas of need with students of all ability levels. Explore how consultations can accelerate students' mastery of standards and increase state test scores.

Presenter(s): Candace Hall, Patti Herman, Allentown School District, PA

1214 Having Hard Conversations**Room 118A, First Level, PCC Time: 1:00-2:30 PM**

As administrators, coaches, or teacher leaders, we often come up against situations in which 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? Based on research around conflict and interpersonal communications, this session will provide participants with action plans and scripting tools for having those necessary hard conversations.

Presenter(s): Jennifer Abrams, Palo Alto USD, CA

1215 Upgrading Your Professional Development: Using Digital 2.0 Tools to Enhance Your Training**Room 123, First Level, PCC Time: 1:00-2:30 PM*****This session is in a computer lab***

How do you upgrade your professional development structure to implement curriculum mapping or any other major initiative in your school? How can you integrate digital 2.0 tools into your training design and model 21st century skills for your staff? During this session, participants will learn strategies to develop a hub structure to support the implementation of any major initiative; integrate digital 2.0 tools to enhance training; model the integration of 21st century skills in the training design; and make learning more authentic and individualized.

Presenter(s): Ann Johnson, Curriculum Designers, Ames, IA

1220 Understanding Native Peoples' Education Needs by Design
Room 112A, First Level, PCC**Time: 1:00-2:30 PM**

Using the framework based on Understanding by Design, Native and non-Native educators founded three distinct partnerships to foster a representative and meaningful education for Native students and the teachers who work in Native schools and communities. In Alberta and New Brunswick, Canada, and New Mexico, the varied groups targeted the common objectives of promoting decolonization, sovereignty, and self-determination through the education of Native youth and school leaders, thus building cross-cultural relationships to promote greater cultural awareness and understanding.

Presenter(s): Joshua Krause, Central New Mexico Community College, Albuquerque, NM; Solange Lalonde, Lethridge Public Schools, Alberta, Canada; Marcella Emberger, University of New Brunswick

1222 Bullseye Prioritizing Standards: Process and Varying Applications
Room 103A, First Level, PCC**Time: 1:00-2:30 PM**

Based on field-tested strategies and input from teachers and administrators, Janet Hale has developed a collaborative prioritizing approach that is applicable for addressing standards, assessments, and other curriculum-related needs and concerns. She will explain the step-by-step procedure that includes filtering protocols and Heidi Hayes Jacobs's seven-step review process. Examples of using this approach will be shared. Participants will be encouraged to plan a potential bullseye prioritizing review.

Presenter(s): Janet Hale, Tucson, AZ

1223 Differentiated Mathematical Strategies for Addressing the Common Core State Standards
Room 201C, Second Level, PCC**Time: 1:00-2:30 PM**

To respond to the challenges of the Common Core State Standards, today's mathematics teachers need proven instructional strategies—strategies that engage more students, ensure deep comprehension, develop reasoning skills, and build proficiency in key mathematical practices. Participants will learn practical, research-based strategies to address the common core and how to adapt strategies to differentiate instruction and accommodate the needs and styles of all learners.

Presenter(s): Ed Thomas, Silver Strong & Associates, Ho-Ho-Kus, NJ

1224 Why Are These Students Two Years Behind?**Room 103C, First Level, PCC****Time: 1:00-2:30 PM**

Seeing in a concrete way the differences in how children learn helps teachers embrace differentiated instruction. Through film clips and discussion, participants learn about the different needs of students with different Jungian learning styles; how instructional decisions led to various misconceptions; and effective, differentiated interventions. The film clips, which show 6th graders who lacked basic fractions concepts and were one to two years behind grade level, were produced during a research project designed to identify whether Jungian learning styles influence how students approach mathematical tasks as well as implications for instruction.

Presenter(s): Jane Kise, Differentiated Coaching Associates LLC, Edina, MN

1225 Upping the Ante: Differentiating for Advanced (Gifted) Learners
Room 107, First Level, PCC**Time: 1:00-2:30 PM**

All students deserve to be stretched as much as possible, including those identified as gifted. Although best-practices teaching looks similar for the entire range of student readiness, this session focuses on specific ways that teachers can excite and challenge the most advanced learners in any classroom. Topics include the role of teaching students to work for continual growth, increasing levels of expertise and the importance of helping students learn to persevere when confronted by challenging work for the first time.

Presenter(s): Cindy Strickland, Troy, VA

1226 Dignity for All: Safeguarding LGBT Students**Room Terrace Ballroom 3, Fourth Level, PCC****Time: 1:00-2:30 PM**

In this session, the presenter, a principal, national consultant, and *Educational Leadership* writer, explains the needs of students in the LGBT community.

Participants will learn specific tools to minimize bullying of LGBT students, include LGBT literature and topics in the classroom, and create an inclusive school environment.

Presenter(s): Peter Dewitt, Averill Park Central School, Albany, NY

1228 Literacy and Cultural Responsiveness**Room 108A, First Level, PCC****Time: 1:00-2:30 PM**

Engaging students in a culturally responsive way enhances student learning by providing a safe environment to learn and grow and a platform where all cultures are respected and honor rather than marginalized. This session explores the work of Gloria Ladson-Billings, amongst others, whose research in the field of culturally responsive teaching demonstrates the need for change in the ways we interact with our school community. We will also draw from our local experience as educators in a predominantly minority school.

Presenter(s): Keely Hitchings, Nicole Walker, Ridge View High School

1229 Serious Fun in the 21st Century Classroom**Room 204A, Second Level, PCC****Time: 1:00-2:30 PM**

21st century learning requires creativity, critical thinking, and communication. Research states that one effective way to acquire these skills is to infuse play, humor, and fun into the learning environment. When teachers employ academically rigorous and developmentally appropriate activities, they can have it all: the development of knowledge, a spirit of inquiry, and conceptual understanding. Participants will explore instructional and cooperative strategies to make learning motivating, more productive and enjoyable for students—and teachers, too

Presenter(s): Carolyn Hirst-Loucks, Kim Loucks, Teaching and Learning Connected, Sunset Beach, NC

1231 Collaborating to Effectively Meet Outcomes and Standards**Room 108B, First Level, PCC****Time: 1:00-2:30 PM**

Through collaborative teams and job-embedded professional development, Clear Vista School teachers maximize and engage students in cross-curricular projects and assignments. They are built on common standards and assessment tools using an inclusive model for students with varying academic achievement and ability. The school works on an inclusive model. Participants will explore collaborative assignments and assessment rubrics and, through some interactive activities, will walk away with exemplars they can use in their classrooms the next day.

Presenter(s): Chris Zarski, George Ollenberger, Jodie Mattia, Clear Vista School, Hinton, Alberta, Canada

1232 Integrating Nonconforming Gender and Sexual Identities into Core Subjects**Room 126B, First Level, PCC****Time: 1:00-2:30 PM**

Integrating content that acknowledges nonconforming gender and sexual identities into core curriculum can increase teacher and student knowledge about this population, helping to increase tolerance; reduce bullying; and provide role models for students who are gay, lesbian, bisexual, transgender, or questioning their gender or sexuality. This session will identify resources for including these populations in core subjects and provide an overview of the terminology and issues central to this work.

Presenter(s): David Glick, David B. Glick & Associates, Maplewood, MN

1233 In Search of Air: An Innovative Approach to Learning Differences
Room 201A, Second Level, PCC**Time: 1:00-2:30 PM**

In this session, a professional performer and teacher will present innovative approaches for hands-on learners by exploring sensory and kinesthetic experiences that enhance student development. This educational dance/theater performance uses spoken word, movement, and visual art to demonstrate different ways to transform the pain of learning differences into triumph. The presentation is a mixture of funny, sad, and ironic vignettes woven together in a creative format that addresses the whole child.

Presenter(s): Lida Winfield, Mindful Learning Center, Shelburne, VT

1235 Creating a Global Education: From Mission to Practice**Room 122A, First Level, PCC Time: 1:00-2:30 PM**

Every school's mission statement touches on the importance of preparing students for success in the 21st century. But what does it look like to cultivate students as global citizens? Participants will build on their school mission statements, exploring ideas for globalizing K-12 curriculum and connecting classrooms to the community. They will leave with a deeper understanding of how to support the whole child in developing as global citizens, along with models of successful global initiatives at the classroom, school, and district levels.

Presenter(s): Julia de la Torre, Primary Source, Watertown, MA; Richard Swanson, Hingham High School, MA

1236 Scaling Turnaround at the District Level**Room 124, First Level, PCC Time: 1:00-2:30 PM**

The School Improvement Grant has channeled over \$3.5 billion to improve chronically low-performing schools. In this session, the presenter, author of *Bringing District Reform to Scale*, will discuss the need for a more far-reaching and coherent focus by presenting findings from her new book on district-led turnaround. Successes, challenges, and lessons learned will be presented on the system-wide approaches taken by Charlotte-Mecklenburg, Philadelphia, Denver, Sacramento, and Long Beach.

Presenter(s): Heather Zavadsky, Communities Foundation of Texas, Dallas, TX

1239 Whole Child Podcast**Whole Child Theater, ASCD Center, Exhibit Hall Time: 1:00-2:30 PM**

Join host Molly McCloskey 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): Molly McCloskey, ASCD, Alexandria, VA

1240 Achieving the Mission: Success for All Children**Room 114, First Level, PCC Time: 1:00-2:30 PM**

During this session, the presenter will provide an overview of the Efficacy Package for Systemic Education Reform, which includes a basic introduction to the mission of public education: academic proficiency (or higher) and strong character for all students; establish a mindset to support this mission: the constructive belief that effort, not innate ability, is the basis of development and that all people (children and adults) can "get smart" by working hard; and employ a method of self-directed improvement in which effective use of data and feedback drive teaching and learning strategies.

Presenter(s): Jeff Howard, The Efficacy Institute, Boston, MA

1241 The new UbD Template and the Common Core Standards: A Perfect Fit**Room Terrace Ballroom 1, Fourth Level, PCC Time: 1:00-2:30 PM**

The Common Core State Standards demand a sophisticated approach to unit and course planning. Fortunately, the methodology as outlined in the framework based on Understanding by Design can help. In this session, learn how to unpack common core standards into the new UbD template and build an engaging and valid curriculum for learners.

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

1242 How is Public Education Doing? Let's Look at the Data**Room 110B, First Level, PCC Time: 1:00-2:30 PM**

For decades, American public education has been subjected to unrelenting criticism. Skeptics allege that spending is out of control, student achievement is not improving, and American students do not do well on international comparisons. This panel from the Horace Mann League will examine funding, student performance, student achievement, and weaknesses in the data base. The panel will feature James Harvey, Center on Reinventing Education, Seattle, WA; Steve Rasmussen, Issaquah Schools, WA; and Charles Fowler, School Leadership LLC, New York.

Presenter(s): Martha Bruckner (moderator), Cedar Bluffs Community Schools, Council Bluffs, IA

1243 RTI² and Strategic Teaching Equals Student Success**Room 119B, First Level, PCC Time: 1:00-2:30 PM**

This presentation will describe how to implement an effective framework for Response to Intervention and Instruction (RtI²) system. In this interactive session, you will explore the critical components for developing and implementing an effective RtI² model and learn the keys to professional knowledge, skills, and attitudes necessary to achieving high levels of academic achievement and behavioral supports for all students. You will receive a tool kit and PowerPoint to support implementation of the framework.

Presenter(s): Lisette Henderson and Sandy Jessop, Solano County Office of Education

1244 Professional Learning Communities: What We Learned**Room 110A, First Level, PCC Time: 1:00-2:30 PM**

Professional learning communities is an often utilized school improvement strategy. This workshop will showcase Professional Learning Communities, one of the newest Professional Interest Communities (PIC) at ASCD. Join Lori Stollar, PIC facilitator, and the Northeastern School District, a suburban school district of 3,700 students from Manchester, Pennsylvania as they chronicle their five-year journey on the road to implementing PLCs. Hear about their successes and challenges, as well as 'lessons learned' along the way.

Presenter(s): Lori Stollar, Lincoln Intermediate Unit #12, New Oxford, PA
Jody Nace, NE School of York County, Manchester, PA

1245 Ensuring Alignment at All Levels: DC Public Schools Reform Strategy**Room 118C, First Level, PCC Time: 1:00-2:30 PM**

DC Public Schools took on an aggressive reform strategy—with alignment sitting squarely in the center of it all. The development and implementation of the Effective Schools Framework and the Teaching and Learning Framework have provided the district with tight alignment of all central office functions and school supports. This session provides an overview of the reform strategy, highlight the frameworks being used to guide district and school initiatives, and engage participants in dialogue about the challenges of reform given the many competing initiatives and the political context.

Presenter(s): Jason Stricker, Michael Moody, Insight Education, Encino, CA

1247 A Journey of Learning through Sustainability, Conservation, and Curriculum Integration**Room 121A, First Level, PCC Time: 1:00-2:30 PM**

Project Based Learning is fully integrated and embraced by students when guiding concepts are central to the core principles of a school that contributes to the unique culture of the surrounding community. Learn how to build capacity amongst teachers and ensure profound student achievement through an organic, collaborative process that conserves, sustains, and systematizes school resources. We'll discuss clear examples of constructively involving an entire community in a curriculum founded upon learning sustainably.

Presenter(s): Cristi Rau Lagos, Middle School 88, New York City, NY

1248 The Power of Marginalized Texts**Room 122B, First Level, PCC Time: 1:00-2:30 PM**

How can educators use marginalized texts to bridge the literacy skills students need with those required by new Common Core State Standards? This interactive session will review an ongoing study about adolescent readers who engage with graphic novels, manga, series books, shock literature, narrative video games, horror, and fantasy. We will explore the satisfaction and uses adolescents have for such texts and the implications for psychological development, reading, and learning that takes place inside and outside of school. Implications for instruction, reading programs, libraries, and more will be shared.

Presenter(s): Jeffrey Wilhelm, Boise State University, ID

1249 What Every Principal and School Leader Needs to Know About Teaching Mathematics**Room 102, First Level, PCC Time: 1:00-2:30 PM**

The new Common Core State Standards for mathematics and NCLB's continued focus on student performance in math will significantly affect how schools approach K-12 math instruction in this decade. This highly motivational session for school principals and other leaders will highlight four major areas of change required by 2014: "Less Is More" K-12 content; "Mathematical Practices" lesson design; balanced formative assessment practices; and required RTI in mathematics.

Presenter(s): Timothy Kanold, Loyola University Chicago, IL**1250 Creating the Conditions for Innovation in Your School or District****Room 109B, First Level, PCC Time: 1:00-2:30 PM**

Do you think like an innovator? Does your school or district have the structures in place that support innovative thinking? This session will share one district's journey toward the creation of a culture that supports innovation. In addition to sharing the district's story, the presenter will share the tools and next steps that will guide the district into the future. Come to this session and become a part of a network of districts that take innovation very seriously.

Presenter(s): Eric Schneider, Minnetonka Public Schools, MN**1253 Building a Districtwide Leadership Framework****Room 126A, First Level, PCC Time: 1:00-2:30 PM**

Meeting the current demands for accountability can result in swift implementation, forcing long-cycle improvement into short-cycle results. Examine how designing a districtwide leadership framework guides sustainable change and sets the stage for deep implementation of practices proven to positively affect student outcomes. In this session, participants will learn how to operationalize current research on leadership, collaborative teams, assessment, and professional development to move from loosely coupled schools to a highly reliable, aligned district.

Presenter(s): Kenneth Green, Jacqui Garrison, and Susan Armstrong, Oak Ridge Schools, TN**1254 Transformational Technology Integration: Using Google Tools for Education****Room 119A, First Level, PCC Time: 1:00-2:30 PM**

Digital tools are only as effective as the people using them. In this minds-on presentation, learn how Google Apps can transform the way you collaborate, communicate, assess, and engage learners. Google Docs, Calendar, and Sites are just a few of the tools users of any ability level can access on any platform or operating system. Participants will take away examples of best practice lessons, activities, and management applications for a variety of content and grade levels.

Presenter(s): Char Shryock, Bay Village City Schools, Avon Lake, OH**1261 Using Assessment for Learning and Instructional Interventions****Room 103B, First Level, PCC Time: 1:00-2:30 PM**

When educators use formative classroom assessment to collect information about student learning, determining which intervention to use can be difficult. Once gaps or misconceptions are identified there are four choices available: adapting whole-group instruction; creating homogeneous groups, so instruction can be focused; creating heterogeneous groups to use peers as resources; and offer instruction to individual students. In this interactive session, participants will explore several strategies designed to identify and apply an appropriate intervention to support student learning.

Presenter(s): Michael Rulon, Michael Rulon Educational Consulting, Albuquerque, NM**1262 Supporting the Transition of the Young Adolescent through Middle Grades Programs****Room 201B, Second Level, PCC Time: 1:00-2:30 PM**

This session will support a discussion of activities and lessons about academic, social, emotional, and physical growth that could be used to prepare students to move successfully through the middle grades. The presentation will include suggestions for teacher-directed classroom management activities, advisor/advisee topics, and small group mentoring by a panel of middle-grades writers and researchers. Participants will be encouraged to exchange stories of successful programs in operation.

Presenter(s): Alfred Arth and Kathleen Wheeler, York College, York, NE; Patricia Johnson, Las Cruces, NM; J. Thomas Kane, Manasquan, NJ**1263 Intelligence Assumptions and Implications: Who's Smart?****Room 115B, First Level, PCC Time: 1:30-2:30 PM**

The theory of multiple intelligences is a pragmatic way to look at problem solving with rich implications for student success. There are other ways of looking at intelligence, each with different assumptions and priorities. How do Binet, Gardner, Sternberg, and Dweck differ, for example, and what are the implications for students?

Presenter(s): Thomas Hoerr, New City School, Saint Louis, MO**1264 Leave No Boy Behind: What's a Teacher to Do?****Room 104A, First Level, PCC Time: 1:30-2:30 PM**

We know that school statistics on boys show disturbing trends. What can teachers do? Attend this session to understand and discuss strategies informed by recent studies on the brain that engage male learners. Explore the unique characteristics and needs of boys and experience appropriate interventions and concepts for teaching boys from diverse backgrounds at various stages of development. Discover how to develop boy-friendly classrooms that lead to academic success.

Presenter(s): Anita Gail Choice, Stetson University, Deland, FL**1265 Taking Action on Adolescent Literacy: A Call to Action****Room 104B, First Level, PCC Time: 1:30-2:30 PM**

This interactive session will guide participants through a process to develop, implement, and monitor a literacy action plan for schools serving grades 4 through 12 and will be of interest to school or district leaders, literacy coaches, or curriculum coordinators. The presenters will share rubrics for developing a literacy action plan and show examples from school sites. The session is suitable for literacy leaders who are at any stage of a literacy improvement effort. This process is anchored in the literacy leadership model described in *Taking Action on Adolescent Literacy*.

Presenter(s): Judith Irvin, Florida State University, Tallahassee; Julie Meltzer, PCG Education, Portsmouth, NH**1266 Using FitLit to Integrate Fitness and Reading to Help Children Achieve Optimal Wellness****Room 112B, First Level, PCC Time: 1:30-2:30 PM**

After providing a construct that shows the fitness dimensions (physical, nutritional, social, and emotional), the presenter will show how each of these relates to reading and the thought processes that transcend them. FitLit will be described and presented as a vehicle for integrating the fitness areas and reading into existing classroom routines, showing teachers how they can help children achieve optimal fitness and reading both in and out of school.

Presenter(s): Michael Opitz, University of Northern Colorado, Colorado Springs

1267 Supporting English Language Learners: Using Visuals to Develop the Language of Mathematics (K-5)**Room 113A, First Level, PCC** **Time: 1:30-2:30 PM**

This session will focus on visual learning and language-based strategies to support English language learners' (ELLs) math and language skills. Participants will examine the role of visual tools and language scaffolds in addressing ELLs' challenges in math. Using classroom examples and student work, the presenters will discuss how visuals (concept maps, graphic organizers, sentence frames, media) help ELLs develop math vocabulary, concepts, and problem-solving skills; and enhance math talk. Presenters will share a lesson plan format to assist math teachers in meeting ELLs' needs.

Presenter(s): Galina (Halla) Jmourko, Kirstene Lennon, Mary Stokes, Prince George's County Public Schools, Adelphi, MD

1268 Assessment Beyond the Essay**Room 121C, First Level, PCC** **Time: 1:30-2:30 PM**

A common form of assessment in the undergraduate education classroom is the written paper. However, alternative ways of assessing our students' knowledge offers them the opportunity to showcase their learning more critically and creatively. In this presentation, participants will learn various forms of assessment that permit students the option of maximizing their unique learning style to exhibit their knowledge. Samples of final products will be displayed, and there will be time to discuss how these alternative forms of assessment can be applied in various content areas.

Presenter(s): Shannon Cuff, Park University, Kansas City, MO

1269 Conceptual Understanding in Mathematics: Unique Activities Offer Opportunities for Insight**Room 113C, First Level, PCC** **Time: 1:30-2:30 PM**

It is challenging to thoughtfully engage in elementary math content because the memorized procedures are so familiar. Participants will interactively engage in unique mathematics activities that offer a disconnect from the memorized procedures of basic facts, place value, and percentage. They will be offered an opportunity to reason and make sense of these concepts to gain insight of the significance of what the Common Core State Standards call conceptual understanding of key ideas. These activities were developed for an undergraduate mathematics methods course. Handouts will be available online.

Presenter(s): Catherine Castellan, Loyola University Maryland, Hanover

1270 EdCamp-Style Professional Development Engages and Empowers Teachers**Room 120B, First Level, PCC** **Time: 1:30-2:30 PM**

Inspired by the "unconference model" of participant-driven sharing, EdCamp is a grassroots movement, a professional development model that has taken the country by storm. The model encourages educators to take control of their own professional learning. The educators create the schedule and share their expertise on a variety of topics. In this session presenters will create an authentic mini-model EdCamp session. Participants will learn practical applications for incorporating the model as district-level professional development.

Presenter(s): Chrissi Miles, EdCampPhilly, Westmont, NJ; Kristen Swanson, EdCampPhilly,, Oreland, PA; Ann Leanness, EdCampPhilly,, Churchville, PA; Ann Leanness, EdCampPhilly, Churchville, PA

1271 Instructional Coaching using the Build, Implement, Grow (BIG) Model**Room 120A, First Level, PCC** **Time: 1:30-2:30 PM**

Instructional coaching has proved to be highly effective, "on-the-job" professional development for teachers and leaders. The Build, Implement, Grow (BIG) model demonstrates a practical coaching framework for educators. In this highly interactive session, participants will see the BIG model and how it works; hear practical strategies on how to create a coaching culture; view coaching in action through short video clips; practice coaching skills; and sketch a school or classroom plan using the BIG model. Participants will take away a toolkit of ideas for building a coaching paradigm.

Presenter(s): Leigh Harrod and Theresa Sheehan, Evolve Ed , Queensland, Australia

1272 The Power of Reflective Inquiry as Professional Development**Room 121B, First Level, PCC** **Time: 1:30-2:30 PM**

While teachers strive to meet the needs of the whole child, who is nurturing the whole teacher? Professional development must be balanced, nurturing the head, hands, and heart of the teacher. This session will share one school's journey of reflective inquiry into the heart of the teacher and demonstrate how to implement this process in your district. Results of this process included a deeper understanding of and respect for students, self, and others; a greater sense of vocational purpose; a shift in classroom practice; and increased teacher leadership.

Presenter(s): Kirstin Anglea, Cardinal Stritch University, Milwaukee, WI

1273 The Answer is in the Room where Failure is Not an Option: A Foundation for Scaling Success in a High-Performing Culture**Room 111, First Level, PCC** **Time: 1:30-2:30 PM**

Learn to build leadership communities, create schools where failure is not an option, and what it takes to continuously improve or turn schools around. This session is an engaging, humorous presentation that provides a foundation for creating a school culture and is based on the presenter's works *Failure Is Not an Option: 6 Principles that Guide Student Success in High-Performing Schools* and *The Answer Is In the Room: How Effective Schools Scale Student Success*. It is based on decades of research and a decade of field-tested practice throughout the world.

Presenter(s): Alan Blankstein, Hope Foundation, Bloomington, IN

1274 Planning for Learning: Constructing Meaningful Course Syllabi Using Understanding by Design**Room 202B, Second Level, PCC** **Time: 1:30-2:30 PM**

Learn how high school teachers and university professors collaborate to create learning centered course syllabi that promote critical thinking skills in both secondary and university students. This session provides samples of course syllabi and instructional practices that engage students in meaningful work utilizing the framework based on Understanding by Design. Participants will have the opportunity to share their own "big ideas" for syllabi construction and course development.

Presenter(s): Marianne True ,Gerard Buteau, Plymouth State University, NH

1301 Real-Time Global Forum: How to Connect Your Classroom and School**Room Ballroom AB, Third Level, PCC** **Time: 3:00-4:30 PM**

Connect your school with schools around the world in purposeful teaching and learning experiences! Through interactive technology, participants will meet virtually with a global team of teachers and students from places like China, Argentina, India, and the United States to examine a thoughtful and stimulating set of award-winning projects, global learning partnerships, and media presentations. Leave with a wealth of resources to globalize your classroom and school while aligning to common core, provincial, or national standards.

Presenter(s): Heidi Hayes Jacobs, Curriculum 21, Rye, NY; Brandon Wiley, Asia Society, New York City, NY; Silvia Tolisano, St. Augustine, FL

1302 Differentiation and the Brain: What Neuroscience Suggests about a Learner-Friendly Classroom**Room Terrace Ballroom 1, Fourth Level, PCC** **Time: 3:00-4:30 PM**

Evolving understandings of the brain and its functions in learning reveal much about the characteristics of teaching that support student success. Participants in this session will examine key understandings from neuroscience as they relate to differentiated instruction. Insights should be helpful in guiding instructional decision making for a broad range of learners related to learning environment, curriculum, and assessment, as well as to student readiness, interest, and approach to learning.

Presenter(s): Carol Tomlinson, University of Virginia, Charlottesville, VA; Marcia Imbeau, University of Arkansas, Fayetteville, AR

1303 But Does It Work? Linking Professional Development and Student Achievement**Room 113A, First Level, PCC** **Time: 3:00-4:30 PM**

Each year, schools devote significant resources to professional development. Despite this investment, many struggle to determine the effect that this investment has on student achievement. In this session, two veteran building administrators share the strategies and systems that they have in place to make the critical connection between professional development and student learning. Participants will leave with practical strategies to link professional development, assessment, and student achievement.

Presenter(s): Michael Schrimpf, St. Louis Charter School, Saint Louis, MO; Dave Wedlock, Francis Howell High School, St. Charles, MO

1304 Releasing the Enormous Potential of Struggling Readers: Five Key Interventions**Room 111, First Level, PCC** **Time: 3:00-4:30 PM**

At this fun session, you'll learn and practice key reading interventions that sharply improve students' reading motivation and performance at all grade levels. See classroom videos on moving to learn and reducing visual dyslexia. Learn modeling reading methods that enable struggling readers to read higher-level reading material within minutes. The information in this session is backed by strong research on reading styles, brain behavior, and engaged readers. Handouts will be available online.

Presenter(s): Marie Carbo, National Reading Styles Institute, Syosset, NY

1305 Common Core Standards**Room 103B, First Level, PCC** **Time: 3:00-4:30 PM**

This session will illustrate content from the Common Core State Standards that is different from what's found in the majority of states' standards. Participants will learn how and why the common core standards create new expectations for students and their teachers. Participants will learn several strategies they can use in the coming months and years to help manage the successful transition to and implementation of the new standards.

Presenter(s): John Kendall, McREL, Denver, CO

1306 Career Technical ED: Pathways for Lifelong Learners**Room 102, First Level, PCC** **Time: 3:00-4:30 PM**

Plan CTE facilities that engage students in contemporary vocations for lifelong learning. Establish partnerships with groups/businesses in your community, ensuring vocational education that meets industry standards and equips 21st century careers. Leaders in facility and planning, vocational ed, and administration share 3 successful program examples—Culinary, Engineering, and Digital Arts. Group discussion and preliminary planning will inform your funding and programmatic decisions for CTE.

Presenter(s): Gaylaid Christopher, Anna Ulibarri, George Copa, Pasadena, CA

1307 Business Partnerships That Build Community Momentum**Room 112B, First Level, PCC** **Time: 3:00-4:30 PM**

Near the top of any school or district leader's job description should be a mention of creating and maintaining business partnerships. Now more than ever, these relationships are fundamental to school success. Durham Public Schools has spent years investing in partnerships with local business leaders—and the results have been amazing. This session will outline a plan for implementing a superintendent's business advisory council that can be applied to any community.

Presenter(s): Eric Becoats, Lewis Ferebee, Durham Public Schools, NC

1308 Latino Stories: Cultural Relevance in the Classroom**Room 115C, First Level, PCC** **Time: 3:00-4:30 PM**

Addressing the needs of a growing Latino population is an education concern. Providing culturally relevant strategies that are challenging, interactive, and exploratory is a response to this concern. Participants will experience differentiated strategies that validate culture and language, deepen classroom relationships, and teach essential content knowledge and skills. Based on Latino education research, this personalized approach empowers learners to find meaning, develop strengths, and pursue interests that enable them to choose their own path to learning.

Presenter(s): Daniel Reyes and Homero Gonzalez, FifthFreedom Ed., San Antonio, TX

1309 Inspiring Black Males to Soar**Room Terrace Ballroom 2, Fourth Level, PCC** **Time: 3:00-4:30 PM**

The plight of the black male continues to pose a tremendous challenge for educators at all levels. This high-energy, engaging session will provide participants with strategies that can be implemented immediately toward motivating black males to strive for excellence. It will place a particular emphasis on strategies for transforming the attitudes of black males that will enable them to aspire to soar. Strategies for developing a young men's empowerment program will also be discussed.

Presenter(s): Baruti Kafele, Principal Kafele Consulting, Newark, NJ

1310 Effective and Sustainable Learning Professional Learning Communities**Room 120A, First Level, PCC** **Time: 3:00-4:30 PM**

After several years of science department meetings that focused primarily on logistical issues, we decided to move towards using our common time for growth and reflection. We developed a system of peer observation, project review, and critical feedback to identify areas for growth within our own practice. In this conversation, we would like to share what we have tried and what we have learned. Please join the conversation and help us further our understanding of how colleague-to-colleague feedback can be used as an effective professional development tool.

Presenter(s): Gamal Sherif, Tim Best, Matthew Vankouwenberg, Stephanie Dunda, and Rosalind Echols, Science Leadership Academy, Philadelphia, PA

1311 An Observation Protocol for Coaching Teachers in Differentiated Instruction**Room 122B, First Level, PCC** **Time: 3:00-4:30 PM**

Is differentiation being implemented successfully in the classroom? In this session, participants will examine a practical observation protocol for ensuring effective differentiation in the classroom; learn ways to diagnose teachers' readiness for differentiation and how to differentiate their coaching based on the assessment; practice coaching conversations that invite teacher reflection; discover ways to facilitate data conversations; and explore how to deal with resistance and change.

Presenter(s): Betty Hollas, The Woodlands, TX

1313 The Role of the Coach in Supporting an Instructional Intervention Framework**Room 113C, First Level, PCC** **Time: 3:00-4:30 PM**

This session describes the role of an instructional coach in supporting an effective intervention framework across elementary and secondary buildings. A team including school improvement director, principal, and elementary and secondary coaches discuss the different roles in developing and supporting a framework including academic screening, data teams, and instructional coaching to support student achievement and a common vision for teaching and learning. The session includes video of planning meetings, staff development schedules, data sharing techniques, and lessons learned.

Presenter(s): Tina Mondale, Lisa Yamashita, Heather Marinucci, and Mary Palmer Nowland, Jackson County District 9, Eagle Point, OR

1314 Classroom Strategies for Fostering Higher-Order Thinking
Room 110B, First Level, PCC**Time: 3:00-4:30 PM**

In this session, participants will learn how teachers of elementary school students can build on and expand children's higher-order thinking skills through the use of group games and other teaching strategies. The presenter describes activities for helping young children experience growth in specific areas of cognitive development including deductive reasoning, inductive reasoning, problem-solving skills, divergent thinking, and mnemonic skills. Participants are encouraged to engage in a variety of demonstration activities throughout the course of the presentation. Handouts will be available online.

Presenter(s): Frank Miller, Pittsburg State University, KS**1315 Designing Creative Tasks that Interest, Engage, and Motivate Students**
Room 204B, Second Level, PCC**Time: 3:00-4:30 PM**

A global call to action resonates worldwide as educators look for ways to promote creativity and innovation. However, the teacher who feels pressure to cover the content in a high-stakes testing climate feels disconnected from promoting these skills. Participants will receive handouts that show 10 ways to nurture creativity; identify key questions that drive the innovative process; and provide tips on redesigning lessons that are creatively interesting, engaging, and motivating.

Presenter(s): Patti Drapeau, Patti Drapeau Educational Consulting Services, South Freeport, ME**1316 Engaging Professional Communities in Conversations about Student Learning Through Program Evaluation**
Room 118B, First Level, PCC**Time: 3:00-4:30 PM**

Program evaluation plays a key role in improving the performance of our schools. As a learning community, Brighton Central School District (New York) uses a program evaluation process as a means of accessing and organizing information about student achievement and the role current curriculum and instructional practices play in supporting that achievement. Participants will learn how this high-performing learning community uses essential data to inform its ongoing efforts to improve student learning.

Presenter(s): Deborah Baker, Brighton Central School District, Rochester, NY**1317 Transforming the Middle: Ensuring a Successful Middle School Experience**
Room 107, First Level, PCC**Time: 3:00-4:30 PM**

Over the last decade, criticism of middle school education has increased. For the public to regain trust in our middle schools, educators must ensure that the middle school experience for all students is well rounded. This session will focus on what the nation's seventh largest district is doing to transform the middle school experience for the 40,000 middle school students in Houston.

Participants will explore academic transformation, whole-child emphasis, effective human capital, and strategic parent and community engagement.

Presenter(s): Dallas Dance, Anastasia Lindo Anderson, Houston Independent School District, TX**1318 If We Build It, They Will Come: Strategic Curriculum Planning for Student Achievement**
Room 108B, First Level, PCC**Time: 3:00-4:30 PM**

This session explores techniques to build curriculum maps that engage student interest, include appropriate assessments, and consider teacher pedagogy that might most accelerate student achievement. Participants will be grounded in a conceptual and strategic approach to mapping that makes connections among standards, assessment, and practice. They will also construct a map aligned to the Common Core State Standards that combines an engaging hook for students with narrative and informational reading material and persuasive writing.

Presenter(s): Lawrence Block, Cluster 6, Network 1, Bronx, NY; Miriam Nighthale, High School for Law, Advocacy and Community Justice, New York, NY**1319 Thinking Strategies to Prepare Young Students for their Global Futures**
Room 124, First Level, PCC**Time: 3:00-4:30 PM**

What understandings do future global citizens need and how can these be made accessible to elementary students? Leave this interactive session with examples of successful classroom practice that promote thinking skills and strategies while developing deep understandings that equip students for life and employment in a global environment. Discover how to adopt a global perspective across the curriculum while empowering young students to think creatively, critically, reflectively, empathetically, and collaboratively. Handouts available online.

Presenter(s): Julie Browett, CLIP: The International School of Oporto, Matosinhos, Portugal**1320 Maximize Learning: Brain-Based Strategies to Redesign Your Class Plan**
Room 117, First Level, PCC**Time: 3:00-4:30 PM**

This multimedia session will present research-based strategies that engage the brain of today's students and maximize student focus and learning. Discover why and when certain instructional strategies should be considered. Redesign your class plan to make learning more efficient in school, so that students need to do less work at home. Leave this session with a clear plan that you can implement in your own classroom the next day.

Presenter(s): Agnes Matheson The Westminster Schools, Atlanta, GA**1321 It Doesn't Have To Be Either/Or: Meshing Anti-Bullying Measures with Academics**
Room 115B, First Level, PCC**Time: 3:00-4:30 PM**

This session highlights recent research that indicates integrating social-emotional skill development throughout the academic curriculum and aligning anti-bullying and school violence prevention programming with five critical social-emotional skills is the most effective approach in mitigating bullying incidents and improving school climate. This interactive session provides six defined approaches that fully integrate evidence-based, antibullying practices and social-emotional skill building during academic instruction as well as materials to support implementation.

Presenter(s): Elizabeth Coyle, Elizabethtown College, PA**1322 Implementing Common Core State Standards in Elementary Schools**
Room 106, First Level, PCC**Time: 3:00-4:30 PM**

Even 10 years ago, who would have imagined that more than 40 states would agree to implement common standards in math and English Language Arts? Yet, that's where we are today. There are both possibilities and challenges that come with bringing the standards to life and preparing our students to reach the standards. In this session, educators will share ideas for starting the journey, sustaining the effort, and designing systems to support the work.

Presenter(s): Kristin Raitzer and Tracy Barber, Jefferson County Public Schools, Louisville, KY**1323 Reconnecting Early School Leavers: The 'School within a College' Dual-Credit Program**
Room 109B, First Level, PCC**Time: 3:00-4:30 PM**

What do you get when you add 20 high school early leavers, one passionate teacher and a unique way of addressing Ontario graduation requirements? This session shares the successes, challenges, and next steps of a pilot program that situated secondary school students in college to support them toward graduation. Life portraits of selected students will be painted using photos and interviews to highlight the myriad ways that each student's needs were addressed physically, socially, and cognitively. Considerations for building similar projects will be shared with participants.

Presenter(s): Jessica Dowsett, Matthew Sereda, Thames Valley District School Board, St Thomas, Ontario, Canada

1324 Bridging the Gap: Creating a Culture that V.A.L.U.E.s Diversity
Room 119B, First Level, PCC Time: 3:00-4:30 PM

This session demonstrates one high school's approach to embracing the diversity within the building to create a culture of understanding and connectivity with "V.A.L.U.E.s": Values, Acceptance, Leadership, Understanding, and Embrace. The presenter will demonstrate how the high school community works to engage all stakeholders and the diversity within, including issues of race, ethnicity, gender, age, sexual orientation, disability, and socioeconomic status.
Presenter(s): Dennis Williams, Hatboro-Horsham School District, Horsham, PA

1325 Common Core Learning Standards in Mathematics meets UbD and DI
Room 204C, Second Level, PCC Time: 3:00-4:30 PM

How do you implement research-based best practices in unit design while teaching toward the Common Core State Standards in mathematics and prepare students for high-stakes assessments? The adoption of the common core standards provides mathematics educators an optimal opportunity to move toward teaching for deeper understanding while attending to the diverse needs of students. This session will provide participants with strategies for infusing what we know about the methods outlined in Understanding by Design and differentiated instruction into the common core standards.

Presenter(s): Helene Kriegstein, Jericho Union Free School District, Jericho, NY

1326 Sustaining Highly Effecting Teaching through Observations and Evaluations

Room 120B, First Level, PCC Time: 3:00-4:30 PM

Discover how school administrators and teachers accelerated teaching and learning through teacher observation, evaluation, and an aligned standard-based instructional system. See how a new elementary school used informal and formal observations to engage in a collective call to action of self-assessment, professional conversations, rigorous planning, and reflection on practice to become highly effective and more thoughtful and analytical about their work. A PowerPoint presentation, handouts (available online), and discussion will provide clarity.

Presenter(s): Pearl Harmon, Prince George's County Public Schools, Hanover, MD; Harold McCray and Kantravet Davis, Julie Hughey, Prince George's County Public Schools, Upper Marlboro, MD

1327 Real Learning: Clouds, Crabs, and the End of the Book
Room 104B, First Level, PCC Time: 3:00-4:30 PM

It's a conundrum. Educators have to document students' basic content knowledge, but learners need to construct contextualized understandings. Is it really possible to hold students accountable for learning while also engaging them in the process? Using examples from P-12 classrooms and teacher preparation (including lateral literacies, cloud computing, digital photo essays, and virtual field trips), this session debates knowledge and understanding, distinguishes between recall and meaning making, and challenges participants to define real learning.

Presenter(s): Susan Gebhard, Salem College, Winston-Salem, NC

1328 Intervention Planning and Progress Monitoring

Room 118C, First Level, PCC Time: 3:00-4:30 PM

In this interactive session, participants will practice using an intervention planning and progress monitoring form for use with any struggling learner. The session focuses on students with disabilities, English language learners, and those receiving intervention in an RTI model. Participants will work together to write measurable objectives and set up a progress record for use in everyday classroom routines.

Presenter(s): Lee Ann Jung, University of Kentucky, Lexington

1329 Planning that Supports Engagement in Student Thinking & Learning
Room 118A, First Level, PCC Time: 3:00-4:30 PM

Effective planning is key to increasing student achievement, but what does effective planning encompass? Considering the deeper learning over time,

along with daily learning, is vital. Teachers must consider what it is that they want students to learn, and plan instruction and engagement focused on that learning. Also critical is planning for the structure of learning how people learn and how to make learning accessible to all students through the use of gradual release and differentiation. This session will examine highly effective planning that promotes engagement in thinking and learning.

Presenter(s): Lisa Piazzola, Lead to Learn, Chapin, SC; Tracey Merton, Charleston County Schools, SC

1330 Reaching STEM Student through Online Learning
Room 113B, First Level, PCC Time: 3:00-4:30 PM

Participants will discuss challenges in preparing students for future STEM careers requiring robust skills in creativity, problem solving, information literacy, critical thinking, practical application of technology, and global communications. We will explore an online learning environment, teaching techniques, and other tools for eLearning, and discuss user stories by students and researchers participating in an online videoconference "science club". Participants will also discuss the value of partnerships with research and industry.

Presenter(s): Caroline Hardman, Andrew Oberg, Pennsylvania Cyber Charter School

1331 A Call to Action: Transforming Grading Practices
Room 119A, First Level, PCC Time: 3:00-4:30 PM

We all want students and parents to know that grades students receive authentically reflect what they know. One district achieved that goal by transforming its grading practices—and you can, too. The presenter will discuss how his district changed assessment, attendance, academic honors, grading, and academic integrity policies. Interactively, participants will learn both the process and plan while beginning to imagine new ways to lead their own secondary schools through the same critical changes.

Presenter(s): Jeffrey Erickson, Minnetonka High School, MN

1332 Digital Footprints: Your Students' New First Impression
Room 201C, Second Level, PCC Time: 3:00-4:30 PM

As our students head to college or the job market, are they aware that their digital footprints are actively being viewed by potential registrars and employers? It's vital that they not only clean up their act, but also start building a powerful, positive online presence. Participants will leave with a framework of how to work with students daily to positively collaborate, create, and publish products online. Empower your students to gain the edge.

Presenter(s): Steve Johnson, Cabarrus County Schools, Concord, NC

1333 Engaged Learning and Teaching with Technology
Room Terrace Ballroom 3, Fourth Level, PCC Time: 3:00-4:30 PM

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 re-energize the teaching and learning process.

Presenter(s): Meg Ormiston, TechTeachers, Burr Ridge, IL

1334 Using a Cycle of Inquiry for Continuous Improvement
Room 204A, Second Level, PCC Time: 3:00-4:30 PM

Explore a strategic planning process built on a cycle of inquiry that provides an effective means of school improvement. The process develops goals and objectives by generating questions based on data. It then follows a cycle that initiates actions leading to determining intervention, collecting and analyzing evidence, and measuring progress toward goals. The cycle ends by revealing what has been learned, which then begins the next cycle of inquiry. The presenters will describe several working plans, sharing how this process affected their district, and lead participants through their own inquiry process.

Presenter(s): Peter Lancia and Kate Hersom, Westbrook School, ME

1335 Transforming Schools through Powerful and Systematic Walkthroughs**Room 203A, Second Level, PCC****Time: 3:00-4:30 PM**

Increase student achievement and deepen conversations with teachers and administrators about effective instruction. Learn how to use tools such as walkthroughs and grade level and administrative meetings to improve the quality of instruction. Participants learn how to create district wide organizational tools through *Classroom Instruction that Works* strategies to analyze data.

Participants will leave with handouts (available online) and learn to use handheld devices to perform short, informal walkthroughs to guide conversations.

Presenter(s): Pamela Moore, David Gentile, Joanne Colacurcio, and Arlene Jenkins, Millville Board of Education, NJ

1336 Why You Could be Replaced by a Computer—and Why You Won't Be**Room 121A, First Level, PCC****Time: 3:00-4:30 PM**

Access and delivery of content is the dominant education paradigm. Sooner than later, a significant amount of academic content will be delivered during in-school time, online, by machines. What does this mean for you? You will teach what computers cannot: 21st century skills. Future assessment protocols will require significant adjustment. This session will explain why this will happen, why you will be the critical component, and how you can prepare for it.

Presenter(s): Bruce Taylor, Washington National Opera, Washington, DC, Edward Pajak, Johns Hopkins University, Baltimore, MD

1337 Education and the Media: The Who, What, When, Where, and How's of Media Coverage**Room 110A, First Level, PCC****Time: 3:00-4:30 PM**

While newsrooms have taken a budget and staffing hit over the last few years, how is the "news" being covered today? Are local outlets confined to only covering the high school football game? Who covers education stories pertinent to the whole state? How did data like the value-added teacher scores in Los Angeles become news? Join us as we take a temperature check on what issues are being covered, by whom and how it's shared.

Presenter(s): Michelle White, Delacey Skinner, GMMB, Washington, DC

1339 Effective Supervision: Supporting the Art and Science of Teaching**Room 114, First Level, PCC****Time: 3:00-4:30 PM**

This session will provide an overview 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 professional growth in every school or district. Strategies for effective implementation of the model and practical insights from administrators and teachers using the model will be shared.

Presenter(s): Anthony Frontier, Cardinal Stritch University, Milwaukee, WI; David Livingston, Denver, CO

1340 Comprehension-Boosting Strategies for Teaching Vocabulary Words with Multiple Meanings**Room 125, First Level, PCC****Time: 3:30-4:30 PM**

Conversations and texts are often laced with multiple-meaning words such as sink, key, and light, which require understanding of various definitions to make sense of them. The concept that one word can have multiple meanings often causes confusion. This session explores barriers to understanding polysemic vocabulary and demonstrates instructional strategies to promote student understanding of multiple-meaning words, thus increasing overall comprehension. The presenter will share ideas for exploring definitions and usage of polysemous vocabulary using illustrations, foldables, and word play.

Presenter(s): Rebecca Lamb, Anne Arundel County Public Schools, Arnold, MD

1341 Strategic Teaching: Using Strategies to Bring Research-Based Practices to Life**Room 201A, Second Level, PCC****Time: 3:30-4:30 PM**

Bringing together 35 years of research on instruction, student diversity, and teacher effectiveness, this session provides educators with the tools they need to help all students meet today's rigorous standards. Participants will be introduced to the Strategic Teacher framework, learn key strategies from the framework that bring research-based practices to life in the classroom, and discover how Strategic Teacher PLC Guides help schools develop more focused, more collaborative professional learning communities that increase instructional effectiveness.

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

1342 Peer Visits for Shared Success**Room 121B, First Level, PCC****Time: 3:30-4:30 PM**

Discover how the principles of collaboration, collective responsibility, and continuous improvement moved a school from closed doors to a productive professional learning community. The instructional leaders of Travis High School will present their peer classroom visit protocol. Participants at this session will "visit" a classroom, discuss their observations, reflect on their own teaching, and learn how examining their peers in action can improve instruction. Participants will also learn how to use visits to inform campus-led professional development.

Presenter(s): Cynthia Borden, Travis Peterson, Candace Statham, Cynthia Vega, Leigh Northcutt-Berson, Travis High School, Austin, TX

1343 Beyond More of the Same: Creating Powerful Interventions**Room 120C, First Level, PCC****Time: 3:30-4:30 PM**

An intervention program must begin with effective interventions; otherwise, a school's systematic response will only guarantee their struggling students access to help that is unlikely to work. Traditional interventions such as remedial classes, summer school, retention, and special education have rarely produced higher levels of student learning. Participants will learn the characteristics of effective interventions and a powerful process to assess and improve their current site interventions.

Presenter(s): Mike Mattos, Dove Canyon, CA

1344 Designing High-Quality, Customizable Professional Learning in the Digital World**Room 123, First Level, PCC****Time: 3:30-4:30 PM*****This session is in a computer lab***

This interactive multimedia session provides school leaders with a model to design digital professional learning opportunities. The session highlights, for the novice to the expert, effortless and inexpensive digital tools for maximizing learning and collaboration including online professional learning communities, video feedback, and online modules. These digital resources can be used to customize professional learning and provide just-in-time resources to support district initiatives. Participants will have access to a customized website for future use.

Presenter(s): Laura Tuthill and James Woytek, Western State College of Colorado, Gunnison

1345 The Cure for the Common Classroom**Room 105, First Level, PCC****Time: 3:30-4:30 PM**

This high-impact session will be packed with research-based and classroom-tested strategies to make your classroom anything but common. We've all read the research and know how stress, movement, writing, talking, emotions, and novelty affect the brain. Using this and more cutting-edge research, learn to take your teaching style, add some findings from neuroscience, and create an atmosphere in which learning happens with enthusiasm and excitement. Your teacher toolbox will be overflowing with ideas.

Presenter(s): Marilee Sprenger, Aurora University, IL

1346 Real-World, Economy-Based Classrooms: Building Wealth to Diminish Welfare

Room 109A, First Level, PCC Time: 3:30-4:30 PM

This hands-on session demonstrates a classroom management system where students are immersed in a real-world economy throughout the school day, leading to an authentic understanding of our financial system and increased motivation to succeed. Students become personally responsible for their learning through relevancy and purpose. Aligned to State Financial Literacy Standards and Common Core State Standards, this management system strengthens our students, schools, and communities. Handouts will be available online.

Presenter(s): Susan Nunamaker, School District of Pickens County, Seneca, SC

1347 Stuck in a Rut with Assessment? Steal These

Room 202B, Second Level, PCC Time: 3:30-4:30PM

Assessment in the 21st century must go beyond standardized testing to measuring understanding and reasoning. This session will present authentic assessment ideas for math, science, and social studies. The focus will be on experiences that motivate, engage, and instruct learners at a variety of levels. Descriptions and rubrics for tried and true assessments will be shared.

Presenter(s): Scott Sorvaag, Melissa Luedtke, and Karen Sorvaag, Saint Mary's University of Minnesota, Winona

1348 Project-Based Learning Meets the Common Core State Standards

Room 121C, First Level, PCC Time: 3:30-4:30 PM

What happens when project-based learning meets the Common Core State Standards? You create an engaging and student-centered environment that is grounded in outcome-based learning, individual student talent, and rich and relevant learning experiences. Under the guidance of two project-design experts, participants will create original project learning plans that are aligned to both the common standards and the unique talents of their students.

Whole-school implementation and project assessment will round out this practical session.

Presenter(s): Amy Jackson, Continuum Academy, Livingston, TX; Jenifer Fox, The Clariden School, Trophy Club, TX

1350 Improving Student Learning by Minding the Gap

Room 122A, First Level, PCC Time: 3:30-4:30 PM

A teacher can make positive gains with all learners, regardless of language, disability, or poverty challenges. Jane E. Pollock recommends the Big Four and GANAG (Pollock, 2005, 2007) to advance gains in special education, ELL, at-risk, and at-risk students in *Improving Student Learning by Minding the Gap* (ASCD, 2011). Teachers and administrators can learn to “mind the gap”—that is, to be mindful of how to deliberately plan classroom instruction and assessment so all learners meet attainable goals, how to apply powerful feedback strategies, and how to communicate with colleagues accurately to make gains.

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

1351 Eight Great Strategies to Successfully Teach Common Core Writing (K-6)

Room 116, First Level, PCC Time: 3:30-4:30 PM

Is your school or classroom structured to successfully implement Common Core State Standards in writing? Imagine every student actively engaged in dynamic, at—or above—standards in writing. Experience a scope and sequence of K-6 writing rigor, building across grade levels while explicitly addressing grade-level specifics. Using narratives as a catalyst, learn eight great strategies, from demonstrating writing to providing data-driven feedback to implementing an instructional sequence, for conquering standards. Leave with a plethora of tools to catapult common core writing.

Presenter(s): Carolyn Hood, Learning Headquarters, Descanso, CA

1353 Workshopping Objectives for Challenging Situations: Projects, Readings, Writings, and Units

Room 108A, First Level, PCC Time: 3:30-4:30 PM

Creating objectives is challenging for many educators because in thinking about teaching, they may find it hard to distinguish objectives from learning activities and assessments. Furthermore, objectives are often written as generalities when specifics are needed. In this session, participants will practice writing and refining their objectives for lessons, units, and projects in their own curricula using techniques that clarify the process. Handouts will be available online.

Presenter(s): Anne Reeves, Susquehanna University, Selinsgrove, PA

1354 Teaching Students to Ask Their Own Questions

Room 103C, First Level, PCC Time: 3:30-4:30 PM

As teachers we spend far too much time trying to come up with “the perfect question” to launch a discussion. We can help students become more effective, self-directed learners by building their capacity to generate, prioritize, and categorize their own questions. In this lively interactive session, participants will experience question formulation methods and be introduced to examples of applications in various grades and subjects. They will receive information they can use immediately. Handouts will be available online.

Presenter(s): Dan Rothstein and Luz Santana, The Right Question Institute, Cambridge, MA

1355 Neat and Nifty Strategies: Meeting Common Core Reading and Writing Standards

Room 104A, First Level, PCC Time: 3:30-4:30 PM

Reading and writing about complex nonfiction texts has taken precedence in the new Common Core State Standards. In this session, teachers will put theory aside and learn concrete reading strategies to help student grapple with difficult text. They will also learn how to adapt the six-trait writing model to the new writing standards. Teachers will leave with a tool box of essential learning strategies that will help their students meet the demands of 21st century literacy.

Presenter(s): Lorraine Wallace, Kay Smith, Utah Valley University, Provo, UT;

1356 Reading and Student Engagement: The Urban Experience

Room 202A, Second Level, PCC Time: 3:30-4:30 PM

Engaging urban youth begins with acknowledging and meeting them where they are, using their meaningful experiences, and challenging their minds. In this session, discover how an urban school incorporated student engagement strategies related to students' background experience and made a connection to new knowledge, ultimately engaging students' interest and deepening their desire to learn reading. Proven and effective strategies will be shared. Handouts will be available online, and question-and-answer time promises to be enlightening.

Presenter(s): Andrea Thompson and Michelle Pegram, Prince George's County Public Schools, Upper Marlboro, MD

1357 Five Easy Steps to a Balanced Science Program

Room 126B, First Level, PCC Time: 3:30-4:30 PM

Are you and your students ready for state science tests? Active engagement is the key to understanding five steps to a balanced science program. Participants will experience each step, including strategies and activities for creating an effective science environment; implementing problem-solving; designing conceptual units; integrating reading, writing and vocabulary; and developing common formative assessments. The five easy steps are data-driven and research-based, and they provide science educators with the skills and knowledge to influence student achievement.

Presenter(s): Lynn Howard, The Leadership and Learning Center, Englewood, CO

1358 Whole Child Team Intervention**Room 112A, First Level, PCC** **Time: 3:30-4:30 PM**

In this session you will learn how one school used five school personnel members to manage the cases of high-needs students in all aspects (social, emotional, and academic). The school targeted the strengths of each school team member to discuss and find ways in and outside of school to manage the needs of students and how to match students to resources. At the end of the year the list of students considered high-needs dropped considerably.

Presenter(s): Freda Hicks, Grady A. Brown Elementary School, Hillsborough, NC

1359 STEM Education Community Advocacy**Room 126A, First Level, PCC** **Time: 3:30-4:30 PM**

STEM literacy and STEM pipeline economic development are increasingly important factors in the ever-changing landscape of American public education. This session will focus on the story of Delta High School (Washington) and the many community partnerships and interactions that sustain this public STEM school, its students and families, and its staff in the Tri-Cities area of Washington State.

Presenter(s): Deidre Holmberg, Delta High School, Richland, WA

1360 Rethinking Assessment: Aligning Common Core with 21st Century Skills**Room 201B, Second Level, PCC** **Time: 3:30-4:30 PM**

21st Century learners are unique. Combining Common Core State Standards with 21st Century Skills (THINKING: critical analysis, problem solving, creativity; ACTIONS: communication, collaboration, digital/ICT; and CITIZENSHIP: global understanding, leadership, work ethic) results in a transformed teaching and learning paradigm that will require innovative assessment strategies. This session will illustrate the use of assessment wrappers, templates, and exemplars that can be customized for specific student, classroom, and district needs.

Presenter(s): Laura Greenstein, Montville Public Schools, East Lyme, CT

1401 Finding Each Student's "Sweet Spot": Optimizing Engagement and Learning**Room 114, First Level, PCC** **Time: 5:00-6:30 PM**

Each learner's brain is uniquely wired. Recognizing that all students learn differently is paramount to helping them be successful in our classrooms. In this interactive session, learn how to discover each student's "sweet spot" for learning by surveying prior knowledge, discovering learning preferences, and determining how success was achieved in the past. The "sweet spot" for optimal learning includes focused attention, high interest, engagement, and positive feelings. Handouts will be available online.

Presenter(s): Martha Kaufeldt, Gayle Gregory Begin with the Brain, Scotts Valley, CA

1402 Inspire, Motivate, Educate: One School's Journey to School Success**Room 125, First Level, PCC** **Time: 5:00-6:30 PM**

As schools struggle to close the achievement gap, there is a collective call to action. This rural, high-poverty, K-6 school staff will discuss and share how collaboration, data analysis, and formative instruction can increase student success. In this session, we will share the process we took to become the most improved school in the state of Vermont. With the use of motivation and student empowerment, we inspired our students to perform to their highest potential.

Presenter(s): Andrew Paciulli, Maureen Parzych, Jean Schultz, and Tine Reed, Academy School, Brattleboro, VT

1403 The Senior Instructional Leadership Corps (SILC): A Pathway for Future Teachers**Room 116, First Level, PCC** **Time: 5:00-6:30 PM**

This session presents a highly successful 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 awareness of effective teaching practices. The workshop facilitates reflection and appreciation of the efficacy 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): Larry Rehage and Janice Dreis, New Trier High School, Winnetka, IL

1404 Questioning to Engage and to Learn**Room 118C, First Level, PCC** **Time: 5:00-6:30 PM**

In your classrooms, is the teacher the only one asking questions? Change that! Asking good questions means thinking critically and deeply about the topic. Learn to get the students engaged in that thinking and learning, too. In this session, we'll look at strategies for generating questions and suggested ways to manage class discussions, literature circles, and small-group conversations. These techniques can also be used to differentiate for readiness.

Presenter(s): Sandra Page, Chapel Hill, NC

1405 Parents as Writing Coaches: Building the Parent-Child Connection through Writing At Home**Room 103C, First Level, PCC** **Time: 5:00-6:30 PM**

Come to this session ready to learn fun, effective ways to get parents involved with coaching their kids in writing at home. We discuss the writing process and practice different writing strategies that parents can use at home while helping their children become independent writers. From vivid verbs to descriptive adjectives and adverbs to transitional words and phrases, this session equips parents with constructive, helpful ways to coach their kids at home. Use this information to help you plan and conduct a parent workshop at your school.

Presenter(s): Alma Hoffmann, Write More Education Resources, Raleigh, NC

1407 Creatively Extending the Learning Day: After-School Practice for the 21st Century**Room 122A, First Level, PCC** **Time: 5:00-6:30 PM**

This session provides tools and resources to help schools and communities work together to creatively increase learning time for students with after-school programs. We explore strategies to strengthen programming, advocacy, and community engagement, including the latest research, federal policy, and tools and ideas for reaching key stakeholders. Join staff from the nationally recognized SHINE program 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; Jeane Yoho Miller, Lehigh Carbon Community College, PA

1409 Active Coaching In Education: Increasing Achievement for All Students in Urban Education**Room 103A, First Level, PCC** **Time: 5:00-6:30 PM**

When the presenter was a high school soccer coach, he made sure that his teams practiced and prepared intensely for games. During the games, he continued to coach techniques and adjust strategies based on the opponent. This active coaching model takes this approach into urban classrooms, providing feedback that is immediate, constant, and specific. Participants learn how to use this imperative coaching tool and transfer knowledge to urban classrooms. Role-playing coaching scenarios will also be part of this engaging session.

Presenter(s): Steve Gerner, Concordia University Wisconsin, Mequon, WI

1410 All Students Can Comprehend: Useful Tools in Teaching**Comprehension****Room 117, First Level, PCC****Time: 5:00-6:30 PM**

In this session, participants will acquire a guide to practical applications of strategies for cohesively teaching comprehension through fiction and nonfiction text. Training video links will be shared, along with viewing guides for administrators and coaches to assist teachers in viewing classrooms that successfully utilized these strategic methods. Our school district field tested these strategies, resulting in a 10% gain in proficiency in one year in the area of reading comprehension.

Presenter(s): Sue Kaiser, Greg Kaiser, Hacienda La Puente Unified School District, Diamond Bar, CA

1411 Real-World Road Trip: Service Learning and Teaching Experiences for Preservice Teachers**Room 106, First Level, PCC****Time: 5:00-6:30 PM**

This session describes the benefits of service learning/teaching trips for preservice teachers. Through a multimedia presentation, the presenters will describe how education students can be immersed in the teaching profession—spending a week working with inner-city children, performing various service acts, and learning about the “real world” of teaching. Presenters will provide practical tips for implementing service learning/teaching trips in teacher education programs. Handouts will be available online.

Presenter(s): Callie Fortenberry, Cristy Nolen, and Sheila Eddy, Texas A&M University-Texarkana

1413 Proficiency-Based Study: How 150 Teachers Disregard the Carnegie Unit to Improve Student Learning**Room 120B, First Level, PCC****Time: 5:00-6:30 PM**

Few education reform efforts are teacher initiated; yet proficiency-based teaching and learning is catching on in epidemic proportions. Explore what Oregon’s research project uncovered about how proficiency-based practices hold students accountable for learning without time-based constraints of the Carnegie Unit, while improving teaching practices at the same time. Review components of a proficiency framework, gain access to an online portal with teacher-developed documents to support implementation, plus an online discussion forum that supports this topic.

Presenter(s): Diane Smith, Business Education Compact, Albany, OR

1414 Lights, Camera, Action: Fostering Student-Empowered Learning Through Video Production**Room Ballroom AB, Third Level, PCC****Time: 5:00-6:30 PM**

Is your school or district providing students with meaningful and engaging 21st century learning opportunities that enhance college and career readiness? This session will explore how two New York City high schools are using video production to place students at the center of the learning process. The session will allow participants to view student work and share strategies and processes to enable them to implement a program of their own.

Presenter(s): Joseph Zaza, David Cohen, Leon M. Goldstein High School for the Sciences, Brooklyn, NY

1415 Jump-Start to Success: Implementing a High-Quality Summer Transition Program for Rising 9th Graders**Room 121B, First Level, PCC****Time: 5:00-6:30 PM**

This interactive session will provide participants with multiple components and strategies on implementing a high-quality summer transition program. They will be guided through a creative, step-by-step model on how to create a program that allows students to engage in hands-on, theme-based projects; community service activities; college tours; and other activities to assist them with successfully transitioning to high school.

Presenter(s): Jarod Scott, Atlanta Public Schools, GA

1416 Responding to the Call: Internships for 21st Century Educators**Room 121C, First Level, PCC****Time: 5:00-6:30 PM**

One challenge for High Education is the preparation of 21st century educators for school populations that are increasingly diverse, technologically savvy, and globally connected. This session examines the use of digital learning, applied learning principles, and creative partnerships to form new regional and international Professional Learning Communities for preservice and advanced educators. Participants will engage in interactive discussions and problem solving, and receive handouts.

Presenter(s): Roxana Dellavecchia, Samuel Dellavecchia, Karen Robertson, Towson University; Baltimore, MD

1418 What Do Leaders Need to Know to Improve the Quality of Teaching?**Room 126A, First Level, PCC****Time: 5:00-6:30 PM**

Improving student achievement rests on our ability to improve the quality of teaching, and school leaders must have the instructional expertise necessary to support teachers in the improvement process. This presentation will provide powerful new research illustrating the level of instructional expertise among school and district leaders. Participants will be provided a comprehensive instructional framework for analyzing the quality of teaching along with an inquiry based tool to support classroom walkthroughs in their school districts.

Presenter(s): Stephen Fink, Seattle, WA

1419 Building the Capacity for Transformative Adult Learning throughout Your District**Room 122B, First Level, PCC****Time: 5:00-6:30 PM**

With limited resources, districts are searching for ways to develop strategies that serve diverse students and meet the requirements of multiple initiatives such as RTI, language acquisition, and instructional priorities for teacher evaluations. In this session, an assistant superintendent, the director of professional development, a teacher-leader, and a university professor show how Seattle schools are teaching one another to become more effective with professional development and student learning.

Presenter(s): Margery Ginsberg, University of Washington, Seattle; Paul Robb, Cathy Thompson, Seattle Public Schools, WA;

1421 Enhancing the Elementary Classroom with Technology**Room 105, First Level, PCC****Time: 5:00-6:30 PM**

This session will help participants discover the value of the global classroom while helping them develop the theoretical understanding and skills needed to internationalize their elementary school curricula and create global classrooms that will promote 21st century skills. The presenter will share available web resources, use demonstrations, and employ activators (anticipation set) and various interactive techniques (use of individual and joint graphic organizers and “Thinking Partners”) to keep the audience engaged. A website will be provided that will provide additional details and resources.

Presenter(s): Steve Greenberg and John Marvelle, Bridgewater State University, MA

1422 Use Formative Assessment to Differentiate Instruction**Room Terrace Ballroom 3, Fourth Level, PCC****Time: 5:00-6:30 PM**

Hear actual data from school district in Massachusetts and Rhode Island that have raised student achievement on state assessments through using formative assessment as a core district initiative. Learn the latest research on formative assessment doubling student achievement. Share and heard stories of how central administrators, coaches, and teachers, working with a college professor, used formative assessment and overcame initial resistance. Learn a seven step process for clarifying standards/instructional options, then selecting/designing/interpreting assessments to inform instruction and support students in actively taking charge of their own learning.

Presenter(s): Leslie Laud, Wellesley Public Schools, Wellesley, MA

**1423 Plan B: Skip College
Room 103B, First Level, PCC****Time: 5:00-6:30 PM**

Suddenly, the common wisdom that all high school students should go on to college is being questioned by a growing number of economists, policy analysts, and academicians. The New York Times recently published an article called, "Plan B: Skip College." Rising student debt, stagnant graduation rates, and a job market flooded with overqualified degree holders are causing policy makers to take a second look. This session surveys the vast non-B.A. work world. It invites participants to trade ideas on how to prepare and deliver a productive curriculum for students who don't want and don't need a college degree.

Presenter(s): Lawrence Schlack, Kalamazoo School District, Portage, MI**1425 Moodle University: Online Professional Learning for Educators that will Improve Student Learning****Room 123, First Level, PCC****Time: 5:00-6:30 PM*****This session is in a computer lab***

Moodle University is a hybrid professional learning environment that allows educational environments to develop programs based on the goals and needs of the organization. Courses are created by professionals within the organization, and professional learning communities would be created within each course. Courses include new learning, collaboration, and application of learning. Examples of the framework will be shared, along with a step-by-step plan that organizations could use to start this work. Survey data and research related to this project will also be shared.

Presenter(s): Lynn Gorey and Patty Eyer, South Orangetown Central Schools, Blauvelt, NY**1426 Helping New Teachers Succeed****Room 113A, First Level, PCC****Time: 5:00-6:30 PM**

This presentation will acquaint participants with a number of distinct models used for induction and mentoring new teachers in Illinois. Using a roundtable format, participants will consider these individual models and their successes, challenges, tools, and advocacy materials. The Illinois Induction Program Continuum will be presented as one of the statewide tools that supports self-reflection and self-assessment as programs work toward continuous improvement. Participants will share their own induction and mentoring programs, goals, and tools as they discuss problems and achievements in the field.

Presenter(s): Mary Elin Barnish, Jason Swanson, University of Illinois, Glen Ellyn**1427 How to Create a Successful Model for Online Learning****Room 115C, First Level, PCC****Time: 5:00-6:30 PM**

Unfortunately, creating a successful model for online learning in a school district does not happen overnight. This session will describe the practical step-by-step procedures of how the Online Academy @North Hills created a successful, comprehensive online learning option that includes a fully virtual high school, a hybrid option for grades 7-12, an alternative education program, a summer credit recovery program, a summer enrichment program, and robust professional development opportunities for educators.

Presenter(s): Jeff Taylor, North Hills School District, Pittsburgh, PA**1429 Chromebook Beta Testing Nets Interesting Results****Room 119A, First Level, PCC****Time: 5:30-6:30 PM**

In the spring of 2011, Google chose Council Bluffs Community School District as a beta test site for their Cr-48 Project (now branded Google Chromebook). This session will describe the journey from beta testing, to implementation, to evaluation, and finally to operationalization. A brief demonstration of the Chromebook will be included. The big ideas learned along the way will be shared, and time for questions will allow attendees to personalize the lessons learned by the Council Bluffs Community School District.

Presenter(s): David Fringer and Devin Schoening, Council Bluffs Community School District, IA**1430 What Makes Great Teachers Great: Lessons for National Award Winning Teachers****Room 201C, Second Level, PCC****Time: 5:30-6:30 PM**

How do the qualities of effective teachers compare between teachers in the US < China, Australia, and New Zealand? This session presents a review of findings from an international study investigating national award-winning teachers' beliefs about teaching and teaching practices, including planning, instruction, classroom management, and assessment skills. Participants will explore specific ideas and teaching strategies gleaned from these national award-winning teachers. Handouts on findings and tools based on lessons learned will be provided.

Presenter(s): James Stronge, Catherine Little, Xianxuan Xuand Yaling Sun, College of William and Mary, Williamsburg, VA; Leslie Grant, Old Dominion University, Norfolk, VA**1431 New Generation Leadership and Teacher Evaluations: Student Results, Teaching, and Leadership****Room Terrace Ballroom 1, Fourth Level, PCC****Time: 5:30-6:30 PM**

In this session, Douglas Reeves provides the latest evidence linking teaching, learning, and leadership. Accountability doesn't have to be the toxic waste dump of education, as it's been. We can use accountability as a learning system. This research represents three essential shifts: from summative to formative accountability; evaluation that is reciprocal; and real-time and future-oriented feedback. The fundamental purpose of accountability is to improve system performance, not rank and humiliate teachers and administrators. That is what the new generation of leadership and teacher evaluations can do.

Presenter(s): Douglas Reeves, The Leadership and Learning Center, Englewood, CO**1432 Engaging 21st Century Learners through Active Collaboration****Room 113B, First Level, PCC****Time: 5:30-6:30 PM**

21st century educators face students who are significantly different than 20th century learners, and educators must adapt if there is any hope to slow the high drop-out rate. Knowing how to engage students in new and active ways is essential in today's schools. In this session, learn the research about engagement, join in the discussion, and leave with models and handouts for practices you can use immediately to energize student's intrinsic motivation for learning.

Presenter(s): Releah Lent, Morganton, GA**1433 Transforming Learning: A District's Journey to Performance Assessments****Room 110A, First Level, PCC****Time: 5:30-6:30 PM**

How does a district move from traditional approaches to content and instruction to preparing students with 21st century skills? Hear how students, teachers, and administrators made the journey to K-12 student performance assessments focused on Habits of Mind. This session will provide strategies and a chance to interact with tools for creating districtwide Habits of Mind with K-12 rubrics, aligning curriculum and assessments, and shifting a district's culture to transform how and what students learn.

Presenter(s): Mairgrid Anderson, Center for Collaborative Education, Boston, MA; William Hart, Paul Livingston, Pentucket Regional School District, West Newbury, MA;**1435 Digital Natives Speak Out on Digital Literacy and Digital Citizenship****Room 118A, First Level, PCC****Time: 5:30-6:30 PM**

As new technologies emerge, students must learn to use these 21st century tools sensibly and safely. But how does this process look from the students' point of view? Hear from a panel of "digital natives": full-time and part-time online learners about the guidance they get and the instruction they need in terms of digital literacy, digital citizenship, and Internet safety.

Presenter(s): Barbara Frey, Connections Academy, Baltimore, MD; Mickey Revenaugh, Brooklyn, NY; Kerry Rice

1438 Effective Strategies to Create a Friendly and Collaborative Atmosphere among Your Staff**Room 102, First Level, PCC** **Time: 5:30-6:30 PM**

Are you having difficulties in creating a collegial atmosphere within your staff? In this session, participants will receive successful and effective tips, suggestions, and actions that were put into practice to build a caring and safe atmosphere among staff. The presenter, with years of experience as deputy head, will share her expertise on how to succeed in bringing about a team of teachers with a sense of belonging and how to establish trust, collaboration, and sharing. Trust fosters taking bold actions and trying out new strategies and trends in the classroom, with students being the utmost beneficiaries.

Presenter(s): Patsy Pouiller, St. Andrew's Scots School, Buenos Aires, Argentina

1439 Ten Ways to Tune Into Learning**Room 202B, Second Level, PCC** **Time: 5:30-6:30 PM**

Whether you are an accomplished musician or someone who can barely carry a tune, this team of three educators will show you how to implement some practical, effective, and fun ways to make strong learning connections with elementary students using music in the classroom. In this highly interactive multimedia session, you will learn ten ways to tap into the power of musical intelligence to help your students engage in higher order thinking. The presenter will share resources you can take with you and/or access online and immediately put to use in your own school or classroom.

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

1440 Support for Learning: Teachers Supervising Paraprofessionals**Room 203A, Second Level, PCC** **Time: 5:30-6:30 PM**

If we want to personalize learning for student success, then we have to also personalize learning and supervision for paraprofessionals. This session focuses on teachers who have paraprofessionals in their classrooms and will provide myriad strategies for immediate application in the classroom. Do it right the first time—so you don't have to go back and remediate (for students or paraprofessionals).

Presenter(s): Betty Ashbaker, Pleasant View, UT; Jill Morgan, Swansea Metropolitan University, Wales, UK

1441 How Online Formative Instruction Can Accelerate Student Learning**Room 107, First Level, PCC** **Time: 5:30-6:30 PM**

Formative instructional practice in effect gives every student a virtual tutor. In this session, participants will learn about research on the characteristics and practices of highly effective teachers in differentiating instruction, and the characteristics of technology tools that align with the practice of highly effective teachers. And participants will see how interactive learning and embedded assessments provide real-time formative data to help elementary teachers accelerate student learning.

Presenter(s): Tim Hudson, DreamBox Learning, Bellevue, WA

1443 Looking at Growth Modeling Related to College and Career Readiness**Room 104B, First Level, PCC** **Time: 5:30-6:30 PM**

The college readiness movement, along with the increased focus on school and teacher accountability, has led to a greater importance of measuring student growth using assessments aligned to college readiness. In this presentation, we will discuss some of the statistical properties of growth and value-added measures based upon ACT data, as well as practical and theoretical considerations for using growth models based on college readiness assessments.

Presenter(s): Joann Moore and Jeff Allen, ACT, Dallas, TX

1444 Implementing Effective RTI2 Programs in a Secondary Setting**Room 112A, First Level, PCC** **Time: 5:30-6:30 PM**

Learn about an RtI2 approach that meets needs of all students regardless of ELL or Special Education label. With a focus on effective universal screeners, a tiered system of interventions and universal commitment to high quality content

and instruction, one district has significantly raised student achievement. Come learn how staff, leadership, parents, and students have collaborated to ensure success. You'll leave with tangible resources and confidence that the work ahead will be hard, but doable.

Presenter(s): Erik Burmeister, Jacqueline Horejs, Todd Feinberg, Union School District, San Jose, CA

1445 Two Takes on Evaluating Teacher Performance**Room 115B, First Level, PCC** **Time: 5:30-6:30 PM**

Strong opinions abound on how best to evaluate teachers, but what can we learn from research and best practice? Moderated by Phyllis Pajardo, Assistant Superintendent of Fairfax County, Virginia, hear from state leaders, principals, and teachers who will share their varying perspectives on how their states are evaluating teachers and providing them with the support they need to succeed.

Presenter(s): David Mathis, Saluda School District One, SC; Kevin Eakes, Charleston County School District, SC; Brad Jupp, US Department of Education, Washington, DC; Maddie Fennell, Omaha, NE

1446 Small Gatherings: Professional Development as Meaning-Making Opportunities for Teachers**Room 124, First Level, PCC** **Time: 5:30-6:30 PM**

With the belief that teachers make meaning by testing personal theories rather than subjective experiences, a group of teachers created "small gatherings." These gatherings were designed to validate the idea that teachers are guided by their own vision and their own internal way of authoring the world. This session will provide an overview of this grassroots effort to engage in relevant, sustained, and in-depth professional development that provides opportunities for application, practice, and reflection.

Presenter(s): Shelly Moore, Ashley Holmes, Stacie Greene, and Casey Swofford, Beaufort County School District, Bluffton, SC

1447 Serving the Whole Educator in a Brave New Online World**Room 113C, First Level, PCC** **Time: 5:30-6:30 PM**

Preservice and practicing educators need to be challenged, engaged, and supported. What does this look like in an online or hybrid environment? The presenters draw on research and experience in this interactive, multimedia presentation focused on promising practices in online and hybrid learning. Participants will leave with standards for online learning; examples of projects and assessments; and tons of ideas for how to challenge, engage, and support educators using new technologies. Resources will be provided.

Presenter(s): Kimberly Kappler Hewitt, University of North Carolina-Greensboro; Melissa Askren Edgehouse, University of Mount Union, OH

1448 Creating a Collaborative Culture of Personalized Learning through PALS**Room 201B, Second Level, PCC** **Time: 5:30-6:30 PM**

Schools participating in Miami-Dade County Public Schools' Project RISE grant implement personalized teacher learning through professional learning communities, Action research, lesson study, and study groups (PALS). We will explore how grant schools have effectively employed these models of professional development to change school culture and impact student achievement. Participants will review and discuss examples of collaborative learning experiences and examine evidence of their effect on teacher behaviors and student learning. Additional presenters are Kelli Hunter, Nick Jacangelo, Maria Handal, Marilyn Riggins, Vivian del Rio, Madiley Torres, and Audrey Lambert-Duques, Miami-Dade, FL

Presenter(s): Carolyn Guthrie, Viola Irons, Beverly Metro De La Cruz, Miami-Dade County Public Schools, Miami, FL

1450 Global Competencies in Out-of-School Time**Room 108A, First Level, PCC** **Time: 5:30-6:30 PM**

Exploring international perspectives is critical to creating global citizens. TeachUNICEF is uniquely suited to address issues that are both global in nature and relevant to youth. We will explore TeachUNICEF resources and present ideas to integrate global content and youth engagement into academic enrichment programs. Drawing on the expertise of 60 years of UNICEF, data, and real-life stories, TeachUNICEF resources are engaging and powerful tools. Participants will receive resources, learn techniques for implementation, and learn about a successful case study with a national afterschool organization.

Presenter(s): William Van Pelt, Washington, DC; David Donaldson, TeachUNICEF, Washington, DC

1452 Students as Advisors and Mentors: Tapping Your School's Greatest Strength**Room 109B, First Level, PCC** **Time: 5:30-6:30 PM**

Build programs into your high school that strengthen your students' leadership skills and build capacity within your school simultaneously. Learn about one Austin (Texas) high school's 11th and 12th grade student leader programs that help prepare their student mentors and student advisors for college, career, and life, while using that strength to address transition challenges facing their 9th and 10th graders in a tiered intervention system.

Presenter(s): Andrea Ramirez and Dave Rundell, Bowie High School, TX

1453 A Personalized, Technology-Intensive, STEM-Based Instructional Model**Room 104A, First Level, PCC** **Time: 5:30-6:30 PM**

This multimedia session describes how innovative technology and flexible instructional design create multiple pathways to rigorous, engaging, interdisciplinary STEM content. We'll see examples of differentiated e-assignments, technology-based assessments, real-time feedback techniques, and modalities of reaching students at all entry levels while accelerating the performance of high achievers. The session also explores the impact of using multimedia and social networking to integrate leading scientists into STEM curricula and the effect on student achievement.

Presenter(s): Bruce Connelly, Center for Education Innovation & Regional Economic Development, Milwaukee, WI; Eleanor Smalley, The JASON Foundation for Education, Ashburn, VA

1454 Reflecting on Past Practices to Redesign the Literate Classroom as a Call to Action**Room 201A, Second Level, PCC** **Time: 5:30-6:30 PM**

Through an interactive gallery walk, experience classrooms that move beyond static lessons to dynamic multimodal learning opportunities where readers are engaged by teachers who are learners. Discover best practices that provide active literacy environments, including literacy work stations, to promote students as deep thinkers and independent learners. Join discussions on the evolving role of literacy professionals and the necessity for a collective call to action to provide engaging, redesigned literacy learning opportunities in a changing 21st century educational world.

Presenter(s): Carol Varsalona, West Babylon UFSD, Rockville Centre, NY; Debbie Diller, Debbie Diller & Associates Educational Consulting, Houston, TX; Joann Scott, West Babylon UFSD, East Northport, NY

1455 Boosting Learning through Data Reflection Sessions**Room 112B, First Level, PCC** **Time: 5:30-6:30 PM**

In this session, participants will receive an overview of how one school district developed a culture of collaboration among teachers focused on learning results for students. The districtwide implementation of data reflection sessions to positively influence instruction has resulted in steadily increasing student achievement over the years. Participants will learn how data reflection sessions are structured and facilitated by principals using a district protocol. The presenters will share the specifics of scheduling, funding, and logistics.

Presenter(s): Monica Johnson, Maria Soto, William Crean, Anselmo Gomez, Little Lake City School District, Santa Fe Springs, CA

1456 Improving Student Achievement: A Pathway to Success**Room 120A, First Level, PCC** **Time: 5:30-6:30 PM**

Wondering how to improve student achievement in your high school? Discover a unique pathway to assessment for learning already successfully implemented in schools across Ontario. This collaborative process of ongoing tracking and measuring of student progress allows teachers to tailor classroom instruction to meet student needs and foster motivation. Acquire effective pedagogical practices that have been proven to transform school culture while rapidly yielding greater academic results and enhancing student engagement.

Resources will be provided.

Presenter(s): Gabrielle Moreau, Yves Rainville FARE, Ontario Canada,

1457 Helping Teachers Make Sense of It All: Implementing Differentiation and Response to Intervention**Room 111, First Level, PCC** **Time: 5:30-6:30 PM**

Rather than viewing Response to Intervention (RTI) and differentiation as separate initiatives, administrators and teachers should consider these approaches as outgrowths of the simple concept that education is effective when children are regarded and treated as individuals with different levels of readiness, learning profiles and interests. This session will demonstrate that RTI and differentiation are a natural fit. Participants will be better able to support teachers by unifying the two initiatives.

Presenter(s): Susan Allan, Susan Allan Consultation, Ann Arbor, MI; Yvonne Goddard, Texas A&M University, College Station

2101 Improving Schools from Within: Developing Student Leaders to Stop Bullying**Room 102, First Level, PCC** **Time: 8:00-9:30 AM**

This innovative session will explore the elements of developing student leaders who can prevent bullying in their schools. Discussion 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 and 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, Natick Public Schools, MA; Andy Zitoli, Millis Public Schools, MA

2102 Advocating Respect for All: Lincoln's Legacy for School Leaders**Room 201B, Second Level, PCC** **Time: 8:00-9:30 AM**

Abraham Lincoln's voice at Gettysburg echoes as an inspirational call to action for school leaders to address the unfinished work of promoting equality and deep respect for all stakeholders, especially the powerless. This interactive session, based on the presenters' ASCD book *Learning from Lincoln*, will demonstrate how leaders succeed by committing to a collective vision fueled with hope; using reason, emotion, and storytelling; and building diverse, competent teams to advance staff and student learning. Handouts will be available for download.

Presenter(s): Harvey Alvy, Eastern Washington University, Cheney, WA; Pam Robbins, Mt. Crawford, VA

2103 High-Achieving Collegiates Change Lives of Urban High School Students**Room 104A, First Level, PCC** **Time: 8:00-9:30 AM**

This session will share how Loyola University Chicago pairs bright college students who are professionally trained as academic coaches with struggling high school students to yield measurable academic results. Session participants will receive a blueprint for a successful high school tutoring program, and the presenter will share samples of everything from recruitment processes to exit interviews. These two groups of millennials share common interests in pop culture, technology, and social awareness that contribute to the efficacy of this delivery model.

Presenter(s): Mary Charles, Loyola University Chicago, IL

2104 A Call to Action: Building Tolerance—Immigration Now and Then
Room Terrace Ballroom 4, Fourth Level, PCC Time: 8:00-9:30 AM

The ever-increasing numbers of immigrant and refugee students entering schools call on educators to act collectively to build tolerance, understanding, and mutual respect while addressing the ever-widening achievement gap. Learn about a proven and replicable art-infused, literature-based model used to teach literacy and social justice. Witness students' engagement as they create their own beautiful picture books that recount their families' immigration stories, both now and then, and review compelling research findings for at-risk students.
Presenter(s): Beth Olshansky, University of New Hampshire, Durham, NH; Susan O'Byrne, Moharimet School, Madbury, NH and Dennis Harrington, Moharimet School, Madbury, NH

2105 Setting the Standard: Defining Teacher Leader Practice
Room Ballroom AB, Third Level, PCC Time: 8:00-9:30 AM

In this session, four Consortium members will present the standards and the work of the Consortium. Ms. Bassett will provide an overview of the standards development process; Dr. Killion will provide examples of the standards impacting professional learning; Dr. Danielson will provide examples of the standards in mentoring and induction; Ms. Izzo will provide examples of the standards in practice.
Presenter(s): Charlotte Danielson, The Danielson Institute; Joellen Killion, Learning Forward, Arvada, CO; Charlotte Danielson, The Danielson Institute, Princeton, NJ; Marguerite Izzo, New York; Katherine Bassett, ETS, Princeton, NJ

2106 Galaxy Bazaar: A Social Entrepreneurship Project
Room 126B, First Level, PCC Time: 8:00-9:30 AM

The Galaxy Bazaar is a project by 11th and 12th grade commerce and business students in the Galaxy Education System in India that benefits students and the community alike. Students set up a bazaar before the Diwali holiday and hone their entrepreneurship skills by providing various products under one roof at reasonable prices. The profits from this project are used for educating the underprivileged children within their own communities, thus bridging the learning divide in the society. Come to this session to learn more about this project, which received an HP EdTech Innovators Award in 2010.
Presenter(s): Bijal Damani and Sujata Kini, Galaxy Education System, Rajkot, Gujarat, India

2107 Homework Emotion Management at the Secondary School Level: Antecedents and Homework Completion
Room 107, First Level, PCC Time: 8:00-9:30 AM

For many children, doing homework becomes an emotionally charged event and one of the most disappointing aspects of school life. In this presentation, I first examine existing literature on homework emotion. I then discuss several studies conducted in New York, Tennessee, and Mississippi that have focused on homework emotion management (i.e. the strategies that students use to regulate homework emotion). Finally, I consider the implications of this line of research for schools and families seeking to provide more appropriate support for efforts at homework emotion management.
Presenter(s): Jianxiong Xu, Mississippi State University, MS

2109 Becoming a Great High School: 6 Strategies and 1 Attitude That Make a Difference
Room 118C, First Level, PCC Time: 8:00-9:30 AM

This session will provide participants with an overview of the 6 + 1 model for moving from good to great, along with examples of how high schools across the country are making this important transition. Participants will gain an understanding of the characteristics high-performing high schools have in common and leave with a comprehensive model that integrates research-based practices into a unified program to give a school's improvement efforts coherence.
Presenter(s): Tim Westerberg, Dillon, CO

2110 Phone Home: Making History Come Alive with Technology
Room 202A, Second Level, PCC Time: 8:00-9:30 AM

Personalized learning and teaching are just around the corner! Combining history, research, and writing with hands-on technology, students designed a walking tour of their hometown, converted information into QR codes, and displayed the codes at points of interest so that any smartphone or camera user can scan them and discover local history. Leave this session with ideas for creating meaningful, student-centered, 21st century units that enrich your community and foster historic preservation.
Presenter(s): Genie Segura, Erin Henry, Catholic High School, New Iberia, LA; Milton Belanger, Berchmans Academy of the Sacred Heart, Grant Coteau, LA

2111 Mapping to the Core
Room 119B, First Level, PCC Time: 8:00-9:30 AM

How can the four phases of curriculum mapping be used as a structure to align your curriculum to common core, state, international, or provincial standards? During this session, participants will learn strategies to use standards as a springboard to revise and replace dated curriculum and instruction, identify the nonnegotiables and targeted levels of instruction in the standards, use standards to strengthen alignment and vertical articulation, transition from core maps to high-quality unit maps, and develop a model curriculum that incorporates engaging 21st century skills and assessments.
Presenter(s): Ann Johnson, Heidi Hayes Jacobs, Curriculum Designers, Rye, NY

2112 Best Practices for Students with Interrupted Formal Educations
Room 109B, First Level, PCC Time: 8:00-9:30 AM

This session will begin by listing the causes for interrupted education and the areas in the world from which these students come. Presenters will provide suggestions for closing the achievement gap between these students' current skills and knowledge and what is required of same-age ESL and mainstream peers. Interactive topics covered will include specialized newcomer programming, standards-based instruction for new arrivals, curriculum modification, materials selection, and alternative assessment. Participants will be encouraged to interact, and handouts will be available for download.
Presenter(s): Brenda Custodio, Columbus Global Academy, Reynoldsburg, OH; Judith O'Loughlin, Reynoldsburg, OH

2113 Breakthrough Schools: Best Practices and Strategies to Improve Student Achievement
Room 203A, Second Level, PCC Time: 8:00-9:30 AM

Improving student achievement within a supportive environment should be a goal of all school leaders. Hear from and interact with two principals of MetLife Foundation-NASSP Breakthrough Schools: high schools that were recognized for having made significant improvement in student achievement while working with high numbers of economically disadvantaged students. Learn about the successes achieved through using the Breaking Ranks school improvement framework.
Presenter(s): Josephine Franklin and John Nori, National Association of Secondary School Principals, Reston, VA; Vera Wehring, Lamar CISD, Houston, TX; Matt Saferite, Fayetteville Public Schools, AR

2114 Connecting, Collaborating, and Creating with 21st Century Learners
Room 202B, Second Level, PCC Time: 8:00-9:30 AM

Will technology ever transform the teaching and learning paradigm in the classroom? This session will focus on the results of a yearlong pilot program using iPod Touches with 4th and 5th grade students. Teachers will share experiences and present examples of how the learning experience and student outcomes can change when technology is truly integrated with curricula. Participants will better understand the obstacles to and potential of using one-to-one mobile technology with elementary-age learners.
Presenter(s): Harry Walker, Karen Antley, and Lauren Haber, Sandy Plains Elementary, Baltimore, MD

2115 How to Talk So Students Learn**Room 125, First Level, PCC****Time: 8:00-9:30 AM**

How can we powerfully motivate and engage learners? Ensuring that all students learn is one of the most critical issues facing educators today. Explore research-based strategies for using language creatively to support the whole child in learning. Leave with a plan for incorporating the strategies into a lesson or unit that you will be teaching. This session is based on *Inviting Students to Learn: 100 Tips for Talking Effectively with Your Students* (ASCD, 2010).

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

2116 Coffee with the ASCD Authors**Room 204BC, Second Level, PCC****Time: 8:00-9:30 AM**

Start your day with a cup of coffee and a great conversation. Meet ASCD authors in an informal setting to talk about their work and yours. Stop by for a few minutes to make personal connections, ask questions, and get your ASCD books signed. Don't miss this special opportunity to meet your favorite authors and discover new ones.

Presenter(s): ASCD Authors scheduled to attend: Art Costa and Bena Kallick, Douglas Fisher and Nancy Frey, Bryan Goodwin and Howard Pitler, Pérsida and William Himmele, Robyn Jackson, Eric Jensen, Douglas Reeves, Harvey Silver and Matt Perini, William Sterrett, James Stronge, Carol Tomlinson, Grant Wiggins and Jay McTighe, Rick Wormeli, Allison Zmuda

2117 Graduating English Language Learners from High School: A Formula for Success**Room 106, First Level, PCC****Time: 8:00-9:30 AM**

In this session, the presenters will describe components of an award-winning (Virginia Tech Excellence in Education Award, 2010) summer high school program that accelerates ELLs' progress in English while they earn graduation credits. Last summer, 99.9 percent of ELLs passed their classes after just six weeks of instruction in a first-time course, and 95 percent passed the corresponding state-mandated test, surpassing non-ELL rates. Participants will learn about the program design, view video highlights and data, and receive key documents they can easily replicate elsewhere.

Presenter(s): Phyllis Giasson, Kate Dail, and Brian Ferris, Prince William County Schools, Woodbridge, VA; Carol Bass, Prince William County Schools, Manassas, VA

2119 Common Core State Standards: New Directions in English Language Arts and Mathematics**Room 103B, First Level, PCC****Time: 8:00-9:30 AM**

The common core state standards represent a major milestone in American education that could transform everything from curriculum to assessment to teacher education. In this session, the author of a book on the common core will explain how the standards came about. David Coleman and Jason Zimba, lead authors of the English language arts and mathematics standards, respectively, will explain what students should know and be able to do in those subject areas.

Presenter(s): Robert Rothman, Washington, DC

2120 Doing What Matters Most: Focusing on the *Simply Better* Touchstones**Room 121B, First Level, PCC****Time: 8:00-9:30 AM**

Of the many things a district or school might do to improve student performance, which ones matter most? The 2011 ASCD book *Simply Better* identifies a few high-payoff areas for changing the odds for student success. McREL's related tool, the free *What Matters Most Survey*, provides a simple online questionnaire to help educators identify their biggest opportunities for improvement. Participants in this session will learn more about the What Matters Most framework, take the survey, and leave with the information they need to focus their schools or districts on improving student learning.

Presenter(s): Matthew Seebaum, McREL, Centennial, CO

2121 Bringing It All Together to Increase Student Learning**Room 103A, First Level, PCC****Time: 8:00-9:30 AM**

Learn how a national Terrel H. Bell award-winning principal turned a low-performing urban elementary school into a high-performing Virginia Distinguished Title I and National Blue Ribbon school by combining key components of data-driven decision making and Response to Intervention. Learn how your school can leverage student assessment data into a school intervention model that ensures all students experience academic success. The presenters will share examples of data team planning steps and minutes, intervention plans and schedules, and instructional intervention strategies.

Presenter(s): Lauren Campsen, Lisa Corbin, and Christine Harris, Norfolk Public Schools, VA

2122 Anywhere, Anytime Learning**Room 104B, First Level, PCC****Time: 8:00-9:30 AM**

Personal learning networks have been around for centuries and can be defined as relationships that individuals leverage for learning. Come learn how 21st century educators can utilize the Internet and Web 2.0 tools (e.g., microblogging services, social networking websites, social bookmarking tools, RSS feed readers, and digital forums) to create and customize their "always on" personal learning networks.

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

2123 Crossing the Digital Divide: PD in Focus**Room 123, First Level, PCC****Time: 8:00-9:30 AM*****This session is in a computer lab***

Join ASCD's David Hargis for an interactive session on how streaming media applications, like ASCD's PD In Focus, can transform your professional development experience. Session highlights include an introduction to streaming media; a hands-on demonstration of PD In Focus; and tips, tools, and techniques for getting the most out of your streaming experience.

Presenter(s): David Hargis, ASCD, Alexandria, VA

2124 Project-Based Learning Online: Aligning the Essential Elements**Room 115C, First Level, PCC****Time: 8:00-9:30 AM**

Online learning is in danger of replicating a system that has worked only for traditional education students. Educators are looking for nontraditional ways of designing online courses and curricula to meet the needs of all students. Participants in this session will walk away with a knowledge of the elements of project-based learning and how these elements translate to online courses, regardless of content, learning management system, or technology.

Presenter(s): Andrew Miller, Buck Institute for Education, Tacoma, WA

2125 Bringing Best Practice to Life in Every Classroom**Room 114, First Level, PCC****Time: 8:00-9:30 AM**

We've all read the research on Best Practices. We've adopted one of a thousand lists of High-Leverage Teaching Moves. We have created checklists to assess whether they're in place. But how do we make sure our teachers own them, use them effectively, and execute them consistently? ASCD author and 2004 ASCD Outstanding Young Educator Award honoree Pete Hall will inspire, energize, and lay out a plan for ensuring that those Best Practices live and breathe in every classroom, in every school, and in every district.

Presenter(s): Pete Hall, Sheriden Elementary School, Spokane, WA

2126 Reaching and Teaching the Reluctant Learner**Room 105, First Level, PCC****Time: 8:00-9:30 AM**

Seventh grade students in an alternative school were infamous for their negative behavior and poor academics until their teacher taught them the concepts of process communication and helped them get their motivational needs met. Of these students, 30 of 31 improved their grades, stopped their negative behavior, or both. One, about to be expelled for fighting, stopped. Learn how you can improve the academic achievement and behavior of every student using these research-based and internationally acclaimed concepts.

Presenter(s): Judith Pauley, California State University San Marcos

2127 Making the Case for a Well-Rounded Education**Room 108A, First Level, PCC** **Time: 8:00-9:30 AM**

Deep budget cuts and a continued focus on reading and math performance threaten districts' and schools' ability to provide students with a well-rounded education that includes challenging and engaging instruction in all core academic subjects. Learn how you can make the case for how subjects like music, civics, and drama can help provide students with the comprehensive knowledge and abilities required to prepare them for college, career, and citizenship success.

Presenter(s): Ted McConnell, Campaign for Civic Mission of Schools, Silver Spring, MD; Lee White, National Coalition of History, Washington, DC; Michael Blakeslee, National Association of Music Education, Reston, VA; Kate Quarfordt

2129 Inspiring the Best in Students: Improving Academic Achievement through Social-Emotional Learning**Room 126A, First Level, PCC** **Time: 8:00-9:30 AM**

Strong social-emotional skills are essential for students' success in school and in life. However, many students demonstrate a deficit in impulse control, self-regulation, self-motivation, and the ability to work and get along with others. The presenter will define social-emotional learning (SEL); provide a compelling research-based rationale for K-12 implementation; explain specific, practical strategies for teaching SEL to elementary and secondary students; and discuss ways of integrating SEL into the existing curricula.

Presenter(s): Jonathan Erwin, Inspiration for Education, Lockport, NY

2130 Teacher Teams as Loci for Improving Teaching and Learning Room**Room 120A, First Level, PCC** **Time: 8:00-9:30 AM**

This interactive session will examine how successful teacher teams in K-12 schools can focus on instructional practice to improve student and teacher learning. Working toward the goal of closing the achievement gap, participants will explore the five conditions of effective teams; analyze a video teaching case to illustrate the power and potential of teacher teams; and learn how to use carefully researched and classroom-tested tools, assessments, and protocols.

Presenter(s): Katherine Boles, Harvard Graduate School of Education, Cambridge, MA; Vivian Troen, Brandeis University, Boston, MA

2131 Increasing Student Achievement: Shared Learning Targets and Performances of Understanding**Room 120B, First Level, PCC** **Time: 8:00-9:30 AM**

What are students actually doing during today's lesson to deepen their understanding and produce compelling evidence of their learning? Participants in this interactive session will examine how teachers, administrators, and students use shared learning targets and performances of understanding to increase student learning and teacher effectiveness in an evidence-based, schoolwide learning culture where everyone functions as a data-driven decision maker and all students are challenged and supported. A detailed handout and takeaway tips will be available for download.

Presenter(s): Connie Moss and Susan Brookhart, Duquesne University, Pittsburgh, PA

2132 Increasing District Student Achievement through a Collaborative Professional Development Model**Room 115B, First Level, PCC** **Time: 8:00-9:30 AM**

Establishing a common focus is key to changing a district's culture. When teachers are supported on how to deliver highly effective instructional practice that makes learning accessible to all K-12 students, student engagement and achievement increase. A focus on thinking and learning connects teachers at all

grade levels and all content areas. This is what is happening in the Lancaster City Schools in Pennsylvania. Through a collaborative professional development model that builds capacity within, teachers are supported in promoting metacognition. This session will share that process.

Presenter(s): Toni Hollingsworth, Lead to Learn LLC, Columbia, SC; Lynette Waller, Lancaster City Schools, PA

2133 Money Makes the Class Go Round: A Classroom Management Strategy**Room 116, First Level, PCC** **Time: 8:00-9:30 AM**

Teachers can 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 real world. Participants will learn how to use this 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, Centre Franco-Ontarien Ressources Pedagogiques, Ottawa, Ontario, Canada

2136 Rhyming to Respect "the Remix": Innovative Strategies for Culturally Responsive Teaching**Room 111, First Level, PCC** **Time: 8:00-9:30 AM**

Culturally responsive teaching becomes a breeze when educators remember to emphasize kinesthetic, auditory, visual, and tactile instructional strategies for reading, math, and language arts. This interactive and innovative session is designed to motivate students and staff to sprinkle dignity and innovation into the classroom climate. Music, rhythm, rhymes, chants, and group interaction will be incorporated throughout the entire session, and participants will leave with strategies they can use right away.

Presenter(s): William Clay, Prince George's County Public Schools, Capitol Heights, MD

2137 Fifty Ways to Leave Your Lecture**Room 113B, First Level, PCC** **Time: 8:00-9:30 AM**

In this lively, energetic session, discover more than 50 practical, interactive, brain-compatible strategies you can use to break up lectures and actively engage students. Learn seven ways to increase student participation in class discussions and dozens of simple ways to motivate attention and retention. The strategies the presenters will share and model are particularly effective for reluctant learners in the classroom or reluctant participants in staff meetings or workshops. Detailed handouts will be available online.

Presenter(s): Rick Smith, Grace Dearborn, Conscious Teaching, Fairfax, CA

2138 A Coaching Style That Gets Student Results and a Change in Expectations**Room 117, First Level, PCC** **Time: 8:00-9:30 AM**

Using a coaching style model, administrators and teachers have raised expectations, increased motivation, and influenced a community to continuously grow and improve instructional practice, maximize teaching potential, and create productive school cultures so that each may learn. In this session, participants will learn a series of tools and strategies used by teachers and administrators who broke from tradition to elevate their own expectations and increased student learning in a population of underserved learners.

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

2139 Holocaust Curriculum: From Human Concerns to Instruction Issues**Room 118B, First Level, PCC** **Time: 8:00-9:30 AM**

This session will provide participants with the why's and how's of teaching the Holocaust and issues of genocide to young adolescents. This professional interest community hopes to serve as a national forum to further the understanding of the events of the Holocaust as well as concrete guidelines for best practice and content in the classroom. Small group discussion and critical thinking activities will be utilized - handouts and curriculum guidelines will be provided.

Presenter(s): Brian Kahn, Cindy Wilson University of Illinois-Springfield

Nicole Clifton, District of Columbia Public Schools, Washington, DC

2140 Creating a Model for International Professional Learning Communities for School Leaders
Room 121C, First Level, PCC **Time: 8:00-9:30 AM**

This interactive session will describe four professional learning community projects (three international and one domestic) where school leaders worked collaboratively in what they ranked as a most profound experience. The projects were in Quebec, England, the Dominican Republic, and the United States. The session will explore the evolution of the model, the salient constructivist underpinnings, and the learning gained. Participant artifacts and reflections will illustrate and contextualize the process and provide suggestions for leadership capacity building that participants can easily adapt to individual contexts.

Presenter(s): Lynn Butler-Kisber and Sylvia Sklar, McGill University, Montreal, Quebec, Canada; Mary Stewart, LEARN Quebec, Laval, Canada

2141 Diagnostic Assessment and Student Goal Setting: A One-Two Punch
Room 122A, First Level, PCC **Time: 8:00-9:30 AM**

Using concise, high-quality diagnostic assessments and conferencing with students to set performance goals has improved student achievement in counties across Georgia. In this session, participants will learn how teachers and school improvement specialists collaboratively design concise, high-quality diagnostic assessments based on common core standards. Participants will also role-play student conferencing sessions and discuss student self-monitoring protocols to measure progress.

Presenter(s): Rachel Spates, Ann Marie Johnson, Lakisha Wright, Nicole Spiller, West Georgia RESA, Sharpsburg, GA

2142 A District's Nonnegotiable Literacy Practices and Resulting Achievement Gains
Room 109A, First Level, PCC **Time: 8:00-9:30 AM**

The presenters will share their district's evolution from low achievement in elementary (K-4) literacy to high expectations, high-quality assessment practices, informed teaching, and impressive gains in reading and writing abilities. Participants will discuss the barriers to literacy success in their own jurisdictions and will be challenged to consider certain crucial factors they can control. Each participant will have access to a document outlining the district's pathway to sustained success.

Presenter(s): John McLaughlin, Beth Stymiest, School District 15, Dalhousie, New Brunswick, Canada

2148 Transforming Experiences: Authentic Professional Learning
Room 118A, First Level, PCC **Time: 8:00-9:30 AM**

Join the Affective Factors in Learning Professional Interest Community for this interactive session based on recent research and practice. Professional learning is a complex process that transforms knowledge, skills and experiences. This process is supported by the development of professional learning communities where educators collaborate with each other. The purpose of this session is to explore how educators support the process of professional learning in order to nurture teacher leaders and create sustainable learning cultures.

Presenter(s): Harriett Arnold, Teresa Vail, Pacific University, San Francisco, CA; Laura Frey, Central Michigan University, Mt. Pleasant, MI

2149 Creating STEM Programs in Urban Schools: Yes, We Can!
Room 119A, First Level, PCC **Time: 8:00-9:30 AM**

Urban schools are charged with elevating student performance in math and science. In this session, hear about and experience interactive approaches used to transform a traditional middle school into a successful STEM model school that embraces technology to support inner-city students. This session will include a discussion of technology tools that facilitate shared teaching and learning.

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

2150 Preparing Tomorrow's High-Quality Education Administrators and Leaders

Room 120C, First Level, PCC **Time: 8:00-9:30 AM**

High-quality education administration programs produce leaders who support greater student achievement and social justice in schools. This session, sponsored by the ASCD Higher Education Professional Interest Community, will present innovations in education leadership and administration preparation programs from across the United States. Presenters will discuss how their programs address a collective call to action in today's diverse school settings, including traditional public, charter, and private schools. Topics will include best practices and the controversy facing the future of leadership preparation.

Presenter(s): Elizabeth Reilly and Anthony Sabatino, Loyola Marymount University, Los Angeles, CA; Tricia Browne-Ferrigno, University of Kentucky, Lexington, KY

2161 Creating Cultural Competence in Preservice Teachers

Room 110A, First Level, PCC **Time: 8:30-9:30 AM**

Does cultural competence matter for teachers? Knowing that many teachers do not understand, and in many cases appreciate, the vast cultures of the large number of students they teach, we must consider how to train teachers to be culturally competent. This session will present methods of creating cultural competence through immersion programs by describing two programs hosted by Grand Valley State University (Michigan) during the preservice and student teaching semesters. Handouts will be available online.

Presenter(s): Sherie Williams, Grand Valley State University, Grand Rapids, MI

2162 Overcoming Deficit Thinking: Strategies for Working with Low-Income Students

Room 112A, First Level, PCC **Time: 8:30-9:30 AM**

This session will examine recent literature regarding the unique needs and obstacles of elementary school students who live in poverty. The presenters will address specific challenges children of poverty face, but will emphasize seeing the challenges as something to be overcome and not permanent limitations. By empowering students poverty does not have to be viewed as a learning impediment. Through interactive discussions, attendees will identify a wide variety of strategies for addressing the impact of poverty in the classroom. Sample ideas will also be demonstrated and provided.

Presenter(s): Liz Kearney, Peru State College; Cheryl Blue, St. Columbiak Elementary School

2163 Responding to Bilingual Learners' Different Needs through Literary Circles

Room 204A, First Level, PCC **Time: 8:30-9:30 AM**

The aim of this session is to demonstrate how to develop autonomy and independence in students with significantly different reading levels using literary circles. Guided by the philosophy of differentiated instruction, presenters will show how challenging reading activities designed to meet the needs of diverse learners enhance students' reading and communication skills. Participants will see how bilingual students improve their fluency when exposed to engaging activities carried out in teams that also strengthen reflective thinking.

Presenter(s): Maria Villar and Patricia Dillon, St. Andrew's Scots School, Buenos Aires, Argentina

2164 Building Literacy Skills in the Content Area

Room 201C, Second Level, PCC **Time: 8:30-9:30 AM**

This session will present the factors affecting reading comprehension in content subjects in K-9 classrooms. Techniques which build students' ability to participate in a comprehensive literacy program, through monitoring background knowledge, using higher order questioning, incorporating visual literacy, and

building vocabulary will be presented. The fundamental understandings about language and literacy that serve as the foundation for higher order thinking in fiction and nonfiction will be modeled in practical, differentiated lessons. A PCC presentation by Language, Literacy and Literature.

Presenter(s): Camille Sullivan, Hofstra University; Esther Fusco, Hofstra University

2165 Cultivating Algebraic Thinking and Reasoning in the Early Grades
Room 124, First Level, PCC **Time: 8:30-9:30 AM**

The NCTM Standards state that "all students should learn algebra," and the Common Core State Standards list "algebraic thinking" starting in Grade K. While the message is consistent across Algebra Standards, what does it mean concretely for elementary school teachers? The presenter, author of an upcoming series by Corwin Press tentatively titled, *Planting Seeds of Algebra: Opportunities to Cultivate Algebra Awareness in the Early Grades*, will share revealing examples from her book and model how teachers can highlight the algebraic character of the content they presently teach.

Presenter(s): Monica Neagoy

2166 Science Alive
Room 121A, First Level, PCC **Time: 8:30-9:30 AM**

Come learn from middle school science teachers about tried and true methods to teach engaging science activities. We will outline how we have made science come alive for our students in urban San Francisco. We will go over our collaboration with museums, environmental education and nature centers, state and national parks as well as collaboration with our own faculty across the curriculum. Through charts and discussion, we will show how our science curriculum relates to the Common Core Standards. Using example of real projects, we will show how they touch many or all of the Multiple Intelligences as posited by Howard Gardner. See how technology such as Smartboards, YouTube videos, Power Point, animation and DVDs can enliven projects and experiments. Join us for scientific fun that is sure to inspire you, and make science come alive for your students for years to come.

Presenter(s): Elizabeth LaRose, Susan Sherman, Mark Churchill, Chinese American International School, San Francisco, CA

2167 Enhancing Concept Development and Academic Vocabulary Proficiency in Math
Room 201A, First Level, PCC **Time: 8:30-9:30 AM**

Recognizing academic vocabulary as an essential aspect of learning any concept, the presenter will demonstrate the power of developing vocabulary in the mathematics classroom. She will offer strategies to enhance conceptual understanding and language proficiency, while engaging participants in real life mathematics problem solving. Attendees will receive strategies for developing mathematics vocabulary, instructional practices that enhance conceptual understanding, exemplary problem solving ideas, and insights into how to engage students and unleash academic potential.

Presenter(s): Donna Knoell

2168 What to Do When Students Bully: A Systemic Approach
Room 103C, First Level, PCC **Time: 8:30-9:30 AM**

Bullying intervention programs are rife with prescriptions for what should be done when bullying occurs but often short on actual executable strategies. This session will review a research-based initiative that provides educators with a clear and consistent way to intervene when they think student aggression is bullying, while avoiding traditional punishment and meeting the needs of the whole child. Discussion, Q & A time, evaluation data, and handouts will provide a blueprint for replication.

Presenter(s): Katy Allen, University of Rochester, NY

2170 Culturally Responsive Leadership and Social Capital: A Framework for Academic Achievement
Room 108B, First Level, PCC **Time: 8:30-9:30 AM**

This interactive session will explore how the merging of social capital and culturally responsive leadership theories as a conceptual framework for leadership can lead to not only student achievement, but also positive social

networking and relationships among the school community. During this session, participants will actively engage in analyzing case studies, role-playing, and creating metaphorical representations of culturally responsive leadership practices in schools. The presenter will provide handouts regarding the most recent data on the achievement gap.

Presenter(s): Alisa Taliaferro, North Carolina Central University, Durham

2171 Empowering Students with Web 2.0 and Social Media to Foster Student-Directed Learning
Room 113A, First Level, PCC **Time: 8:30-9:30 AM**

Discover how the effective use of Web 2.0 tools and social media makes learning relevant to students while advancing critical thinking, collaboration, communication skills, and creativity. Learners can meet rigorous standards while making thoughtful and powerful choices for their own learning journeys inside and outside the classroom. Participants will view student-driven projects created with these tools while working collaboratively using some of them to gain firsthand experience applying them to support student-driven learning.

Presenter(s): Julie Ramsay, Fultondale Elementary School, Gardendale, AL

2173 The American Public School Teacher: Past, Present, Future
Room 110B, First Level, PCC **Time: 8:30-9:30 AM**

This session will provide an overview of the new book, *The American Public School Teacher: Past, Present, and Future*, by Darrel Drury and Justin Baer (Harvard Education Press, June 2011) and engage the audience in an interactive examination of the book's principal findings and their implications for the future of teaching in America. The book examines teacher survey data collected over the past half century and includes interpretative essays from several well-known thought leaders in public education, including Arne Duncan, Governor James Hunt Jr., Michael Dell, Dennis Van Roekel, Randi Weingarten, Andrew Rotherham, Joseph Aguerreberere, Jay Mathews, Richard Ingersoll, Pam Grossman, Eric Hanushek, Susan Moore Johnson, and several exemplary teachers.

Presenter(s): Darrel Drury, National Education Association, Washington, DC

2174 Need Funding? Grants and Other Sources of Donations
Room 122B, First Level, PCC **Time: 8:30-9:30 AM**

How does an already financially strapped school find the resources to implement a technology program? There are tremendous sources of nongovernment grants and other funding sources, especially related to the implementation of technology. Don't be intimidated by grant writing. If you can write a lesson plan, you can write a grant. This session will offer tips on writing grant proposals and finding grant opportunities and will include a comprehensive list of grants and websites.

Presenter(s): Bruce Brown, Helping Our Schools, Clyde, NC

2176 Microdemocracy: A New Vision for Family Engagement
Room 113C, First Level, PCC **Time: 8:30-9:30 AM**

What core foundational skills do parents need to participate effectively in their children's education? The Right Question Institute will present a vision and practical approach for building meaningful partnerships with parents, especially with those who have not partnered with the school before. The session will give participants an opportunity to practice a skill-building process they can use to build parental capacity to support, monitor, and advocate for their children's education, and participants will receive materials they can use immediately in their work.

Presenter(s): Luz Santana and Dan Rothstein, The Right Question Institute, Cambridge, MA

Sunday General Session: The Checklist Manifesto

Room Hall A, Second Level, PCC **Time: 10:00-11:45 AM**
 Harvard professor and best-selling author Atul Gawande argues for establishing a disciplined approach to all procedures, particularly the development of the humble checklist. As educators struggle to balance increasing numbers of mandates, standards, and reform-based assessments, Dr. Gawande prescribes

a systemic approach to accomplishing and measuring your primary goals, in school and life.

Presenter(s): Atul Gawande, Harvard University, Cambridge, MA

2201 International Education Symposium

Room Terrace Ballroom 3, Fourth Level, PCC Time: 1:00-2:30 PM

Join a group of international educators as they discuss education reforms and initiatives in their respective countries. Moderated by ASCD's Executive Director, Dr. Gene R. Carter, representatives from a wide range of international ministries of education and education associations will examine pertinent education successes and "near misses, consider the future of education in the context of global learning, and debate areas of difference. The panel will take questions from the audience as well.

Presenter(s): Moderated by Gene Carter, ASCD, Alexandria, VA

2204 How Do We Know Students Are Getting Better? Assessment of 21st Century Skills

Room 120B, First Level, PCC Time: 1:00-2:30 PM

How do we know students are making progress in inquiry, problem solving, critical and creative thought, and resourcefulness? Teachers in International Baccalaureate, high-tech, Partnership for 21st Century Skills, STEM-focused, expeditionary learning, and traditional schools are working to monitor students' progress in these 21st century skills and capacities. Results are often observable from use of authentic, problematic situations and assessments. In this session, explore and critique models, rubrics, student responses, and products for all subjects, K-9, from the United States and Canada.

Presenter(s): John Barell, Montclair State University, New York, NY

2205 What Zambia Taught Me about Teaching, Learning, and Leadership

Room 204C, First Level, PCC Time: 1:00-2:30 PM

What can a developing country with scarce resources teach U.S. educators who have access to almost anything? Plenty! After having completed year 2 of a 10-year commitment to equip 12 colleges to prepare future educators in Zambia, the presenters have learned a great deal about teaching, learning, and leadership. This session will expand on this learning and offer insights from an international panel of educators who have engaged in this work.

Presenter(s): Kristin Anderson, Lead and Learn Foundation, Englewood, CO

2206 Bach, Beethoven, and the Blues: Lessons for Leadership

Room Ballroom AB, Third Level, PCC Time: 1:00-2:30 PM

In this engaging session, the presenter will provide musical metaphors for education leaders who face complexity and demands for innovation. Leaders do not need to be musicians to appreciate the lessons of the masters, from J. S. Bach to Miles Davis to the musicians in their own schools. Musical innovation gives leaders insights into the most challenging elements of change leadership and stakeholder communication. The session will include interactive opportunities for participants to create practical plans to engage colleagues and stakeholders in their most pressing leadership challenges.

Presenter(s): Douglas Reeves, The Leadership and Learning Center, Englewood, CO

2207 Close the Digital Divide with No Funding: Recycled Technology and Open-Source Software

Room 104B, First Level, PCC Time: 1:00-2:30 PM

Prematurely disposed computers are our most wasted education resource. Participants in this session will learn how the presenter's poor K-12 district closes the digital divide with no funding. The district uses recycled computers run on open-source software platforms Linux and Open Office to develop a successful model of teaching technology literacy where one previously did not exist, a strategy that should be embraced on a national level. The presenter will share screen captures of software the district uses, and participants will act as students and learn a demonstration lesson on this open-source software.

Participants will have access to a short digital manual.

Presenter(s): Robert Litt, Oakland Unified School District, CA

2208 The Danielson Framework for Teaching: 15-Year Update

Room 118A, First Level, PCC Time: 1:00-2:30 PM

The Framework for Teaching (ASCD, 1996, 2007) is used in hundreds of universities and school districts (all around the world) for teacher preparation, recruitment and hiring, mentoring and induction, professional development, and teacher evaluation. It has, more recently, been incorporated in several major research studies, including the Gates Foundation-funded MET study.

Presenter(s): Charlotte Danielson, The Danielson Institute, Princeton, NJ

2210 Advocating for Culturally and Linguistically Responsive Teaching

Room 103B, First Level, PCC Time: 1:00-2:30 PM

The presenters advocate for building collaborative partnerships between educators and linguists that integrate cultural and linguistic knowledge into effective teaching practices. Such partnerships enable linguists and educators to address education issues facing culturally and linguistically diverse student populations. This session will share insights from workshops, interviews, and observations that reveal ways knowledge about language variation can help nonnative English speakers be empowered and achieve academic success.

Presenter(s): Anne Charity-Hudley, College of William and Mary, Williamsburg, VA; Christine Mallinson, University of Maryland-Baltimore County, Baltimore, MD

2211 Giving High-Quality Feedback to Students Using the Build, Implement, Grow Model

Room 109B, First Level, PCC Time: 1:00-2:30 PM

Giving high-quality teacher feedback to students is a key component in scaffolding a student's learning. The Build, Implement, Grow (BIG) model includes a practical, how-to framework for principals and teachers. In this highly interactive session, participants will see the BIG model and how it works, hear practical strategies for giving high-quality student feedback, view teacher feedback in action through short video clips, practice the skill of giving high-quality feedback to students, sketch a school or classroom plan using the BIG model, and take away a tool kit of ideas on student feedback for immediate classroom use.

Presenter(s): Theresa Sheehan and Leigh Harrod, Evolve Ed., Brisbane, Queensland, Australia

2213 Integrating 21st Century Technology into the Differentiated Instruction Classroom

Room 110B, First Level, PCC Time: 1:00-2:30 PM

In this session, discover ways to integrate current and emerging technology tools, Web 2.0, and other 21st century teaching strategies into a differentiated instruction classroom. Topics will include integrating laptops, other computers, and smartphones; using online resources; downloading and editing videos; and navigating advanced Microsoft products and other technologies and resources. This multimedia presentation will focus primarily on secondary math and science topics but is applicable to all courses. Numerous handouts and digital materials will be available for download.

Presenter(s): Robert Williams, Cypress-Fairbanks Independent School District, Houston, TX; Sherida Britt, ASCD, Alexandria, VA; Dawn Whitten, University of Houston, TX

2214 Inspiring Students with Dynamic Real-World Projects

Room 108B, First Level, PCC Time: 1:00-2:30 PM

Real-world projects are highly engaging for students. This session will feature two innovative projects that infuse 21st century skills such as creativity, critical thinking, problem solving, and teamwork into 4th-8th grade classrooms. Opportunities for meaningful parental and community involvement will also be discussed. Participants will learn how to engage students with experiential learning techniques and real-world projects, integrate material into different subject areas, encourage self-directed and collaborative learning, and use a

variety of practical assessment tools.

Presenter(s): Bill Roche, PowerPlay Strategies, Surrey, British Columbia, Canada

2215 Engaging Your Community in School Change

Room 102, First Level, PCC Time: 1:00-2:30 PM

Support of public education has eroded significantly in many communities. This session will provide participants with lessons learned from a successful community engagement process in a rural district that now uses active community involvement in the change process to support change in the district's schools. Participants will leave ready to apply powerful community engagement strategies that can take advantage of community dissatisfaction and harness the demand for change to realize productive new structures and systems for students.

Presenter(s): John Freeman & Tobi Gray Chassie, Pittsfield School District, NH

2216 Learning Styles and Differentiation: What We Know, Don't Know, and Need to Know

Room Terrace Ballroom 1, Fourth Level, PCC Time: 1:00-2:30 PM

Although experts broadly agree that people appear to approach learning in different ways, many of those experts from a variety of disciplines are skeptical or sharply critical of the concept of learning styles. Many teachers, however, use learning styles as a way to differentiate instruction. Participants in this session will examine and discuss the controversy around use of learning styles to design instruction. The session should assist educators in making informed and sound instruction decisions.

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

2217 Creating Instructional Central Office Support Systems Through Distributed Leadership

Room 109A, First Level, PCC Time: 1:00-2:30 PM

Transforming a district from isolated instructional support systems to an integrated network develops teacher leaders, increases principal capacity, and strengthens the instructional program. Presenters will share how leadership can be distributed through an integrated system designed by school-based and central-office personnel. Participants will learn how the early literacy achievement gap was purposefully attacked in one district by staff in special education, Title I, reading, early childhood, and school improvement offices, working with school-based staff.

Presenter(s): Monique Davis, Gregory Pilewski, and Mary Tillar, Anne Arundel Public Schools, Bowie, MD

2218 Responding to and Preventing Racial and Other Conflict in High Schools

Room 122A, First Level, PCC Time: 1:00-2:30 PM

This interactive session will provide participants with strategies and skills for empowering students to reduce racial, religious, and other types of conflict. Racial conflict unfortunately can lead to violence and can create a school climate that is tense and scary for many students. The presenter has worked on racial conflict resolution with students in the United States and on religious conflict resolution with Catholic and Protestant students in Northern Ireland and Palestinian and Israeli students in the Middle East. The session will include small-group work on case studies.

Presenter(s): Stephen Wessler, Center for Preventing Hate, Portland, ME

2219 Student Choice + Engaging Opportunities = Motivated Students

Room 121A, First Level, PCC Time: 1:00-2:30 PM

Need new ways to motivate kids and ramp up achievement? Learn more about designing one-week January-term and May-term courses devoted to project-based learning that crosses age and classroom barriers. These experiences highlight 21st century skills for students in grades K-12, including financial, health, and technology literacy; civic literacy and community engagement; and employability skills. These integrated classroom experiences

provide students with unique, multi-age learning that is different from their "normal" classroom experiences.

Presenter(s): Amy Lockhart, Josh Henricksen, Jim Stichter, and Ashley Jorgensen, Price Laboratory School, Cedar Falls, IA

2220 Overcoming Myths about Teaching and Learning Using Seven Principles of Effective Instruction

Room 111, First Level, PCC Time: 1:00-2:30 AM

Join the authors of *Never Work Harder than Your Students* (Jackson) and *Breaking Free from Myths about Teaching and Learning* (Zmuda) in an interactive session exploring the intersection of their two books. Learn how principles such as clarifying primary learning goals, designing authentic tasks to measure and motivate learning, providing students with effective feedback, and giving students space to struggle can help you break free from the myths about teaching and learning.

Presenter(s): Robyn Jackson, Washington, DC; Allison Zmuda, The Competent Classroom, Virginia Beach, VA

2221 Practical Pedagogy for the Whole Child

Room 204B, Second Level, PCC Time: 1:00-2:30 PM

Commitment to the whole child calls for transformational change in the classroom, the community, and everywhere in between, but managing change to minimize initiative fatigue requires strategic focus and commitment. What elements of whole child practice already exist in your school or district, and how can you leverage them to increase effectiveness? This highly interactive workshop will provide practical tools and resources for assessing the current state of whole child focus and targeting steps for improvement.

Presenter(s): Elizabeth Cardine and Kim Carter, Q.E.D. Foundation, Amherst, NH

2222 300 Observations + 1 Principal + 1 Year = Feedback

Room 204A, Second Level, PCC Time: 1:00-2:30 PM

The presenter, a principal, will describe and demonstrate how he used Georgia's Teacher Evaluation Framework to meet a personal goal of 300 classroom observations in one school year. He will guide participants in using technology-driven processes to show how feedback, teachers' individual professional growth plans, focus walks, and pre- and post observation conferences guided professional learning needs and identified schoolwide instructional practices that support all children.

Presenter(s): William Campbell, Gainesville City Schools, GA

2223 Scheduling RTI and Special Services in Elementary Schools

Room 122B, First Level, PCC Time: 1:00-2:30 PM

In most elementary schools, special service providers roam the halls during the first weeks of school asking classroom teachers, "When can I have your kids?" This scheduling practice results in a crazy quilt of service provision and fragmented instructional time. Participants in this session will learn the steps for creating a rational elementary school master schedule that includes high-quality special services, uninterrupted blocks of classroom instruction, time for intervention and enrichment, and common planning time.

Presenter(s): Michael Rettig, James Madison University, Harrisonburg, VA; Robert Canady, University of Virginia, Charlottesville, VA

2224 Creating an Early College High School Program

Room 118C, First Level, PCC Time: 1:00-2:30 PM

Amesbury High School (Massachusetts) has partnered with Northern Essex Community College to create an early college high school that is entering into its third year of operation. The partnership is unique in that high school teachers and college professors are working in a professional learning community and cooperatively planning and teaching interdisciplinary classes. The presenter will provide documentation of the program's success and explain a working model that can be replicated in other high schools.

Presenter(s): Leslie Murray, Amesbury High School, Salisbury, MA; Sue Grolnic, Northern Essex Community College, Haverhill, MA; Jack Leonard,

University of Massachusetts-Boston

2225 The Cognitive Triathlon: Explicit Questioning, Note Taking, and Summarizing

Room 113A, First Level, PCC Time: 1:00-2:30 PM

Research has indicated that when students ask questions, take notes, and summarize their learning, they develop deeper, more lasting understanding. This session will look in depth at how to explicitly teach these strategies to kids with an engaging, practical approach. Participants will interact with strategies through independent reflection, cooperative learning, concrete experiential learning, student samples, and video of these practices at work in the elementary classroom. The ultimate goal is to support citizens who think, read, write, and communicate effectively.

Presenter(s): Heather Rader, Amanda Adrian North Thurston Public Schools, WA

2226 New Day Dawning: Teacher Evaluations at the Center of School Improvement

Room 201C, Second Level, PCC Time: 1:00-2:30 PM

Teacher evaluations are becoming more than drive-bys. Come to this session to hear about national trends in teacher evaluation and how players in politics, policy, and labor are coming together to make teacher accountability stick. The presenter will also address nuts and bolts, discussing challenges of implementing such protocols and systems that help districts institute them. This session will benefit those seeking policy background and practical knowledge on implementing comprehensive evaluation programs designed to ensure better teaching and thus improve student learning outcomes.

Presenter(s): John Raymond, Power It Schools, Oakville, CT

2227 Putting the "Learning" Back in PLCs: Creating Meaningful, Strategic Teacher Teams

Room 120A, First Level, PCC Time: 1:00-2:30 PM

When strategically embedded in professional development and instructional improvement initiatives, department, grade-level, and course teams can be a school's most dynamic change agent in increasing student achievement. This session, based on the presenter's instructional coaching efforts at a dozen Chicago high schools, will offer practical guidance on creating deliberate structures of reflective practice, including lesson study and data-driven instruction analysis, to encourage and sustain effective teaching behaviors schoolwide.

Presenter(s): Brad Cawn, Chicago Public Schools, IL

2228 Understanding Children's Learning: Bringing the Science of Child Development to the Classroom

Room 121B, First Level, PCC Time: 1:00-2:30 PM

Cutting-edge findings about children's learning are continually published in scientific literature yet rarely reach the classroom. This session will attempt to mend the disconnect between scientists examining children's learning and teachers designing curriculum and pedagogy. The presenter will discuss findings concerning motivation, attention, perception, memory, and cognition with suggestions for integration within the classroom, including lesson plan ideas. Participants will then workshop the application of scientific data in the classroom, creating collaboration opportunities between educators and scientists.

Presenter(s): Wendy Ostroff, Sonoma State University, Rohnert Park, CA

2229 Constructing a Full-Service Community School: An Approach to Engagement and Collaboration

Room 121C, First Level, PCC Time: 1:00-2:30 PM

The community school has been well documented as a powerful strategy for addressing poverty and changing the ways educators collaborate to meet the needs of the whole child. This session will describe how to embed whole child

education into the daily fabric of school life by focusing on the value of working with partners, including community-based organizations and college faculty, to support the intellectual, social, emotional, and physical growth of children and their families.

Presenter(s): Joanne Ferrara, Manhattanville College, Port Chester, NY

2230 Turning High-Poverty Schools into High-Performing Schools

Room 201A, First Level, PCC Time: 1:00-2:30 PM

This session will present current research that paints a compelling portrait of how any high-poverty, low-performing school can improve. Participants will access high-leverage strategies for building leadership capacity to improve learning; eliminate practices that perpetuate underachievement; and foster a safe, supportive culture of high achievement. Through focused analysis of successful high-poverty schools, participants will also learn how to apply the lessons to their own school using self-auditing and action-planning tools.

Presenter(s): William Parrett and Kathleen Budge, Boise State University, ID

2239 They're Coming from the Cloud and They're Here to Help

Room Terrace Ballroom 2, Fourth Level, PCC Time: 1:00-2:30 PM

The digital age produces two major inevitabilities: Digital "tech books", which are dynamic, less expensive, more effective supplementary resources—especially for today's learners—and digital tools (apps) that make tablets themselves teaching tools. Technology will combine these functionalities into a single learning device. In a "bring-your-own-device" world, it's time to see what "tech books" really mean and explore tools that make tablets magical.

Presenter(s): Hall Davidson, Discovery Education, Silver Spring, MD

2240 Metaphors and Analogies: Power Tools for Teaching Any Subject

Room 114, First Level, PCC Time: 1:00-2:30 PM

Every third sentence a teacher uses has an embedded metaphor in it, but many students don't understand what we're teaching because they do not understand the analogy we're using. They achieve an, "A-Ha! moment, however when we use just the right comparison that works for them. Even better, they move content into long-term memory when required to defend their construction and deconstruction of metaphors. Metaphors are a highly effective bridge between students' developmental stages and course content, and in our increasingly technological world, we can no longer rely on tangible objects to explain new ideas. Since society relies on citizens to accept unperceived yet defined patterns and relationships on a daily basis, a command of cognitive linguistics is one of our students' new currencies. Critical to 21st century learning this session explores how to use metaphors strategically in any subject to improve, deepen, and assess student learning. Don't miss this opportunity to open your mind's eye!

Presenter(s): Rick Wormeli, Herndon, VA

2241 Designing an Understanding-Based Curriculum Based on Common Core Standards

Room Terrace Ballroom 4, Fourth Level, PCC Time: 1:00-2:30 PM

The new common core standards provide a clear set of worthy education outcomes. However, standards are not curriculum. Educators must use the standards as a basis for designing high-quality curricula and assessments to support effective learning. This session will examine a practical framework for transforming the standards into a curriculum that emphasizes understanding and transfer. Participants will learn specific strategies for "unpacking" the standards into understandings and essential questions and will get ideas and examples of curriculum mapping, cornerstone assessments, and supportive websites.

Presenter(s): Jay McTighe, McTighe & Associates, Columbia, MD

2243 Crossing the Digital Divide: PD in Focus

Room 123, First Level, PCC Time: 1:00-2:30 PM

This session is in a computer lab

Join ASCD's David Hargis for an interactive session on how streaming media applications, like ASCD's PD In Focus, can transform your professional development experience. Session highlights include an introduction to streaming media; a hands-on demonstration of PD In Focus; and tips, tools, and

techniques for getting the most out of your streaming experience.

Presenter(s): David Hargis, ASCD, Alexandria, VA

2245 Leading the Way Toward Effective Project-Based Learning
Room 113C, First Level, PCC Time: 1:00-2:30 PM

Interested in starting your district, school, department, or program on the path to successful project-based learning? Need to know more about how to support teachers in designing and managing standards-focused, meaningful projects that will work for all students? Learn about the Buck Institute for Education's road-tested strategies for building understanding and support, finding resources, monitoring the process, and evaluating the quality of project-based learning design and implementation. The presenter will share project planning forms, rubrics, observation tools, and sample projects.

Presenter(s): John Larmer, Buck Institute for Education, Novato, CA

2246 Establishing Ownership of the Common Core: A Model for Creating Capacity and Improving Instruction
Room 202B, Second Level, PCC Time: 1:00-2:30 PM

The presenters will describe their process for engaging secondary content-area teachers and instructional coaches in the formation and implementation of performance assessments that demonstrate student mastery of the language arts common core state standards. Three approaches for integrating the ELA CCSS will be discussed including: 1) a county-wide career integration project to develop discipline-specific curricula, common assessments and authentic career related activities; 2) a professional development protocol using the Literacy Designing Collaborative, a framework to help teacher leaders collaborate and engage in the creation of assessment tasks; 3) a system to expand the CCSS integration process within districts through instructional coaching.

Presenter(s): Chrystine Hoeltzel and Pam Wolff, Berks County Intermediate Unit, Reading, PA

2247 Protocols That Encourage Reflection and Collaboration
Room 124, First Level, PCC Time: 1:00-2:30 PM

In this session, participants will examine a variety of professional development protocols they can use to encourage reflection and collaboration among staff. Participants will have an opportunity to simulate several protocols that examine teacher practice and student performance. Follow-up discussions will focus on how to schedule and organize these protocols to foster personal growth and collegiality over the course of a school year.

Presenter(s): Hillary Corburn, Springfield Public Schools, NJ; Jesse Corburn, KIPP King Collegiate, San Lorenzo, CA

2248 Create Success: Unlocking the Potential of Urban Students
Room 107, First Level, PCC Time: 1:00-2:30 PM

Over the last three years, hundreds of urban students in the presenter's high school math class have risen from a history of failure to success and closed achievement gaps. What is the secret? The presenter, the 2011 California Teacher of the Year, credits his students' success to the CREATE instructional model, which has been nationally recognized and captured in his ASCD book *Create Success! Unlocking the Potential of Urban Students*. Interactive dialogue and demonstrations will show participants why CREATE students succeed and help them leave inspired to implement the model in their classrooms.

Presenter(s): Kadhir Rajagopal, Grant Union High School, Sacramento, CA

2249 Seven Lessons about Teacher Effectiveness
Room 119A, First Level, PCC Time: 1:00-2:30 PM

The new push for teacher effectiveness has schools searching for high-quality teaching frameworks. Over the past three years, the presenters have helped many schools adopt the preeminent teacher effectiveness frameworks (e.g., Robert Marzano's *Art and Science of Teaching* and Charlotte Danielson's *Framework for Teaching*) to improve evaluation and classroom instruction at the building and district levels. In this session, the presenters will share seven

crucial lessons they have learned about teacher effectiveness frameworks and their implementation in schools.

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

2250 Practical Wisdom That Changes Student Results
Room 125, First Level, PCC Time: 1:00-2:30 PM

Do you find that many interventions don't work with your most struggling learners? In this session, participants will use case studies to experience a process for efficiently analyzing core causes of student problems in reading, math, and motivation. The presenter will demonstrate how to use the analysis data to match each case to the right type of research-based intervention.

Presenter(s): Margaret Searle, Ashland University, OH

2252 Not Your Ordinary Strategic Planning
Room 120C, First Level, PCC Time: 1:00-2:30 PM

Too many standards, too little time. Come learn how to tackle the world of curriculum standards, instructional strategies, and multiple assessments with a simple educator-friendly process that clearly defines the collaborative work of school-based learning teams. The focus of this interactive session will be on how to effectively organize the curriculum, build powerful instructional teams, and improve student performance using only posters, sticky notes, and data walls.

Presenter(s): Lynn Howard, The Leadership and Learning Center, Englewood, CO

2253 College by Design: Learning What Works for Marginalized Students
Room 112B, First Level, PCC Time: 1:00-2:30 PM

This session will share lessons learned in the development of an intensive college access and success program in Alamance County, North Carolina. Addressing both secondary and higher education professionals, it will highlight the barriers to and the opportunities for improving access to higher education for often-underserved students from diverse, low-socioeconomic backgrounds. Topics will include college planning, academic skill development and support, and partnerships with families and schools, including relevant videos of program activities and participants.

Presenter(s): Kimberly Pyne, Elon University, NC; Katherine Wicke Laplante and Darris Means, Elon Academy, NC

2255 Teaching with Primary Sources: Connecting to the Past, Preparing for the Future
Room 108A, First Level, PCC Time: 1:00-2:30 PM

Learn about the Library of Congress's free Teaching with Primary Sources professional development program, participate in classroom-ready critical-thinking activities, and learn how to apply for grant money to initiate local professional development workshops. The presenter will present and discuss a variety of implementation models.

Presenter(s): Sue Wise, Teaching with Primary Sources, Waynesburg, PA

2260 SMARTER Balanced and PARCC: Understanding Common Core Assessments
Room 119B, First Level, PCC Time: 1:30-2:30 PM

The SMARTER Balanced Assessment Consortium and the Partnership for Assessment of Readiness of College and Careers (PARCC) are building next-generation assessments to measure students' understanding of the new common core state standards. All but five states are participating in one of these two common core assessment consortia. Learn about the progress of the consortia, their resources to support educators' understanding of the assessments, and how these assessments will provide nuanced information on student understanding and growth.

Presenter(s) Sue Grendon

2261 Project UNIFY: Empowering All Youth to Have a Voice in School Climate**Room 201B, First Level, PCC** **Time: 1:30-2:30 PM**

This session will introduce Project UNIFY, a set of programs and initiatives that work to educate, motivate, and activate all students to be agents of change in their schools and communities. Learn about this youth-led social justice movement around inclusion, receive access to free resources, and experience how young people are taking school climate into their own hands. Hear from youth leaders with and without disabilities. Find out more at www.project-unify.org.

Presenter(s): Andrea Cahn, Jenni Newbury, Special Olympics, Washington, DC**2262 School's Best Kept Secret: Entertainment Bullies****Room 105, First Level, PCC** **Time: 1:30-2:30 PM**

Do you want to help the student who is safe in the classroom but is bullied in the hallways? Learn why entertainment bullies target mainstreamed students and "non-diagnosed Asperger-like students" and how one class quietly and completely changed the situation within a week at minimal cost. Also learn how to guide the parents of victims and how to help administrators to create their own program. Our format is lecture, paired sharing, and discussion.

Presenter(s): E. C. Bernard**2263 Developing Creative Confidence and Innovation Skills through Design Thinking****Room 126B, First Level, PCC** **Time: 1:30-2:30 PM**

Creativity should be developed in all students, but few schools have an intentional process to equip youth with this 21st century skill. In this interactive session, attendees will explore design thinking, hear from urban middle and high schools implementing this bold approach, and plan a project that demonstrates how students can develop creative confidence when learning is driven by personal interests and organized around the process of developing potential solutions to a design problem.

Presenter(s): Deborah Parizek, Henry Ford Learning Institute, Dearborn, MI; Cora Christmas, Henry Ford Academy, Dearborn, MI**2264 Beyond the Textbook: Math Activities to Stretch Your Students' Thinking****Room 103C, First Level, PCC** **Time: 1:30-2:30 PM**

Discover a variety of low- or no-cost math games and activities that will challenge your students and sharpen their math skills. Learn math and logic games to add to your math repertoire and build your classroom game center. Discuss examples of tiered activities and variations that make some well-known games more challenging.

Presenter(s): Daniel Rosenberg, The Pegasus School, Huntington, CA**2265 Creating Safe Spaces for LGBT Students: A Coaching Session for Educators****Room 126A, First Level, PCC** **Time: 1:30-2:30 PM**

In this session, participants will engage in careful consideration of the school experiences of lesbian, gay, bisexual, and transgender (LGBT) students and learn how to create safe spaces for all students, regardless of sexual orientation or gender identity or expression. Through presentation of research, research-based strategies, and promising practices, participants will be provided with resources and a tool kit to assist them in assessing their school's climate and developing action plans to ensure a safe environment for all students.

Presenter(s): Robert McGarry, Gay, Lesbian, and Straight Education Network, New York, NY**2266 Teaching Global and Digital Citizenship Through Literature****Room 203A, Second Level, PCC****Time: 1:30-2:30 PM**

How do we help secondary students become thoughtful global and digital citizens? Learn how world literature can serve as a vehicle for critical and cross-cultural thinking as students develop habits of inquiry, build awareness and empathy, and master reflective reading strategies. Explore classroom-ready activities in which students learn to annotate, question, blog, tweet, and develop multimedia projects in response to interdisciplinary themes while mastering literary devices and research skills.

Presenter(s): Lyn Fairchild Hawks, Duke University, Durham, NC; Delia Decourcy, University of Michigan, Ann Arbor; Patricia Rand, Ballston Spa, NY**2267 Teaching Reading to Students Learning English****Room 103A, First Level, PCC****Time: 1:30-2:30 PM**

This session will provide K-8 educators with an understanding of how successful reading instruction for students learning English differs from reading instruction for native English speakers. The training will explain how the recommendations of the National Literacy Panel (2006) have informed reading instruction for English language learners and will provide many effective strategies to improve instruction for these students.

Presenter(s): Lisa Tabaku and Betty Ansin Smallwood, Center for Applied Linguistics, Washington, DC**2301 Revolutionizing Education****Room Terrace Ballroom 1, Fourth Level, PCC****Time: 3:00-4:30PM**

The War of 1812 pivoted on the contentious boundary between the King's subjects and the Republic's citizen. In the Republic, an immigrant chose citizenship in stark contrast to a British subject, whose status remained defined by birth. That distinction derived from the American Revolution, when the rebelling colonists became republican citizens by rejecting their pasts as subjects. By resisting impressment and declaring war, the Americans defended their revolution. Join this presenter and gain an understanding of the earliest citizenship naturalization implications during the time of the American Revolution, come away with a deeper appreciation for the historical context surrounding the current debate between rights of immigrants versus rights of citizens, and learn how this debate continues to shape conversations in education.

Presenter(s): Alan Taylor, University of California-Davis**2302 The Other Side of the Report Card: Student Behavior Ratings****Room 202B, Second Level, PCC****Time: 3:00-4:30 PM**

Students receive report card ratings for academics and behavior. However, behavior ratings are often idiosyncratic in form and function rather than based on theoretical principles or standardized scales. Yet these comments contain formal feedback regarding student behavior and character. Further, social-emotional learning comments correlate highly with grades. Bring your school's report card to this session, and discuss how to create meaningful, standardized feedback that can serve as the critical focal point for teacher-student-parent communication and students' academic improvement.

Presenter(s): Gwyne White, Maurice Elias, and Dominic Mocerri, Rutgers, the State University of New Jersey, Piscataway, NJ**2303 Framing the Conversation on Race and Equity****Room 121C, First Level, PCC****Time: 3:00-4:30 PM**

The Equity Project has worked with district teams for 10 years addressing disproportionality and issues of equity. Using data and developing and assessing interventions are integral to the process, but conversations on race and equity are crucial. This interactive session will offer teacher leaders and administrators the opportunity to engage with tools that frame conversations on race, ethnicity, and equity to develop a cultural lens to apply to planning, implementation, and assessment.

Presenter(s): Shana Ritter, Indiana University, Bloomington, IN

Monhegan Middle School, Middletown, NY

2304 The 9th Grade Academy Model: A Catalyst for High School Improvement**Room 203A, First Level, PCC Time: 3:00-4:30 PM**

In this session, hear about how one district, faced with low graduation rates and a high 9th grade failure rate, developed a 9th grade academy. Learn how a large urban high school can begin a turnaround process of change that includes professional learning communities, tightly teamed students, a Response to Intervention support model, advisory, and a "we can do" approach. Learn from the strategies and structures presented how a 9th grade academy can improve student performance and the overall school community.

Presenter(s): Margaret Normandin, Lori McKenna, Jennifer Burroughs, and Sara Kramer, Joanne Wolcott, Schenectady City School District, NY

2305 Effective Teachers, Achieving Students**Room 113C, First Level, PCC Time: 3:00-4:30 PM**

Teachers in a high-need elementary school participated in weekly professional learning communities and focused on designing literacy lessons with specific learning targets and feedback strategies. Consequently, writing scores improved from 52 percent to 89 percent proficiency, the second-highest school score out of 44 schools. The presenter will give an overview of the structure of the learning communities. Participants will view sample lessons the teachers designed and videos of teachers in action in their classrooms.

Presenter(s): Robin Lague, Janet Pilcher, Studer Group, Pensacola, FL; Rebecca McBride, Montclair Elementary School, FL

2306 Intervention Strategies, the Singapore Way**Room 204A, Second Level PCC Time: 3:00-4:30 PM**

In this session, learn an intervention strategy framework used in Singapore that will aid you in identifying student errors, creating diagnostic assessments, and matching strategies that successfully reteach students to understand math conceptually through the concrete-pictorial-abstract philosophy. Come away with strategies and games you can use right away in the classroom. Watch your students develop into successful mathematicians.

Presenter(s): Ann Stipek, Staff Development for Education, University Place, WA

2307 Classroom Instruction that Works Now: The Framework**Room Ballroom AB, Third Level, PCC Time: 3:00-4:30 PM**

The new framework presented in Classroom Instruction that Works, 2nd Ed., highlights specific strategies that create an environment for learning, strategies to help develop understanding, and strategies to extend and apply knowledge. Hear directly from one of the authors how setting objectives, providing feedback, recognizing effort, providing recognition, and cooperative learning work together to create an environment for learning. Bring your laptops!

Presenter(s): Howard Pitler, Ceri Dean, McRel, Denver, CO

2309 Extended Learning Time: A Springboard for 21st Century Learning**Room 115C, First Level, PCC Time: 3:00-4:30 PM**

Explore ways that extended learning time in elementary and middle schools can facilitate project-based learning; build 21st century skills; and infuse rigor, persistence, and relevance into the curriculum. Presenters will share their model for extended learning time units, including samples of materials, templates, processes, and student work that illuminate ways these experiences incorporate the district's standards-based, gradual release of responsibility instructional model. Participants will explore the model, brainstorm, and sketch plans for local implementation.

Presenter(s): Douglas Harris, Center for Curriculum Renewal, Swanton, VT; Susan Short, William A. Carter Elementary School, Middletown, NY; Richard Delmoro, Enlared City School District of Middletown, NY; Tracey Sorrentino,

2310 ta.da: Movement and Dance in Our Schools**Room 122A, First Level, PCC Time: 3:00-4:30 PM**

The founding director of ta.da (teaching. arts. dance. academics.) will share a variety of ways to bring dance into your own school. From wiggle breaks to arts integration ideas to all-school dance events, dance brings a school community together on a small or large scale. Not only is movement necessary for a healthy body, but it also creates a healthy mind for the classroom and beyond.

Presenter(s): Christina Ratoro, ta.da, Greendale, WI

2311 How Teacher Perceptions Affect Student Academic Achievement and Self-Esteem**Room 108A, First Level, PCC Time: 3:00-4:30 PM**

This interactive, multimedia-based session will focus on methods of promoting classroom equity to achieve academic success. The presenter will share results from an undergraduate educational psychology action research project as a springboard for participants to examine and confront their cultural perceptions relating to body image, hair, and urban language and dress. Handouts with recommended strategies to enhance and build students' self-esteem, self-efficacy, and academic achievement will be available online

Presenter(s): Kathlyn Kirkwood, University of Phoenix, Nashville, TN

2313 Aristotle Said, "Philosophize AND Exercise"!**Room 202A, Second Level, PCC Time: 3:00-4:30 PM**

While this session has an enjoyable and lighthearted title, there is an underlying sense of urgency. Michelle Obama is on board, galvanizing efforts to combat childhood obesity. However, a myth exists that time away from the classroom engaging students in a high-quality physical education or activity program means less time for academics and lower test scores. The data show this is not true! The presenter will share studies that will open participants' eyes and inspire them to initiate positive change.

Presenter(s): Kymm Ballard, Ellen Ormsby, SPARK, San Diego, CA

2315 Debugging Cyberbias: Strategies for Addressing Hate-Motivated Cyberbullying**Room 121B, First Level, PCC Time: 3:00-4:30 PM**

Some of the most serious cases of school bullying stem from bias based on sexual orientation, race, religion, and other prejudices. Although bullying of all kinds is damaging, bias-related incidents demand a special response because of their psychological effect on the target and broader community. This session will deepen participants' understanding of the connections between bullying and bias-motivated behavior, provide strategies for educators to respond effectively to cyberbullying, and foster an increased culture of e-safety.

Presenter(s): Scott Hirschfeld, Anti-Defamation League, New York, NY

2316 Student-Led Book Clubs Increase Engagement and Learning for All**Room 110A, First Level, PCC Time: 3:00-4:30 PM**

Are you seeking ways for students to take more ownership and become more independent in discussions about books? Are you looking for examples to enhance your teaching of student-led book clubs? Rich, strategy-building discussions don't just happen. In this session, receive strategies to enhance student-led book clubs that work with students in grades 3 and above, view video clips of teachers in action, and engage in collaborative discussions.

Presenter(s): Sandi Novak, Burnsville-Eagan-Savage School District, Lakeville, MN

2317 21st Century Cyberbullying: Identifying, Preventing, and Intervening**Room 119A, First Level, PCC Time: 3:00-4:30 PM**

Cyberbullying has gained national attention as a critical factor in the recent rise of school and community violence, and it is a threat for which educators admit

they are poorly prepared. This dynamic and interactive training session will offer strategies for identifying, preventing, and intervening with cyberbullying tendencies in students. Through a combination of role-playing and other active methods, participants will learn how to implement these practical and effective strategies immediately in their programs. Resources will be available online.

Presenter(s): William DeMeo, Specialty Psychological Services, Cincinnati, OH

**2318 First Amendment Freedom, Civic Engagement, and the Whole Child
Room 108B, First Level, PCC Time: 3:00-4:30 PM**

Developing the knowledge, skills, and dispositions students require for responsible citizenship is a current challenge for schools. The presenters, instructional leaders in civic education and “News Literacy,” will share information, instructional strategies, and resources utilized as part of ASCD’s First Amendment Schools initiative, in the Northport-East Northport School District’s K-12 Law-Related Education program, and in Stony Brook University’s K-16 “News Literacy” program. Professional Development opportunities will be shared.

Presenter(s): David A. Scott, Northport-East Northport UFSD, NY; Steve Shultz, Stony Brook University, NY

**2319 Virtually There: Online Teacher Education as Social Practice
Room 123, First Level, PCC Time: 3:00-4:30 PM**

This session is in a computer lab

The essential premise of Lev Vygotsky’s theory of social development (the centrality of community and social interaction) helps examine online best practices and learning experiences. Through participating in technology-mediated communities, students negotiate meaning and scaffold their knowledge-making process through participation while the teacher (the “more knowledgeable other”) moderates and guides. This session will focus on the skills, predispositions, and knowledge necessary to provide effective online courses within a sociocultural perspective.

Presenter(s): Gabriel Diaz Maggioli, New School, New York, NY

**2320 The Independent Book Conference: How to Stretch All Readers to Their Greatest Potential
Room 126A, First Level, PCC Time: 3:00-4:30 PM**

A book conference can take only five minutes, but it can have a lasting effect on a reader. This session will demonstrate how to make conferencing an effective component of reading instruction and why a few moments with students can put them on a path to becoming better, more strategic readers. Participants will learn about different types of book conferences that help all students improve as readers, regardless of reading level or academic ability, and have the opportunity to try out what they learned in a mock book conference.

Presenter(s): Christopher Ludwig, Central Bucks School District, Doylestown, PA

**2321 The Balanced Leadership Fieldbook—Managing Change
Room 109B, First Level, PCC Time: 3:00-4:30 PM**

Often, in the rush to raise achievement, school leaders attempt to do everything and a result, accomplish nothing. Drawing on practical guidance, tools, and real-life examples from the forthcoming ASCD publication, *The Balanced Leadership Fieldbook*, this session will help leaders understand how to manage the changes inherent in doing the right work.

Presenter(s): Greg Cameron, McREL, Denver, CO

**2323 Connecting Teacher Evaluation to Student Achievement in Nontested Grades
Room 107, First Level, PCC Time: 3:00-4:30 PM**

With states and school districts implementing teacher evaluation systems that include student achievement, how can teachers who do not have standardized assessment results be evaluated on this component? This session will feature Gwinnett County Public Schools (Georgia), a large Race to the Top school district, as a case study for how to use student progress monitoring. Resources, including student achievement goal-setting guidelines, lessons learned from actual practice, and teacher-developed sample goals, will be available.

Presenter(s): James Stronge, College of William and Mary, Williamsburg, VA;

Leslie Grant, Old Dominion University, Norfolk, VA; Glenn Pethel, Keith Everson, Gwinnett County Public Schools, Suwanee, GA

2324 The Purposeful Classroom

Room 114, First Level, PCC Time: 3:00-4:30 PM

Why do we have to learn this? When students ask this question, they clearly do not understand the purpose of the lesson and are unlikely to remember the content later. When students are engaged in the purpose and meaningful classroom activities and assignments are linked to that purpose, teachers can check for understanding and determine when learning targets have been met. This allows teachers to focus on students who need additional instruction while others engage in extended learning.

Presenter(s): Douglas Fisher and Nancy Frey, San Diego State University, CA

2325 Group Games to Develop the Whole Child

Room 112A, First Level, PCC Time: 3:00-4:30 PM

The session will begin with a brief rationale for the use of group games to enhance cognitive, social, emotional, and physical development of young children. The presenter will demonstrate group games to facilitate growth in each area of the self and emphasize the importance of selecting games that are cooperative in nature to avoid unhealthy competition among children. The session will be structured to encourage active audience involvement and participation throughout. Extensive handouts will be available online.

Presenter(s): Frank Miller, Pittsburg State University, KS

2326 University of Cambridge’s Pre-University Program: A New Standard for Critical Thinking

Room 120A, First Level, PCC Time: 3:00-4:30 PM

This session will familiarize participants with the University of Cambridge’s (United Kingdom) pre-university, two-year capstone course *Global Perspectives and Research*. The first year is an interdisciplinary study of five emerging global challenges (e.g., politics and religion), followed by the completion of an empirical research project and a 5,000-word report in year two. All assessments are performance-based, using a university-generated rubric. The presenter will share and discuss student work samples.

Presenter(s): Robert Monson, Columbia University, New York, NY; Sherri Reach, University of Cambridge; Christina Reidel, Bronxville High School, NY

2327 A Collaborative Approach to Transformed Teacher Preparation

Room 125, First Level, PCC Time: 3:00-4:30 PM

A growing body of research points to the classroom teacher as the key factor in student achievement. The Twin Cities Teacher Collaborative (six university-based teacher preparation programs) joined together to identify signature experiences and core components that will be embedded in each of their curricula as a vehicle for fostering increased preK-12 achievement in urban settings. In this session, the presenters will describe the signature experiences, core components, and models for implementation.

Presenter(s): Linda Distad, St. Catherine University, Mendota Heights, MN; Vicki Olson, Augsburg College, Minneapolis, MN; Louise Wilson, Bethel University, St. Paul, MN; Douglas Warring, University of St. Thomas, St. Paul, MN

2329 Nurturing Student Mathematicians: High-end Learning for K-8

Students. Room 102, First Level, PCC Time: 3:00-4:30 PM

Learn how to motivate and challenge students with investigations for all students, including those with math talent potential and those from underrepresented groups. Students think deeply about the mathematics through discussion and written explanations to justify their reasoning. These research-based units developed under U.S. Department of Education and National Science Foundation grants are differentiated and support the Common Core Standards. Come engage in investigations and analyze student work across the primary, elementary and middle grades.

Presenter(s): M. Katherine Gavin, Tutita Casa, University of Connecticut, University of Connecticut, Storrs

2331 Using Cellphones in the K-12 Classroom**Room 124, First Level, PCC Time: 3:00-4:30 PM**

The most recent data reveals 62% of schools have a ban on cell phones in the classroom (Pew, 2010); however, the growing instructional benefits associated with new cell phone technologies as well as their increasing ubiquity is causing educators to reexamine allowing these small, inexpensive, mobile computers into the classroom. This presentation will address the barriers (texting, sexting, cheating and cyberbullying) as well as the instructional benefits of allowing cell phones in the classroom.

Presenter(s): Kevin Thomas, Bellarmine University, Louisville, KY**2332 Accelerating Achievement for English Language Learners****Room 204C, Second Level, PCC Time: 3:00-4:30 PM**

English language learners comprise the fastest-growing segment of our student population and have double the work of their native-speaking peers. So what strategies ensure academic success for ELLs? This hands-on, interactive session will connect research to best practice, including front-loading key concepts, academic vocabulary, and authentic test preparation using comprehension through deductive reasoning, and grade-level content and standards. Participants can implement these strategies with any student needing a boost in content-related confidence. Handouts will be available online.

Presenter(s): Jennifer Boyle, Benchmark Education Company, Palatine, IL**2334 Assembly Required: Establishing a Culture of Differentiation****Room 204B, First Level, PCC Time: 3:00-4:30 PM**

Making differentiation part of a school's or district's culture—and not simply what individual "good teachers" do—involves numerous key elements. These include the continuous improvement process, shared leadership, and differentiated professional development, evaluation aligned to differentiation, hiring for differentiation, and targeted communication. Participants will leave this interactive, multimedia session with a basic plan for establishing a culture of differentiation and will have access to handouts, including copies of an evaluation tool, interview questions, and professional development strategies.

Presenter(s): Kimberly Kappler Hewitt, University of North Carolina-Chapel Hill**2335 Learning from the Pros: Practices That are Making the Biggest Difference in Raising College Readiness at High-Performing High Schools****Room 119B, First Level, PCC Time: 3:00-4:30 PM**

In this presentation, we will share results from a recent survey of educators from high schools that have demonstrated strong student growth on ACT's college readiness assessments. We assessed which practices were most prevalent at the schools, as well as which practices the educators believe contribute the most to student's growth towards college readiness. We also report on the educator's perceptions of the Common Core State Standards and when they and their colleagues plan to achieve certain aspects of implementation of the standards.

Presenter(s): Joann Moore and Jeff Allen, ACT**2338 Bored to Death: What We Know (and Ignore) About Student Motivation****Room 111, First Level, PCC Time: 3:00-4:30 PM**

We know plenty from research about how to motivate students. However, in practice, educators often disregard this research—or, worse, subject students to the exact opposite of what engages them. Drawing from the 2011 ASCD book *Simply Better: Doing What Matters Most to Change the Odds for Student Success* and a regular *Educational Leadership* research column, this lecture-based session will describe what we know about student motivation and offer practical strategies for getting kids more interested in learning.

Presenter(s): Bryan Goodwin, McREL, Denver, CO**2340 Pause Before You Post****Room 201C, Second Level, PCC Time: 3:00-4:30 PM**

How can you identify and address cyberbullying and encourage responsible use of technology in your school or district? Sponsored by Jostens, this session is led by Justin Patchin, codirector of the Cyberbullying Research Center, coauthor

of numerous articles and several award-winning books, and featured panelist at the White House. The presenter will summarize the latest research in this area and examine many of the online environments popular among adolescents today, as well as suggest strategies to make sure they are used safely and responsibly. Resources available to schools, including the Pause Before You Post Campaign, will be discussed.

Presenter(s): Justin Patchin, University of Wisconsin-Eau Claire**2341 Effective Practices to Reduce Aggression and Defiance While Boosting Emotional Intelligence****Room 113B, First Level, PCC Time: 3:30-4:30 PM**

In this session, learn how to help children understand and manage emotions and get strategies to reduce emotional intensity, acknowledging the power of triggers and recognizing the action message embedded in feelings. Discover five steps for emotional regulation, plus the skills and structures needed 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): Leticia Valero, Eton School, Mexico City, Mexico**2342 Intergenerational Educators: The Good, the Bad, and the Ugly****Room 110B, First Level, PCC Time: 3:30-4:30 PM**

How do leaders coalesce the skills of traditionalist, 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? Information provided will assist with creating a more effective teaching learning environment.

Presenter(s): Loucrecia Collins, The University of Alabama at Birmingham**2344 Bullying in the Digital Age****Room 103A, First Level, PCC Time: 3:30-4:30 PM**

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 abuse of technology can be difficult to track and manage, especially when it begins off campus. In this interactive session, 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): Scott Hirschfeld, Anti-Defamation League, New York, NY**2345 Aligning Health & Education: Where We Are and Where We are Going****Room 120C, First Level, PCC Time: 3:30-4:30 PM**

In 2011, ASCD launched the Healthy School Communities Model: Aligning Health and Education in the School Setting. This landmark publication set out the rationale, framework, and the 9 levers for implementing and sustaining change in the school setting around health, wellbeing, teaching, and learning. This session will outline and summarize progress made in states, districts, and schools in aligning health and education and introduce issues encountered and discuss next steps.

Presenter(s): Sean Slade, ASCD, Alexandria, VA**2347 The Conference is Over: Now What?****Room 118C, First Level, PCC Time: 3:30-4:30 PM**

You've been to the sessions, seen and heard lots of great ideas, strategies and tools. Now, what do you do with your excitement and ideas? What is your plan? Who will support you? We run the risk of being overwhelmed with ideas and good intentions but need to utilize them. In this session you will have tools and time to process your learning, prioritizing action items and make a plan for the future, using web based tools like mindmapping and Intel's Visual Ranking.

Presenter(s): Katrina Litzau, Eileen Patrick, Vicki Murray, Adams 12 Five Star Schools, Thornton, CO

2348 A Pathway to Sustainable Schools: Implementing a Student Sustainability Program**Room 103B, First Level, PCC****Time: 3:30-4:30 PM**

Learn from the 2011 ASCD Outstanding Young Educator how to implement a sustainability program in a middle or high school. While students improve reading, writing, critical thinking and problem solving skills, they can create meaningful, positive change in the school and community through project-based learning. Receive ready-to-use projects and classroom activities for sustainability so students may experience how the environment, economy and society interconnect while taking action to create a brighter future.

Presenter(s): Brad Kuntz, Gladstone School District, Gladstone, OR**2349 Increase Graduation Rate to 90 Percent and Decrease Dropout Rate to Single Digits****Room 103C, First Level, PCC****Time: 3:30-4:30 PM**

In this session, participants will examine a program that increases attendance; fosters intellectual growth and habits of commitment among students, parents, and teachers; and creates advocates for students. This hands-on learning session will focus on advisory, a student centered academic support program at Carver School of Health Sciences and Research (Georgia) that is used to connect and build relationships among students, parents, teachers, and the community. Participants will examine how the program is connected to increasing students' four-year graduation rate and decreasing the dropout rate.

Presenter(s): Yvette Williams, Carver School of Health Sciences and Research, Lithonia, GA**2350 Methods to Improve Instructional Leadership****Room 201B, Second Level, PCC****Time: 3:30-4:30 PM**

In this session, learn about practical applications of adult learning theory for helping teachers close the achievement gap between low- and high-performing students. Applications of adult learning in schools include home visits, shadowing students, lesson study (research lessons), data analysis, and instructional partnerships with families and organizations. Learn how to implement new ideas with clarity, collaboration, and a concern for education equity.

Presenter(s): Margery Ginsberg, University of Washington, Seattle, WA; Amy Baeder, Seattle Public Schools, WA**2351 Moving from Vision to Action: Leadership in Whole Child Schools and Districts****Room 115B, First Level, PCC****Time: 3:30-4:30 PM**

Most educators believe in using a whole child approach, but it can be difficult to implement in tough economic and political environments. Learn about policies and practices in diverse schools and districts that create meaningful school improvement and measurable results for kids.

Presenter(s): Molly McCloskey, ASCD, Alexandria, VA; William Hughes, Greendale School District, WI**2352 Practice, Assess, Instruct: How Technology Can Drive a Seamless Process****Room 109A, First Level, PCC****Time: 3:30-4:30 PM**

As a booming number of schools embrace the evolution to a technology-laden classroom, some of the most innovative and successful schools have put technology at the center of their instructional pedagogy, rather than using technology to supplement core instruction. In this session, participants will hear a firsthand account of how schools in Philadelphia have benefited from a research-based system of practice, assessment, and targeted instruction to improve student achievement in reading.

Presenter(s): Renay Boyce, School District of Philadelphia, PA; Robert McCabe, Concord, MA**2353 Leading Teachers to Lead One Another****Room 1253, First Level, PCC****Time: 3:30-4:30 PM**

Time and money are two factors driving professional development. Hinsdale Township District 86 (Illinois) developed innovative professional development opportunities for teachers to learn new technologies by utilizing teacher leaders in the district. This session will outline steps the presenters took to develop Hinsdale Academy: professional development for teachers, by teachers. Each opportunity promoted technology fluency, integration, and collaboration. The session will include an explanation of how they allocated time, resources, and money to promote the professional learning community.

Presenter(s): Ellen Lawrence, Bruce Law, Katie Aquino, Hinsdale South High School, Darien, IL**2354 Urban Education Today: Strategies You Need to Know****Room 105, First Level, PCC****Time: 3:30-4:30 PM**

In this interactive workshop, participants will learn several classroom management and instructional high leverage teaching practices used by successful middle and high school urban teachers. Participants will challenge the assumptions and realities of teaching today's urban school setting and will leave the session inspired, informed, and equipped with strategies that can be implemented into their own pedagogy.

Presenter(s): Ignacio Lopez, Staff Development for Educators, Skokie, IL**2355 Practical Lessons for 21st Century Leaders****Room 113A, First Level, PCC****Time: 3:30-4:30 PM**

Whether you are an aspiring leader, experienced administrator, or school superintendent, learn to blend proven practices with 21st century innovation to produce high levels of student achievement. This interactive session will enhance your knowledge and skills in transformational leadership, enabling you to develop a new vision and systemic structures to help navigate an education institution through changing social, political, and economic forces.

Presenter(s): Marcus Newsome, Chesterfield County Public Schools, VA**2356 Engage Students through Lessons of Personal Bravery and Self-Sacrifice****Room 118A, First Level, PCC****Time: 3:30-4:30 PM**

The interdisciplinary teacher resource introduced in this session, Medal of Honor: Lessons of Personal Bravery and Self-Sacrifice (authorized by the Congressional Medal of Honor Foundation), uses the videotaped living histories of Medal of Honor recipients to convey to students values, including courage, integrity, sacrifice, commitment, citizenship, and patriotism, that they can exemplify in daily life. Participants will learn to engage 21st century learners, allowing them to make genuine connections to curriculum.

Presenter(s): Heather Kensill, East Senior High School, Erie, PA; Jay Badams, Erie School District, PA; Mary Jane Koenig, Medal of Honor Foundation, Erie, PA**2357 Creating a Literacy Classroom in the Cloud****Room 104A, First Level, PCC****Time: 3:30-4:30 PM**

Critical literacy is a cornerstone of 21st century classrooms. By incorporating the use of multimedia, cloud-based Web 2.0 applications, literacy moves beyond the walls of the English classroom and promotes collaboration across the curriculum. In this interactive presentation, the presenters will demonstrate their varied experiences and successes with student, teacher, and administrative uses of cloud-based tools that enhance literacy, such as wikis, blogs, microblogs, and web-based content creators. Join this session to jump-start your ascent to the cloud.

Presenter(s): Christine Miles, Lindenwold High School, Westmont, NJ; Ann Leanness, Franklin Learning Center, Churchville, PA; Meenoo Rami, Science Leadership Academy, Philadelphia, PA

2358 Combining Curriculum Mapping and UbD(TM) with the Common Core Room 121A, First Level, PCC Time: 3:30-4:30 PM

Combining curriculum mapping and the methods outlined in Understanding by Design(R) (UbD) allows us to craft meaningful, manageable curricula for students and teachers. Looking ahead, it makes sense to apply the common core state standards to this process. The presenter's district developed a curriculum design process that allowed it to apply the common core standards to curriculum maps that the teachers were then able to shape into UbD units. This session will explain how to identify the connections between curriculum mapping and UbD and how to apply the common core standards to a district curriculum document.

Presenter(s): Marianne W. Gaffney, Cherry Hill Public Schools, NJ

2360 Science Make and Take: An Innovative Approach to Science Professional Development Room 120B, First Level, PCC Time: 3:30-4:30 PM

In the midst of budget cuts, districts have to find new and innovative ways to implement professional development. Learn about this effective model, in which teachers are kept up-to-date on latest research and best practices while minimizing the length of time away from classroom instruction. The Science Make and Take professional development model supports a highly engaging, interactive approach for delivering science professional development to develop master teachers. Additional presenters: Cheryl Geach, Yvonne Aguilera, Cheryl Neubert, and Les Harris, Michelle Contreras, Ysleta ISD, El Paso, TX.

Presenter(s): Laura Venegas, Yolanda Barkley, Enrique Villalobos, Ysleta ISD

2361 Be a Dynamic Trainer: Ignite All Learners! Room 201A, Second Level, PCC Time: 3:30-4:30 PM

When you conduct a boring training session, what do you have to lose? Your participants! The dynamic trainer engages the multiple intelligences and aligns presentations with how the brain best learns through cooperative learning. The results: active engagement, meaning, retention, relationship building, and transfer. In this session, learn to create workshops where no participant can hide. Experience easy-to-implement, brain-based, cooperative, multiple intelligences structures to use immediately in any training, and receive access to an extensive, idea-packed handout. Don't be left behind!

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

3101 Addicted to Hashtags: Learning and Teaching with Social Media Room 204C, Second Level, PCC Time: 8:00-9:30 AM

The Internet of today is more than just a place to gather and consume information; it has become an interactive environment where each participant can create new content and develop and share new understandings. Participants will learn how to use virtual sticky notes, collaborative documents, twitter, blogs and YouTube, to pique interest, drive learning, and engage with the global community. Examples will be shared and discussed about how the interactive web can be used to engage students in inquiry, develop 21st century competencies, and drive teacher participation in professional development.

Presenter(s): Daniel Espejo, Edmonton Catholic Schools, Alberta, Canada; Jennifer Harasimiuk and Susana Gerndt, Edmonton, Alberta, Canada

3102 Blended Virtual Education Meets Project-Based Learning Room 119B, First Level, PCC Time: 8:00-9:30 AM

Innovative "blended schools" that combine the individualization of online learning with the support of face-to-face instruction are now going one step further to supercharge education: integrating project-based learning both online and offline. Hear from blended learning pioneers how they are supporting students' construction of knowledge plus acquisition and application of 21st century skills by providing wrap-around PBL, allowing students to connect core content and providing opportunities to increase the development of meaningful and measurable knowledge.

Presenter(s): Barbara Frey, Baltimore, MD; Mickey Revenaugh, Brooklyn, NY; Tom VanderArk, Getting Smart, Federal Way, WA; Kerry Rice, Boise, ID

3105 Engaging Higher Ed in Implementing the Common Core Room 122A, First Level, PCC Time: 8:00-9:30 AM

When school districts are busy with Common Core State Standards academies and facilitators, higher education must be at the table. Teacher prep, professional development, administrative endorsements: all need to be bundled around the common core standards. Scrutinize how one education college not only embeds the common core throughout undergraduate content and pedagogy coursework, but also extends it to graduate programs reaching professional development and administrative interns. Interact to close the gap.

Presenter(s): Deborah Hill & Karen Houser, Southern Utah University, Orem

3107 Feedback with Student Achievement in Mind Room 121C, First Level, PCC Time: 8:00-9:30 AM

Research from Hattie and Dweck has highlighted the power of feedback and formative evaluation. Our district developed a process creating student feedback cards to enhance student writing. Not only did the writing skills of our students improve, but our scores for both regular and special education students on state mandated tests increased as well. In this workshop, participants will learn how to identify effective feedback and formative evaluation, integrate effective feedback into the formative evaluation process during writing instruction, and improve the writing skills of all students.

Presenter(s): Marianne W. Gaffney, Cherry Hill Public Schools, Sewell, NJ

3108 Moving a Large Urban District to Fairer Grading Practices Room 125, First Level, PCC Time: 8:00-9:30 AM

Participants will share the journey of a large urban school district moving to less toxic grading practices and standards-based education. The Omaha Public Schools have made monumental moves toward fairer grading practices and training for secondary staff. The district relied heavily on the practices of Marzano and extensive professional development to make the changes. Significant differences in student grades resulted with these changes. Tips for implementation and change will be discussed.

Presenter(s): Karen Spencer-May, Omaha Public Schools, NE; Tim Westerberg, Dillon, CO

3109 Online Literature Circles: A New Way to Connect Room 110A, First Level, PCC Time: 8:00-9:30 AM

The presenters will share their experiences of creating, designing, and implementing online literature circles using Skype and blogging between middle school students in Cedar Rapids, Iowa, and preservice teachers at Blackburn College in Carlinville, Illinois. The presenters will share a detailed process that meets state requirements, common core standards, or both, and can easily be replicated and adapted. Participants will also learn about the project's challenges and how the presenters adjusted the process to better meet the needs of all.

Presenter(s): Catherine Stewart, Blackburn College, Carlinville, IL; Amy Oberfoell, Regis Middle School, Cedar Rapids, IA; Kelly Chaney, Blackburn College, Carlinville, IL

3111 Helping Newly Arrived High School ELLs Achieve the American Dream Room 121A, First Level, PCC Time: 8:00-9:30 AM

ELLs arriving in high school lack critical information about pathways to graduation, college application processes and financing, and career options in the United States. In this session, the presenters will share a unique curriculum especially designed for ELLs that makes this information comprehensible and attainable. Content is easily integrated into classes beginning at lowest proficiency levels and can be adapted to any high school. Participants will receive resources including differentiated lesson plans aligned to WIDA ELP standards, PowerPoint presentations in eight different languages, and classroom activities.

Presenter(s): Phyllis Giasson, Carol Bass, Kate Dail, and Anita Al-Haj, Prince William County Schools, Woodbridge, VA

3112 Excellent Adventures in Global Collaboration**Room 120A, First Level, PCC** **Time: 8:00-9:30 AM**

Using real-time, web-linked conferencing, the presenters will demonstrate a pioneering, inquiry-based student research partnership at three schools in Illinois, Virginia, and China with support from national laboratories and leading universities. As students contributed to their joint research via regular video conferencing and data sharing, they successfully developed biofuels and designed highly efficient wind turbines. The presentation also summarizes the cognitive and 21st century skills students acquired and shows session participants how to join this collaborative project or develop their own network.

Presenter(s): Glenn McGee, Illinois Mathematics and Science Academy, Aurora, IL

3113 Culturally Proficient Teaching Strategies That Positively Influence African American Students**Room 120B, First Level, PCC** **Time: 8:00-9:30 AM**

This session will provide the framework that the Lower Merion School District is using to close the achievement gap for its African American students by increasing the cultural proficiency of its teachers and administrators. Teachers and administrators engage in meaningful dialogue about the strategies they need in order to change the way they interact with African American students to close the achievement gap. Participants who attend this session will engage in a variety of activities and discussions about developing culturally proficient strategies in support of student achievement.

Presenter(s): Deitra Spence, Barbara Moore-Williams, Andrea Harvey-Wilson, Carla Coleman, Lower Merion School District, Ardmore, PA

Building Homework for 21st Century Learners**Room 121B, First Level, PCC** **Time: 8:00-9:30 AM**

3 Rs x 7Cs = 21st century learning! Explore how to take the 3 Rs (relevancy, relationship, and rigor) with the 7Cs (critical thinking, creativity, collaboration, curiosity, communication, computing, college & career readiness) to develop a 21st century homework plan that inspires elementary-aged children to demonstrate their knowledge through multiple measures. Attendees will leave with student samples along with a detailed plan on bringing parents on board as partners in the homework process.

Presenter(s): Marsha Tokuyoshi, Contra Costa Office of Education, Pleasant Hill, CA; William Alpert, Coyote Creek Elementary School, San Ramon, CA

3115 Let's Move in School: Increasing Physical Activity Before, During, and After School**Room 122B, First Level, PCC** **Time: 8:00-9:30 AM**

Let's Move in School (LIMS) is a national initiative to help schools provide a comprehensive school physical activity program that includes physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community involvement. ASCD is a strategic partner in this program. At this session, you will learn how to involve your district or school and use LIMS tools and resources. Come hear and share success stories from the field and ask questions.

Presenter(s): Judy Young, American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA; Rick Howard, School District of Philadelphia, PA

3116 Understanding and Creating Social Media Guidelines for Educators**Room Ballroom AB, Third Level, PCC** **Time: 8:00-9:30 AM**

Navigating the world of social media use in and out of schools can be challenging for educators and administrators. Understanding what policies or guidelines should or should not be in place is tough for many. Join us as we show how one school in our district took on understanding social media for their students and staff and how they crafted guidelines that balance between keeping students and staff safe with creating, communicating, and collaborating around the globe.

Presenter(s): Steven Anderson, Sam Walker, Winston-Salem/Forsyth County Schools, NC

3117 Data That Matters: Finding It, Presenting It, Using It**Room 126B, First Level, PCC** **Time: 8:00-9:30 AM**

Our schools face many challenges, one of which is underachieving boys and students in poverty. We took on the task of clarifying and reducing these performance gaps, and that required a fresh look at data. I'll share some of what we are learning in our quest. You'll leave this session with techniques for connecting problems in relevant data sources, concisely presenting that data in easy-to-absorb formats, and using that data to effect meaningful change.

Presenter(s): Richard McCraw, U-32 Middle/High School, VT

3118 Healthy Leadership, Healthy Decisions: A Collective Call for Balance**Room 109A, First Level, PCC** **Time: 8:00-9:30 AM**

As the accountability pendulum swings, leaders bend under continued pressures associated with meeting the needs and providing support to various stakeholder groups. Leaders must advocate for their own leadership health through recognizing and self-regulating the signs of imbalance within their practice. Join this collective call to balance. In this interactive session leaders will engage in discussion regarding the challenges and coping strategies of healthy school leadership in a time of turbulent public climate.

Presenter(s): Nora Mazzone, Pace University, Mamroneck, NY; Barbara Miglionico, Mamroneck, NY

3119 Towards Increasing Teacher Diversity: Targeting Support and Intervention for Teacher Licensure Candidates**Room 119A, First Level, PCC** **Time: 8:00-9:30 AM**

The report focuses on the disparate performance between minority and nonminority teacher candidates on licensure tests. The data show that minority teacher candidates score lower on average on their licensure tests. The data also show that minority teacher candidates take licensure tests later in their academic and professional careers, and that the delay correlates with lower test scores and passing rates. The conference session will include a presentation on the report findings, participant interaction/Q&A and next steps based on the findings.

Presenter(s): Jonathan Steinberg, Educational Testing Systems, Princeton, NJ; Segun Eubanks, National Education Association, Washington, D.C.

3120 Face to Faith: Breaking Down Barriers, Expanding Horizons**Room 114, First Level, PCC** **Time: 8:00-9:30 AM**

Active in more than 400 schools in 17 countries, Face to Faith is a global schools program sponsored by the Tony Blair Faith Foundation that engages students of different faiths and beliefs across the world in learning directly with, from and about each other. By means of videoconferencing and a secure website, students ages 12-17 from different countries work together to investigate global issues such as the environment, health, and poverty. Face to Faith improves young people's cultural and religious literacy and promotes understanding and respect. Experience Face to Faith in this session through real-time connection with classrooms in the U.S. and abroad.

Presenter(s): Charles Haynes, Newseum, Washington, DC; Marcia Beauchamp, Face to Faith Foundation, Washington, D.C.; Kathy Wildman, Chantilly High School, VA with a special message from Tony Blair,

former United Kingdom Prime Minister

3121 Common Core State Standards and Standards Based Grading: A Perfect Marriage

Room 116, First Level, PCC Time: 8:00-9:30 AM

The Common Core State Standards have already produced efforts to align curriculum and instruction with the new standards. But to become fully aligned, schools must be able to clearly communicate student achievement to students, parents and educators. This interactive session addresses the details of planning and implementing Standards Based Grading for Common Core State Standards at the building and classroom level. Handouts provide examples of assessments, grade book organization, and parent letters.

Presenter(s): Forrest Clark, Nisqually Middle School, WA; Elizabeth Clark, Lydia Hawk Elementary School, WA

3122 A Call to Action for Under-Resourced Students: A Model and Strategies for High-Poverty Schools

Room 112A, First Level, PCC Time: 8:00-9:30 AM

The absence of resources—financial, emotional, and experiential—often has a negative effect on students' school success.

The good news is that an instructional environment grounded by specific (and low-cost!) strategies for teaching children of poverty can make a significant difference. Participants will view students with greater understanding and learn how to implement eight research-based strategies using a simple model appropriate for use by a teacher or teaching team, a school or an entire district.

Presenter(s): Tammy Pawloski, Francis Marion University, Florence, SC

3123 Highly Effective Teaching with Poverty in Mind

Room Terrace Ballroom 4, Fourth Level PCC Time: 8:00-9:30 AM

This session will engage, surprise, and motivate you with insights and practical strategies. It's an interactive and research-based session that reveals the startling connections between recent brain research and student achievement. Discover why most Title 1 schools struggle and how you can become a top-achieving success story. Kids from poverty are different; instruction must be, too. Expect to be challenged, excited, and empowered. You'll receive a PowerPoint presentation and handout (available online) with dozens of practical strategies.

Presenter(s): Eric Jensen, Maunaloa, HI

3124 All Leadership Is Instructional Leadership: Focusing Everyone on Instructional Improvement

Room 115C, First Level, PCC Time: 8:00-9:30 AM

This presentation describes steps one K-12 district took to institute administrator and teacher focus walks aligning districtwide leaders with a common vision for instructional improvement. A team including the superintendent, school improvement director, elementary principal, and instructional coach discusses their roles in organizing and facilitating instructional focus walks to support a common vision for teaching and learning. The presentation includes video clips of planning meetings, samples of observation forms, data-sharing techniques, and lessons learned.

Presenter(s): Tina Mondale, Cynda Rickert, Lisa Yamashita, and Heather Marinucci, Jackson County School District 9, Eagle Point, OR

3126 Teachers Taking the Lead in Classroom Walkthroughs

Room 204C, Second Level, PCC Time: 8:00-9:30 AM

Classroom walkthroughs are a valuable school improvement tool. Too often, they are viewed as something administrators do. The trend is now shifting away from walkthroughs seen as something done "to" or "for" teachers, but rather, "with" teachers. In this session, participants will learn how schools across the country directly involved their teachers in taking the lead in creating their own school's walkthrough model. Highlighted will be school stories on how they overcame the challenges to changing their school culture that allowed teachers to take that lead.

Presenter(s): Donald Kachur, Illinois State University, Bloomington; Claudia

Edwards, Cameron University, Lawton, OK

3127 Closing the Believing-Doing Gap: Indicators and Strategies for a Whole Child Approach to School Improvement

Room 113B, First Level, PCC Time: 8:00-9:30 AM

Everyone believes in educating the whole child, but truly implementing a whole child approach is hard and requires clear, focused effort. Explore ASCD's Indicators of a Whole Child Approach as a framework to comprehensive school and community improvement. Learn about free resources to help you lead change in your school and district.

Presenter(s): Molly McCloskey, Donna Snyder, ASCD, Alexandria, VA

3128 A College-Ready Culture: An Approach to Closing the Achievement Gap and Empowering Latino Students

Room 117, First Level, PCC Time: 8:00-9:30 AM

The Hillsborough County Public School District (Florida) has established a series of academic programs within their secondary schools that has made the concept of college readiness a true reality. This session will provide descriptions of the programs, such as AVID, SpringBoard, and Summer Bridge camps and explore the effect on Latino students and how these programs have attributed to their success in increasing graduation rates and AP participation. Participants will hear from principals on best practices in instructional leadership in supporting and maintaining a college-ready culture among Latino students.

Presenter(s): Dave Brown, Strawberry Crest High School, FL; Eric Bergholm, Advanced Academic Access, Tampa, FL; Craig Horstman, Dr. Earl Lennard High School, FL

3129 A Strategic Approach to Instructional Planning using the Common Core

Room 202B, Second Level, PCC Time: 8:00-9:30 AM

How can schools ensure high expectations and academic rigor using the Common Core State Standards without stifling the innovative nature of the teaching profession? In this 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—Bloom's

Taxonomy, a standards analysis process, and the Common Core standards—for developing authentic learning experiences in a standards-based system.

Presenter(s): Jason Stricker, Michael Moody, Encino, CA

3130 The Bully, The Bullied, and The Bystander, Breaking The Cycle of Violence

Room 111, First Level, PCC Time: 8:00-9:30 AM

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

Presenter(s): Barbara Coloroso, kids are worth it, inc, Littleton, CO

3131 Observable Change: A Story about Teacher Observation and Leadership Development

Room 113C, First Level, PCC Time: 8:00-9:30 AM

Using monthly professional learning communities and one-on-one coaching sessions with school leaders, one network of schools created and implemented a systematic approach to teacher observation—from preconferences, walkthroughs, and observation scripts to post-observation teacher coaching sessions and evaluations. Hear how this approach has changed teacher and leader talk across schools and receive access to a variety of tools that integrate research-verified instructional strategies with observable data and suggested coaching stances.

Presenter(s): Lihi Rosenthal, Seneca Center, San Leandro, CA

3132 Supporting Students and Staff at Times of Crisis and Loss**Room 201C, Second Level, Level, PCC Time: 8:00-9:30 AM**

Based on over 20 years' experience in pediatric bereavement and responding to school crisis events throughout the United States and abroad, the presenter will provide practical advice on how to support grieving students and staff and to respond effectively to a school crisis. Materials that can be freely downloaded from the National Center for School Crisis and Bereavement (which the presenter directs) will be shared. Questions from participants will be addressed throughout the session.

Presenter(s): David Schonfeld, National Center for School Crisis and Bereavement, Cincinnati Children's Hospital, OH

3133 What Great Teachers Do Differently: 17 Things That Matter Most**Room Terrace Ballroom 1, Fourth Level, PCC Time: 8:00-9:30 AM**

What are the specific qualities and practices of great teachers that elevate them above the rest? This interactive session reveals what the most effective teachers do differently than their colleagues. Participants will leave knowing what great educators do differently, why they make them more effective, and how to immediately implement each of these into your own classrooms and schools.

Presenter(s): Todd Whitaker, Indiana State University, Terre Haute

3134 Advocating for Your Students and School**Room 113A, First Level, PCC Time: 8:00-9:30 AM**

The great mistake of the No Child Left Behind Act was lawmakers not getting the input of those who know best about how to improve schools: the educators working within them. ASCD member Marc Cohen and the ASCD policy team will show you how easy it is to be an advocate for your school and students. Learn about Marc's journey from an inexperienced advocate to a seasoned influencer who hosted a lawmaker's visit to his school.

Presenter(s): Marc Cohen, David Griffith, Melissa Wolfe, ASCD, Alexandria, VA VA; Richard Lange, Northwestern University, Deerfield, IL

3135 21st Century Learning and Teaching**Room 204B, Second Level, PCC Time: 8:00-9:30 AM**

What are the skills students will need to successfully navigate the 21st century? What are the learning preferences of today's learners? Participants will explore a model for 21st century instructional planning that integrates learner attitudes, motivation, and engagement; effective use of technology; subject area content; the three Rs (reading, writing and math); and the four Cs (creativity, critical thinking, communication, and collaboration). Tips and activities for instructional activities and planning will be infused throughout the presentation.

Presenter(s): Sue Beers, Jewell, IA

3136 Minority Achievement Program (MAP): Success in a Suburban School**Room 124, First Level, PCC Time: 8:00-9:30 AM**

The Minority Achievement Program (MAP) is for high-achieving African American and Hispanic students based on the four core principles: parental engagement, teacher team collaboration, appropriate placement, and student advisory. The program has been so successful that the enrollment gap in honors classes has been eliminated in our school. Participants in this session will leave with an understanding of how we changed the structure of our school, made a difference in the education of our minority students, and changed the culture of the school in just two years.

Presenter(s): Mary Eileen Kirchner, Lower Merion School District, Drexel Hill, PA,; Sean Hughes and Wagner Marseille, Ardmore, PA

3137 The Effects of Communities in Schools on High School Dropouts and Graduation Rates**Room 110B, First Level, PCC Time: 8:00-9:30 AM**

Presenter(s): Allan Porowski, ICF International, Fairfax, VA

3138 The Inside Scoop to Getting Published by ASCD**Room 203A, Second Level, PCC Time: 8:00-9:30 AM**

Come to this session to learn how to turn your ideas into ASCD resources. Find out how to create an effective proposal, what qualities reviewers look for, and how to navigate the publishing process. A bestselling author will provide the writer's perspective. At the end of the session, you'll have an opportunity to talk one-on-one with a member of ASCD's acquisitions staff about your ideas for books, videos, courses, apps, and blended products.

Presenter(s): Genny Ostertag and Laura Lawson, ASCD, Alexandria, VA Douglas Reeves, The Leadership and Learning Center, Englewood, CO

3144 Universal Access to Excellence: Creating College-Ready Students through Detracking**Room 115B, First Level, PCC Time: 8:30-9:30 AM**

Helping all students become college- and career-ready requires schools to engage in practices that are grounded in both excellence and equity. In this interactive session, we will demonstrate how K-12 educators can provide access to high-level curriculum for all students regardless of their prior achievement. We will share our successful model and demonstrate how detracking, when combined with accelerated learning, critical thinking and support, can help schools successfully implement the Common Core State Standards.

Presenter(s): Carol Burris and Delia Garrity, Rockville Centre Schools, NY

3145 How and When Should Homework Be Graded?**Room 126A, First Level, PCC Time: 8:30-9:30 AM**

As schools move toward standards-based grading, more and more teachers are choosing not to count homework in the calculation of course grades. In this session, the presenters will share tools to help teachers decide if and when homework should be graded. Presenters will share alternative methods K-12 teachers use to encourage and document homework completion, methods to provide feedback to students and parents about homework, and methods to reinforce the value of homework without grading.

Presenter(s): Cathy Vatterott, University of Missouri-St. Louis, Maryland Heights, MO; Amy Jo Svirsky, Rockefeller College, Albany, NY

3146 Supporting the Whole Child by Fostering Emotionally Intelligent School Communities**Room 109B, First Level, PCC Time: 8:30-9:30 AM**

Research shows that social and emotional learning (SEL) helps children succeed academically by learning to respect differences, work with others, and think creatively. Participants will review core SEL principles, engage in hands-on lessons geared toward both students and adults, and reflect upon the needs for SEL in their own school communities. Presenters will offer anecdotes from NYC schools that successfully employ SEL and offer strategies to start building systemic programs in your schools and districts.

Presenter(s): David Cohen, Midwood High School, Brooklyn, NY

3147 Igniting a Passion for Mathematics: Innovative Methods That Achieve Success**Room 112B, First Level, PCC Time: 8:30-9:30 AM**

This session will explore research-based methods and innovative techniques for teaching abstract math concepts at the concrete level. Measurement skills, fractions, scale drawing, perimeter, area, etc will be presented through hands-on activities. Standards-based objectives will be connected to real-life 21st century skills through the construction of three-dimensional projects. Participants, engaged in the activities, will receive materials and handouts (available online) that provide practical classroom application leading to student/teacher success, ease, and enjoyment.

Presenter(s): Donna Monck, Rock Christian Academy, Phillipsburg, NJ

3148 How to Select Instructional Materials That Support Differentiated Instruction**Room 118B, First Level, PCC****Time: 8:30-9:30 AM**

As differentiated instruction has spread, publishers of academic materials have increasingly responded to teachers' needs for support by including activities and strategies geared toward a variety of learning needs. Some of those responses have been very useful, others less so. Session participants will be provided with quality standards with which to evaluate materials. Examples of good quality materials and those that are less good will be demonstrated and discussed to help educators make decisions about which textbooks and systems will best support personalizing instruction.

Presenter(s): Susan Allan, Ann Arbor, MI**3149 Innovative University Collaborations in Reframing Teacher Candidate Residencies****Room 118A, First Level, PCC****Time: 8:30-9:30 AM**

Education experts have called for teacher education to be "turned upside down" by placing clinical practice at the center of teacher preparation. The Twin Cities Teacher Collaborative of six universities places teacher candidates in yearlong residencies with trained teacher mentors in diverse urban schools. A Clinical Faculty Academy provides training in strategies for increasing achievement as well as coteaching, coaching, and student equity. This interactive session details the residency program as well as the Academy.

Presenter(s): Linda Distad and Diane Heacox, St. Catherine University, St. Paul, MN**3151 The "Core" Gets Us Back to Our Roots: Academic Writing****Room 108A, First Level, PCC****Time: 8:30-9:30 AM**

This session focuses on the writing expectations delineated in the Common Core State Standards for English Language Arts and Literacy. The presenters will share specific features of the standards that will impact writing instruction. They will engage participants in "unwrapping" representative standards to uncover the academic rigor within and discuss implications for instruction and assessment. Additionally, the presenters will provide "Common Core Common Sense": tips to remember when planning to meet Common Core writing expectations.

Presenter(s): Angela Peery, Lady's Island, SC**3152 K-5 Students Take Charge of Learning through Hands-On Engineering Projects****Room 108B, First Level, PCC****Time: 8:30-9:30 AM**

Science and engineering concepts come alive in New York City's low-income public elementary schools as students make electrical and mechanical vehicles and gadgets. The curriculum integrates concepts of force, motion, and energy with science, writing, and math. Students cultivate their own learning by engaging in work that is meaningful to them. Participants will design, troubleshoot, and redesign wind-up vehicles and write instruction manuals. Teachers who developed and tested the materials will lead a discussion about the project.

Presenter(s): Cindi Van Petten, Angula Camacho, and Jody Hilton, Public School 5, Brooklyn, NY**3153 Calibrating Student Work: A Social Networking Approach to Assessment****Room 201B, Second Level, PCC****Time: 8:30-9:30 AM**

How do we know if our rubrics are effective? How can we ensure that our teachers agree on what work "meets standard"? How good is "good enough"? In this session, you will participate in a Calibration session. You will review multiple samples of student work against a rubric—and, as a group, come to consensus about the quality of that work. This collaborative technique for examining student work helps teachers improve assignments, better understand standards, and tease out the strengths and weaknesses of the rubrics. You will also see how calibration can be done either with paper or online.

Presenter(s): David Niguidula, Ideas Consulting, Providence, RI**3154 Sourcing the Crowd and Channeling Social Impulse: Engaging Teens through Digital Worlds****Room 120C, First Level, PCC****Time: 8:30-9:30 AM**

Much has been made of the need to reach students "where they are." The education staff of the New York Public Library has taken this to mean where they are in terms of knowledge, interests and where they are physically. Channeling natural interest in and increased access to apps, social media and crowd-sourced activities, the New York Public Library staff has developed tools to support engagement of teens with academic material. These are free, available from anywhere, and open-sourced. The session presents an overview of the tools and examples of their use as well as data gathered through tracking, focus groups with teens, and feedback from educators.

Presenter(s): Lynda Kennedy, Shauntee Burns, New York Public Library, NY**3155 Spice It Up! Technology-Infused Lesson Planning Made Simple****Room 123, First Level, PCC****Time: 8:30-9:30 AM***This session is in a computer lab*

Many technology-infused courses are developed with the primary emphasis on creating instructional tasks or activities, without an explicit emphasis on assessment or a clear sense of learning goals. A focused design approach from competency to tasks makes assessment of student learning explicit from the start. Bring your laptop or tablet device and discover practical solutions for lesson planning. Also, see how matching technology tools and resources to the curriculum can ease the transition toward technology-infused lessons that will engage students and promote learning.

Presenter(s): Alline Sada and Leonor Salazar, Colegio Euroamericano de Monterrey, Nuevo Leon, Mexico**3156 Beyond the Poster: Technology as a Tool to Demonstrate Mastery of Social Studies Concepts****Room 118C, First Level, PCC****Time: 8:30-9:30 AM**

Tired of using posters and PowerPoint presentations as summative assessments? This session will showcase strategies, techniques, and tools that can be used to demonstrate student mastery. All of the tools shown in this presentation are available online at no cost. Bring your own laptop and try some out while you watch. Although the majority of examples will be social studies related, these tools can be used in any K-12 content area.

Presenter(s): Rena Shifflet, Bloomington, IL**3158 The Power of Reflection for Preservice Teachers (and the Rest of Us)****Room 202A, Second Level, PCC****Time: 8:30-9:30 AM**

Reflection is a powerful skill. Our best teachers reflect continuously on their choices in the classroom and on their students' progress in order to help themselves and their students improve. In this session, a university professor and a classroom teacher will explore how to support preservice teachers in developing the skill of reflecting on their professional practice. Come to learn ways to grow through reflection and to help others do the same.

Presenter(s): Jennifer Orr, Springfield, VA; Lois Groth, George Mason University, Fairfax, VA

3201 Creating a Path to Student Success through Authentic Assessment
Room 126A, First Level, PCC Time: 10:00-11:30 AM

Authentic performance assessments provide a powerful personalized approach to learning that can truly change the learning culture of a school and drive academic success for all students. In this session, participants will learn what good authentic assessment looks like through the ASCD video "High Schools at Work" and how the eight essential elements of authentic assessment when combined with the nine key components for implementing change can ensure student success in life after high school.

Presenter(s): Joseph Dimartino, Center for Secondary School Redesign, West Warwick, RI

3202 Putting the Learning Back Into PLCs

Room 115C, First Level, PCC Time: 10:00-11:30 AM

The "learning" part of professional learning communities (PLCs) has all but faded as PLCs are required to respond to school, district, state, and federal initiatives. PLCs can still address the implementation of projects and mandated changes but in a way that proceeds from the learning of educators involved in these projects. Experiences in this session will help you put the learning back into PLCs to engage educators, effect collaboration, and increase student achievement.

Presenter(s): Lois Easton, LBE Learning, Boulder, CO

3203 Instructional Rounds and Walkthroughs: Informing Collective Action
Room 119A, First Level, PCC Time: 10:00-11:30 AM

Instructional rounds and classroom walkthroughs provide ways of thinking and dynamic protocols for changing a school culture from one of isolation to collective action around improving student learning. Learn features of both models and explore how one or both can be introduced and incorporated into a school's daily work. Participants will reflect upon the approaches that best match building or district goals. An action roadmap, drawn from the experience of multiple districts, will be provided (available online).

Presenter(s): Joan Daly-Lewis, jdl Socratic Solutions, Port Jefferson, NY; Laura Seinfeld, Hewlett-Woodmere Public Schools, Woodmere, NY; Phyllis Harrington, Oyster Bay-East Norwich Central Schools, Oyster Bay, NY; Gina Faust, Theodore Roosevelt Elementary School, Oyster Bay, NY

3204 Creating Edu-Entrepreneurs: A Global Higher Education Partnership
Room 108B, First Level, PCC Time: 10:00-11:30 AM

Many nations face critical problems in educating youth in order to improve the social, economic, and education conditions in countries worldwide. The lack of leadership, trained teachers, and resources make this challenge daunting in countries such as India, Senegal, Vietnam, Kazakhstan, and Nepal. This session will describe a partnership that seeks to create edu-entrepreneurs through a graduate distance learning program that fosters leadership to create new schools.

Presenter(s): Margaret Trybus and Amy Smith, Concordia University Chicago, River Forest, IL

3205 Establishing a Model of Interconnected Learning

Room 113C, First Level, PCC Time: 10:00-11:30 AM

The purpose of this session is to discuss the effectiveness of a STEM-based, interconnected learning approach that establishes a collective call to action by breaking down traditional silo-style learning in education and creating a shared vision of educational goals and outcomes for the student. Session discussion points will include a description of our model for interconnected learning which will be accompanied by empirical evidence for the model's effectiveness from three National Science Foundation funded projects.

Presenter(s): James Lauckhardt, Deborah Hecht, CUNY Graduate Center, New York, NY

3206 Total Participation Techniques: Making Every Student An Active Learner

Room 124, First Level, PCC Time: 10:00-11:30 AM

The authors of this ASCD publication will present a simple model for creating cognitively engaging lessons that result in student learning. Total Participation Techniques (TPTs) will be demonstrated, so that participants can start implementing these techniques as soon as they return to schools. This presentation will provide tools for both teachers and administrators who want a model for analyzing lessons to ensure that they are relevant, engaging, and cognitively challenging.

Presenter(s): William and Persida Himmele, Millersville University, Steffany Ciabattani, Brecknock Elementary School, Lancaster, PA

3207 Formative Assessment to Differentiate Instruction for RTI and Algebra Success

Room 122B, First Level, PCC Time: 10:00-11:30 AM

The presentation will describe how educators can effectively use assessment data to differentiate instruction for RTI. Presenters will demonstrate and distribute hands-on lessons using true manipulatives for prerequisite objectives needed for Algebra I success. Lessons appropriate for new and seasoned teachers will address multiple learning styles and different levels of mathematical proficiency. Research based strategies and results supporting Exceptional Education and ESOL in small-group and whole-group settings will be shared.

Presenter(s): Caryl Pierson, Minneapolis, MN

3208 Inside School Turnarounds: Emerging Practices for Meaningful Reform

Room 108A, First Level, PCC Time: 10:00-11:30 AM

The quest for school improvement is old, but the demand for dramatic, immediate improvement is new. More schools are choosing the turnaround option or seeking dramatic reform, but there is little guidance about what really makes a turnaround successful. In this interactive session, the presenter, an education journalist, shares findings from turnarounds in Hartford, Cincinnati, and elsewhere, focusing on the on-the-ground problems that reformers, school leaders and teachers encounter. What lessons have we learned so far about what works—and what doesn't?

Presenter(s): Laura Pappano, Wellesley Centers for Women, New Haven, CT

3209 Influence Teaching and Student Learning by Developing Professional Learning Communities

Room 113A, First Level, PCC Time: 10:00-11:30 AM

Participants will examine the implementation and relationships of professional learning communities within three levels of the Chicago Public Schools. Participants will learn about processes that yield knowledge and insight into the sustainability, influence, and effect of professional learning communities on student learning. Participants will study how area, schoolwide, and grade-level teams use consultancy protocols, performance management, various meeting structures, and coaching to build commitment and cohesiveness to improve teaching and student achievement.

Presenter(s): Margaret McGregor, Chicago, IL; Craig Benes, Chicago Public Schools, Chicago, IL; Olimpia Bahena, Talcott Fine Arts and Museum Academy, Chicago, IL

3210 High-Performance Leadership: Working Smarter with 21st Century Tools**Room 111, First Level, PCC** **Time: 10:00-11:30 AM**

Education leaders must have a relentless focus on performance, leveraging time, workflow, and communication to lead change in our organizations. In this session, participants will learn proven strategies for managing the work of instructional leadership, including both low- and high-tech ways to eliminate backlogs of to-dos, paper, and email. Leaders who have or are considering a smartphone or tablet computer will learn best practices for digital productivity.

Presenter(s): Justin Baeder, Seattle, WA**3212 Mapping Comprehensive Units to the Common Core State Standards for English Language Arts, Grades 3-9****Room 118A, First Level, PCC**

This session will feature a process for using sample ELA common core standards to map comprehensive units of study. She will present a template and focus on how and why to use ELA standards to develop essential understandings, plus unit and lesson guiding questions to shape effective, concept-driven curriculum. Participants will see various ELA summative assessments aligned to selected standards. The material presented is geared to 3rd through 9th grade educators. Handouts will be available online.

Presenter(s): Kathy Glass, Woodside, CA**3214 Once Upon a 21st Century****Room 114, First Level, PCC** **Time: 10:00-11:30 AM**

In the second decade of the 21st century, rising juniors studying electrical engineering at MIT have had everything they learned in the past two years become obsolete. Advances in neuroscience, behavioral sciences, and pharmacology suggest that great changes in how we learn and what we need to learn will strongly influence the future of education. The first generation of digital natives comes of age in 2015 and they will vote. Explore political environments, the application of new business models within education institutions, and see how they will affect education in years to come.

Presenter(s): Watts Wacker, New York City, NY**3215 Improving Student Achievement****Room 120C, First Level, PCC** **Time: 10:00-11:30 AM**

Raising student achievement within a highly diverse school community calls for collective action. In this interactive session, teams from two schools, which includes the presenters listed below as well as Dawn Hendrick, Lisa Holm, Amy Miller, and Karen Ramsey, and they discuss how they increased student achievement by building teacher leadership and strengthening collaborative learning teams. Presenters will share a variety of processes used to build the capacity of teams, video clips, and actual artifacts. Participants will leave this session with concrete examples of protocols for engaging participants, analyzing data, and developing action plans.

Presenter(s): Lori Morton, Stephanie Bisson, Linda Aldredge, April Cage
Fairfax County Public Schools, Fairfax, VA**3216 Exploring and Assessing New Teacher Induction Program Models****Room Terrace Ballroom 2, Fourth Level, PCC** **Time: 10:00-11:30 AM**

Mentoring provides the support that new teachers need to become more effective and is the key to sustained school improvement. There are many types of structures that support the newest staff members in a school district throughout the year. To meet the many challenges of new teachers, this session will explore social networking, mentoring standards, and assessment of quality programs. Participants will be encouraged to share their models or mentoring experiences in breakout discussion groups facilitated by the presenters.

Presenter(s): Richard Lange, Northwestern University, Deerfield, IL; Mary Elin Bamish, University of Illinois, Amelia Hicks, Roosevelt University, Carpentersville, IL; Patrick Riley, Chicago Tech Academy, IL**3217 School Leader Expectations of Web-Based Social Networking****Room 123, First Level, PCC** **Time: 10:00-11:30 AM*****This session is in a computer lab***

If a professional learning community is relevant and valued, then participants will engage in its activities. Meeting the needs and expectations of working professionals is a challenge to both leadership training programs and professional organizations. This session will focus on expectations and positive experiences identified by busy school leaders in a recent study. The audience is invited to also share their successes and suggestions for meaningful web-based social networking.

Presenter(s): Luana Zellner, Sam Houston State University, Bryan, TX**3218 Increasing Cognition and Behavior****Room 118C, First Level, PCC** **Time: 10:00-11:30 AM**

Quality physical education taught with a deep rooted curriculum provides students with the opportunity to increase not only fitness levels it also increases student's cognitive ability. In a middle school with an 86 percent poverty coupled with an influx of migrant students we failed to meet state mandates for several years. After the implementation of a quality program with k-12 curriculum we have met our annual yearly progress targets two years in a row and even more importantly we have closed the achievement gap. Discipline rates are at an all time low and achievement is at an all time high.

Presenter(s): Monica White, Moss Strong, Caldwell Schools**3219 From Novice to Pro: What Young Professionals Need to Know****Room 118B, First Level, PCC** **Time: 10:00-11:30 AM**

ASCD's Emerging Leaders will discuss the topics that matter to young professionals, and most importantly, help you put them into practice. Whether it's that overwhelming feeling you get when being asked to act as a leader in your school, embracing social media tactics, or keeping your morale high in tough times, we'll provide a forum to learn from the current class of Emerging Leaders. This select group of educators has been through it all and will provide you with guidance to make you a polished professional.

Presenter(s): Kevin Scott, ASCD, Alexandria, VA; Alina Davis, Patricia Dickenson; Victoria Ayam, ASCD Emerging Leaders**3220 Overcoming Resistance to Rigor****Room Ballroom AB, Third Level, PCC** **Time: 10:00-11:30 AM**

Do you want your students to think more critically and engage in highly rigorous learning but they FIGHT you every step of the way? Have your students begged you to "Just tell us what you want?" If so, learn how to overcome resistance to rigor. Learn the key reasons students resist rigorous learning, specific strategies for building students' capacity for rigorous thinking and learning, and strategies for fostering resistance and risk-taking in your students.

Presenter(s): Robyn Jackson, Washington, DC**3221 Working Together for a Common Standard of Quality****Room 120A, First Level, PCC** **Time: 10:00-11:30 AM**

Learn about the action taken by Seattle Public Schools to close the gap between secondary and postsecondary academic expectations of students in high school English and History courses. Using the Common Core State Standards as the foundation for change, district and teacher leaders collaborated to revamp core academic courses, ensuring vertically aligned, college preparatory courses for all students. To insure a common standard of quality, strategies include: curriculum mapping, peer observations, and assignment alignment.

Presenter(s): Scotland Nash, Kathleen Vasquez, Seattle Public Schools, WA

3222 How to Uncover the Curriculum in a Student Centered Classroom
Room 120B, First Level, PCC Time: 10:00-11:30 AM

Does achieving high standards mean that children (and teachers) have to sacrifice creativity, joy, and imagination? Absolutely not! Rather than seeing teaching and learning as a race to simply "cover" the surface of curriculum, participants will learn to go deeper and address standards. In this multimedia presentation, participants will learn how a project-based study in a first and second grade classroom led to learning across the curriculum.

Presenter(s): Fred Burton, Ashland University, Columbus, OH

3223 Synergy Between a Professional Learning Community and STEM Curriculum Development

Room 201B, Second Level, PCC Time: 10:00-11:30 AM

Learn about the Physical Science Comes Alive! curriculum project, which supports and is supported by a Professional Learning Community across several low-income NYC public elementary schools. Participants will engage in a hands-on activity that illustrates the curriculum content that is the basis for the PLC. Teachers will describe how the PLC formed and its role in creating and testing curriculum and professional development. An open discussion will follow about fostering and sustaining PLCs.

Presenter(s): James Neujahr, Gary Benenson, Donna Johnson, City College of New York

3224 Getting to the Core of the Matter: Unpacking Core Curriculum
Room 110A, First Level, PCC Time: 10:00-11:30 AM

American competitiveness relies on an education system that can adequately prepare students for college and the work force. Core Standards can elevate the level of student work and teacher instruction. Participants will: Observe ways of enhancing current teaching practices and successfully planning lessons that promote deep understanding. Apply what is taught to anchors and assessment; formative, summative, and in order to meet the needs of diverse learners.

Presenter(s): Maria Banks

3228 Standards for Professional Development, revised 2011

Room 201A, Second Level, PCC Time: 10:00-11:30 AM

Standards for Professional Development define the indicators of quality and recommended practice in the field. Hear about the newly updated standards for professional development recently revised through a multinational, collaborative process involving multiple professional education associations and organizations. Focus on developing an understanding of the newly revised standards, examine what they look like in practice, and explore ways to introduce them to various stakeholder groups, integrating them into policies that currently exist.

Presenter(s): Jacqueline Kennedy and Carol Francois, Learning Forward, Dallas, TX

3229 Tired or Retiring: Prepare to Enter the Arena of Active Retirement
Room 112B, First Level, PCC Time: 10:00-11:30 AM

Attend this session to find out what your employer, spouse, or financial advisor won't tell you about retirement. The current state of education is making many educators consider retirement. We are entering an exciting period of our lives, with unlimited future potential! The presenter will share a humorous, thoughtful and productive way to make "life after" equally or more rewarding—and even busier. He will share a matrix that individuals can use to plan their lives after school.

Presenter(s): Thomas Lubben, Northampton, PA

3230 Developing a Framework for Science and Math Instructional Coaching

Room 203A, Second Level, PCC Time: 10:00-11:30 AM

We will introduce our conceptual framework for providing differentiated instructional coaching for middle grade science and math teachers in Chicago

Public Schools. This framework highlights the need to align the nature of the coaching support we provide with a teacher's stage of development. Through handouts and online resources, we will share successful coaching strategies, tools we have created or modified, and examples from the field. We will also share insights gained through the collaborative process of establishing this framework.

Presenter(s): Wendy Jackson, Ruth Seward, and Carla Shortino, DePaul University, Chicago, IL; Hethyr Tregerman, Loyola University, Chicago, IL

3231 Transform Schools through Purposeful Walkthroughs: Dramatically Improve Student Achievement

Room Terrace Ballroom 3, Fourth Level, PCC Time: 10:00-11:30 AM

A Milken National Award-winning principal will lead you through a powerful walkthrough structure and process, connecting research and practice. You'll be amazed at the quantity and quality of evidence-based information gathered with this three-minute protocol. Learn to use focused feedback to create effective classroom environments, implement rigorous standards-based curriculum, facilitate quality instruction, and promote assessment that drives instruction. Through dynamic video clips, leadership anecdotes, and handouts, you'll accumulate a repertoire of skills to use immediately.

Presenter(s): Linda Fisher, Learning Headquarters, San Diego, CA

3232 SySTEMic Partnerships in Teaching and Learning in Rural Communities

Room 116, First Level, PCC Time: 8:00-9:30 AM

The design will be on methods used to engage the community partners in implementing STEM as a important part of K-12 education. It will demonstrate the connections to a polytechnic university and a technical college. Woven throughout will be the Common Core and New Science standards, of which STEM is a cornerstone. It will demonstrate the process and the construction of this highly successful program using researched based data measuring growth of teachers and students.

Presenter(s): Thomas Steward, Sparta Area School District, WI

3233 Reading for Meaning: Building Students' Comprehension and Reasoning Skills

Room 119B First Level, PCC Time: 10:00-11:30 AM

With the higher expectations of the Common Core State Standards, students need to do more than answer comprehension questions; they need to read for meaning—to restate important ideas, draw conclusions, and defend them with evidence. In this session, participants will explore Reading for Meaning, a research-based strategy that motivates students to read critically and builds the reasoning and inference skills found in the best readers.

Presenter(s): Vic Klein, Ho-Ho-Kus, NJ

3235 Implementing RTI with English Learners

Room Terrace Ballroom 1, Fourth Level, PCC Time: 10:00-11:30 AM

Using a Response to Intervention framework in which quality core instruction and supplemental and intensive interventions are coordinated has resulted in increased achievement for English learners. In this session, we focus on the implementation of a three-tier model and how it can be used to ensure the success of students learning English.

Presenter(s): Douglas Fisher and Nancy Frey, San Diego State University, CA

3236 The Power of Value-Added Analysis for School Improvement

Room 109B, First Level, PCC Time: 10:00-11:30 AM

Recently, value-added analysis has received considerable attention in policy and education circles. Most often the discourse has centered on methodological concerns or the on the use of value-added analysis in high stakes decisions such as evaluation and compensation. Few focus on the usefulness of value-added analysis as a school improvement tool. We show how district and school leaders are using this information to determine strengths and challenges and are rethinking their strategies for teacher-student assignments.

Presenter(s): Mary Peters and Mike Thomas, Battelle for Kids, Columbus, OH
3237 Classroom Culture, Literacy, and Student Engagement in the Urban High School

Room 121C, First Level, PCC Time: 10:00-11:30 AM

This session will share successful practices for increasing student engagement in the urban high school. These practices highlight the importance of strong classroom culture, with relationship building at the center. Additionally, data-driven school-wide literacy strategies are integrated consistently in the classroom environment across contents. The presenters will also address the role of data in determining literacy strategy implementation and supporting teachers in maintaining strong learning environments. Participants will walk away with strategies ready for immediate implementation.

Presenter(s): Milissa McClaire Gary, Amanda Long, and Jordan Lynch, Christian Fenger High School, Chicago, IL

3238 Building RTI Within a Missing Collaborative Culture

Room 115B, First Level, PCC Time: 10:00-11:30 AM

In this highly engaging session, you will discover action-oriented strategies that transformed a middle school from a passive and disempowered group into a decision-making PLC committed to the implementation of an RTI system. When the culture is absent, building a logically sequenced RTI system is overwhelming. You will gain insight on how to create external structures using your administrative, leadership, and counseling team to strengthen your schoolwide systems while simultaneously creating a collaborative culture.

Presenter(s): Carmen Beck, Ericka Shuss, Carmona Sangeetha, Amanda Jamieson, Shandin Hills Middle School, San Bernardino, CA

3239 Using Flexible Scheduling to Provide Respectful Learning Opportunities for All Students

Room 204B, Second Level, PCC Time: 10:00-11:30 AM

In an effort to better prepare students for high-stakes assessments, many schools have turned to building intervention and enrichment periods into their schedules. Through active engagement and discussion, session participants will be challenged to consider whether or not current scheduling and resulting teaching practices promote respectful learning opportunities for all. Participants will leave with practical ideas of how they might use intervention and enrichment time to better meet the needs of their students.

Presenter(s): Eric Carbaugh, James Madison University, Harrisonburg, VA

3240 Instructional Rounds: The Nexus of School Improvement

Room 121B, First Level, PCC Time: 10:00-11:30 AM

This session describes how one district in Pennsylvania improved teaching and learning using a comprehensive approach that targeted professional development for teachers, leadership coaching, and instructional rounds for district and school leaders. Using an interactive approach, the presenters will discuss how to reduce fragmentation, improve test scores, deepen an understanding of effective instruction, enhance instructional leadership, and create an administrative team who work together to identify and tackle the "problems of practice" in classrooms throughout the district.

Presenter(s): Corinne Eisenhart, Shippensburg University of Pennsylvania, Newville; Sue Ellen Kanigsberg, Robert Krantz, and Troy Wiestling, Dover Area School District, PA

3241 Quality Leadership: Empowerment, Vision, and Communication

Room 126B, First Level, PCC Time: 10:00-11:30 AM

Session will discuss three essential components of high-quality leadership: empowerment, vision, and communication. One presenter will discuss how development of these skills, enhanced by the ASCD Emerging Leader program, has led to a pathway of future leadership opportunities. Another presenter, who has held numerous leadership positions in the field of education, will discuss how she has used these essential skills to be an effective leader. The session will include small-group discussion and whole-group interaction.

Presenter(s): Misty Lacour, Southern Arkansas University, Magnolia; Laura

Tissington, University of West Florida, Pensacola

3242 RTI Yield Strategies: Organizational Strategies for Middle and High School

Room 202B, Second Level, PCC Time: 10:00-11:30 AM

This session extrapolates the three tiers of RTI into six high-yield organizational strategies for secondary schools. It emphasizes personalization using these strategies that have proven to build student ownership of their own learning, reduce failure, increase attendance, and promote a positive school culture. Real school examples and outcomes will be cited along with an opportunity for participants to assess their own school's current state and need to improve support for all their students.

Presenter(s): Ryan Champeau, NASSP, Washington, DC

3243 Parent University: Parent Engagement and Empowerment

Room 202A, Second Level, PCC Time: 10:00-11:30 AM

In this session, participants will learn about the award-winning program in an interactive and engaging presentation. They will learn why this program was established and how to replicate a similar structure. Participants will observe footage from the program and be given the opportunity to experience an activity that University participants have enjoyed. They will also learn the impact that a program has, not only on student achievement but on the entire district. Questions will be addressed on all aspects of the program. Attendees can download handouts.

Presenter(s): Denise Williams, Randy Hollenkamp, Evergreen School District, San Jose, CA

3244 Gender Learning Differences

Room 204C, Second Level, PCC Time: 10:00-11:30 AM

The differences between males and females extend into the classroom and affect effective instruction in significant ways. Hearing, seeing, emotional, social and other variations contribute to a gender gap that must be understood and addressed if a teacher wants to be an effective instructor to both sexes. This session explores past and current research and proposes teaching techniques and strategies that work best for each sex. The effectiveness of single-sex schools and future projects will also be explored.

Presenter(s): Sara Adams, Dallas ISD, TX

3254 Communication Strategies to Help School Districts Advocate for Themselves

Room 117, First Level, PCC Time: 10:30-11:30 AM

A former superintendent, a seated superintendent, and a former board president will discuss communication strategies and tactics to help your district advocate for itself. School districts must be their own best advocates to the public at large and to the audiences that make up your school community—both the internal and the external audiences. Knowing who your audiences are and how to differentiate your communications will increase your ability to advocate for your school or district.

Presenter(s): Vicki Gunther and Jim McGowan, Skokie, IL; Kate Donegan, Skokie School District 73.5, Skokie, IL

3255 Joining Formative Assessment and Response to Intervention: Information, Tools and Techniques

Room 204A, Second Level, PCC Time: 10:30-11:30 AM

The Response to Intervention framework provides a structure to address students' needs and support continuous improvement efforts. Formative assessment plays an important role in the framework. Participants will be actively engaged in various components of the formative assessment process and understand its power to impact learning while gaining an understanding of the RTI framework. Tools and techniques of assessment, data collection, and processing will be demonstrated, ideas shared, and ready-to-implement practices provided.

Presenter(s): Eileen Depka, Elmbrook Schools, Brookfield, WI

3256 Framing Student Success: Connecting Rigorous Visual Arts, Math, and Literacy Learning**Room 113B, First Level, PCC****Time: 10:30 -11:30 AM**

Preliminary results will be shared from a USDOE AEMDD project exploring the impact of rigorous visual arts instruction on student success in upper elementary grades. An evaluation study conducted by Metis Associates is finding that 388 students in three urban Title I treatment schools have made significantly greater process in ELA and math scores than comparable students in three control schools. See how creative and intellectual development goes hand in hand and produce results.

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

3258 Helping Minority Youth to Succeed in School and Life**Room 122A, First Level, PCC****Time: 10:30-11:30 AM**

Three teachers and a university based teacher educator discuss strategies for helping minority youth to succeed in school and life. Pablo organized Latino students from the Bronx to fight budget cuts and acquire a feeling of empowerment. Adeola works with African American girls to develop a sense of self as a valued human being. April discusses working with her middle students and her middle school aged son. This session will be both interactive and multimedia.

Presenter(s): Alan Singer, Hofstra University, Brooklyn, NY; Pablo Muriel, University Heights High School, Bronx, NY; Adeola Tella-Williams, Uniondale High School, NY; April Francis, Lawrence Road Middle School, Hempstead, NY

3260 Using Narrative Feedback to Replace Grades: One Step in Results Only Learning Environment (ROLE)**Room 112A, First Level, PCC****Time: 10:30-11:30 AM**

Traditional teaching doesn't work with today's students. ROLE uses year-long projects, cooperative learning, daily integration of web-based instruction, and narrative feedback instead of grades. Traditional grading—a number or letter on a paper—provides little information about what students did or didn't learn, and mastery of skills often is left behind. Learn how to replace numbers and letters with detailed narrative feedback—and how this change can vault you into 21st century teaching and learning.

Presenter(s): Mark Barnes

3301 Making Inclusion Work Using Collaboration, Team Teaching, and Professional Learning Communities**Room 118C, First Level, PCC****Time: 1:00-3:00 PM**

In this session, three New York City principals will reveal best practices in inclusive middle and high school classrooms. (The NYC model places two teachers in a classroom containing students with and without individualized education programs). Through video, lecture, and group discussion, they will share low- or no-cost strategies that can be implemented in any classroom to foster a successful inclusive environment. Participants will have the opportunity to discuss applying these strategies to their own schools.

Presenter(s): Lisa Gioe, Millennium Brooklyn High School, Brooklyn, NY; Robert Rhodes, Millennium High School, New York, NY; Joseph Zaza, Leon Goldstein High School, Brooklyn, NY

3302 Seven Qualities of High-Performing Groups**Room Ballroom AB, Third Level, PCC****Time: 1:00-3:00 PM**

A cohesive approach to school improvement requires new ways of structuring teachers' work. Seven qualities of high-performing groups drive powerful professional communities: (1) maintain a clear focus, (2) embrace a spirit of inquiry, (3) put data at the center, (4) honor commitments to learners and learning, (5) cultivate relational trust, (6) seek equity, and (7) assume collective responsibility. This interactive session will explore these qualities and offer strategies and assessment tools for group development.

Presenter(s): Bruce Wellman, Laura Lipton, Center for Adaptive Schools,

Guilford, VT

3303 Culture Is Not a Chili Supper: Connecting High Performance and School Culture**Room 114, First Level, PCC****Time: 1:00-3:00 PM**

Which comes first—positive school culture or high performance? Some say that to improve performance, schools must first improve culture. However, the presenter has proven that positive school culture is gained by first improving performance and increasing student achievement. As a superintendent who has led two districts to the highest academic gains in Kentucky, he has produced record-breaking results and has experience in creating a high-performance school culture. During this engaging session, participants will learn how to improve school culture by focusing on student achievement.

Presenter(s): Joshua Powell, Union County Public Schools, Morganfield, KY

3304 Building "Character Capacity" Through Intentional Feedback**Room 120A, First Level, PCC****Time: 1:00-3:00 PM**

In the cycle of curriculum design, instruction, and assessment, the key relational component of feedback often gets neglected. Yet, how we structure our feedback immediately affects students' attitudes toward themselves as learners. This session will focus on positive feedback techniques aimed at developing core character competencies essential for lifelong learning, including resilience, maturity, concern for others, and self-discipline. Participants will leave with a clear overview of "character capacity," along with sample scripts of effective feedback techniques.

Presenter(s): Susan Young, Deering High School, Woolwich, ME

3305 An Excellent Adventure: Middle School Engagement with Ancient History**Room 203A, Second Level, PCC****Time: 1:00-3:00 PM**

Learn about a collaboration between an arts center and a middle school that embarked seventh grade students on an annual "Excellent Adventure" using project-based approach to ancient history. The hands on activities included coats of armor and crests connected to the students' families; a jousting competition; scale models of historic structures; a century-spanning fashion show; and Reader's Theatre dramas. Participants will journey on their own excellent Adventure by creating Reader Theatre dramas with their colleagues.

Presenter(s): Shawn Powers, Plymouth State University, Hudson, NH

3306 Response to Intervention: Setting Up and Getting Started**Room 113C First Level, PCC****Time: 1:00-3:00 PM**

Participants will explore the journey a district took to design and implement the Response to Intervention framework. The presenter will share various components, including leadership, curriculum, and professional development and discuss core principles of RTI. A how-to approach will highlight the design of each tier and the processes the district engaged in to successfully implement RTI. Participants will have the opportunity to engage in dialogue about their experiences.

Presenter(s): Kimberly Honnick, Newark Public Schools, NJ

3307 Preparing Students to Negotiate Knowledge in a Complex, Competitive Society**Room 118A, First Level, PCC****Time: 1:00-3:00 PM**

In this presentation, participants will learn how Problem-Based Learning can be used in college and undergraduate class to better engage learners in meaningful learning that maximizes their ability to formulate, negotiate, and renegotiate knowledge. Participants will learn about a PBL unit implemented in a transitional skills course for new college students at Miami University, OH. Campus administrators were brought together to assist students in maximizing their skills in information literacy, problem solving, and intellectual autonomy.

Presenter(s): Debra Gerdes, Illinois Math and Science Academy; Timothy Staples, Miami University, OH

3308 Collective Action in Literacy: Strengthening and Supplementing the Core**Room 120B, First Level, PCC** **Time: 1:00-3:00 PM**

How do classroom teachers turn struggling readers and writers into successful students who improve in reading and love writing? This session will explain and demonstrate successful implementation of Linda Dorn's Partnership for Comprehensive Literacy Model. Building principals and district leaders will share two years of promising results for regular and special education students in a program that uses literacy coaches, model classrooms, planned interventions, and structured collaboration.

Presenter(s): Ann Mausbach, Council Bluffs Community School District, Council Bluffs, IA; Melissa Chalupnik, Crescent Elementary, Council Bluffs, IA

3309 The Missing Link: Using Teaching Practice as Data to Improve Instruction**Room 115C, First Level, PCC** **Time: 1:00-3:00 PM**

Although recent initiatives, including professional learning communities, have worked to increase dialogue and collaboration among teachers, observing teaching practice itself remains largely isolated to evaluation. Acknowledging the countercultural nature of peer observation, this session will illuminate how colleagues can serve as necessary partners in collecting classroom data that directly drive improvements in instruction. Session participants will engage in the practices—observing instruction and protocols that structure dialogue—essential to this whole-school peer observation model.

Presenter(s): Trent Kaufman, Emily Dolci Grimm, Education Direction, Salt Lake City, UT

3311 Addressing the Whole Child with Intentionality through Invitational Education**Room 119A, First Level, PCC** **Time: 1:00-3:00 PM**

Invitational Education provides practical strategies to create effective schools that can meet the needs of the Whole Child. It promotes a systematic approach to communication that invites learning and human development. Its theoretical framework is based upon the democratic ethos, perceptual tradition, and self-concept theory. This interactive session will address the basic premises and processes, as well as international applications. Participants will experience an eye-opening communications activity and a mock planning process.

Presenter(s): Melissa Cain, University of Findlay, OH

3313 Vernaculect? Is That Like Intellect?**Room 118B, First Level, PCC** **Time: 1:00-3:00 PM**

The Language Varieties PIC invites you to share your expertise about language in learning while discovering how children's vernaculect influences their academic development. (Our intellect helps us think; our vernaculect helps us verbalize our thinking.) Through conversations about Spanglish or African American Vernacular English or Hawai'i Creole English or Singlish or any other variety of language unrecognized as a standard language, we will uncover its value and reassess our beliefs about the language(s) children use.

Presenter(s): Ermile Hargrove, HI

3314 Case Study: Using Technology for Personalization and Student Engagement**Room 115B, First Level, PCC** **Time: 1:00-3:00 PM**

Under pressure to meet NCLB requirements by the 2014 deadline, Pennsylvania's Downingtown Area School District sought to increase student engagement and achievement by differentiating instruction based on criteria other than performance data. This session shows how technology that differentiates based on individual interests, learning styles, and expression styles enabled Downingtown teachers to cover multiple content areas, create an integrated approach tied to students' interests, and deliver personalized learning experiences that increased student achievement.

Presenter(s): Lois Grasso, Matt Dziunycz, Emily Vanim, Jennifer Losch,

Downingtown Area School District, PA

3315 Meeting the Rigor of the Common Core**Room 204C, Second Level PCC** **Time: 1:00-3:00 PM**

New standards create opportunities for renewed methods for instruction and assessment. This interactive presentation will guide participants as they unwrap excerpts from the common core state standards, classifying levels of teaching and learning inherent in the curriculum. Based on these outcomes, participants will leave this session understanding how to create learning progressions for implementing and measuring proficiency using the common core, as well as some ways to troubleshoot common pitfalls in the process.

Presenter(s): Brandon Doubek, Leadership and Learning Center, Englewood, CO

3316 15 Literacy Tech Tools Made Simple: Engaging Readers with Technology**Room 122B, First Level, PCC** **Time: 1:00-3:00 PM**

This session is designed for teachers interested in enhancing literacy instruction with the newest easy-to-use, free and low-cost technology tools. In this fast-paced session, presenters will explain and demonstrate their personal picks for the best tech tools aimed at engaging readers of all ages. Participants will learn about the latest mobile apps, how to Skype with authors (for free), digital storytelling software, and much more. Participants will have access to a comprehensive handout and wiki resource.

Presenter(s): Kelli Esteves, Jackie Sweeney, Butler University, Zionsville, IN

3317 The Power of Glass Schools**Room Terrace Ballroom 1, Fourth Level, PCC** **Time: 1:00-3:00 PM**

Web 2.0 technologies such as Podcasting and Blogging break down the barriers to publishing teacher and student created content on the internet. Schools that do so are finding the benefits reach far beyond the classroom walls. By making learning transparent, many schools are creating a strong sense of community while offering their students the opportunity to collaborate with others on a global level. See how some districts have embraced these new technologies while still maintaining high standards and keeping their students safe.

Presenter(s): Steve Dembo, Discovery Education Network, Silver Springs, MD

3319 Being Intentional Networkers: How Teachers Can Seek Support through Social Networks**Room 108B, First Level, PCC** **Time: 1:00-3:00 PM**

In this session, participants will learn about the cutting-edge research and theory behind using social networks as tools for teacher professional support and will have the opportunity to visualize their professional support networks and develop strategies for networking in and outside of schools. The presenter will use network visualization software tools and models to illustrate a variety of social networks and describe how resources, information, and support can flow through these networks.

Presenter(s): Kira Baker-Doyle, Penn State University-Berks, Reading

3320 A Positive Whole Child Approach to Improving Academics and Behavior**Room 116, First Level, PCC** **Time: 1:00-3:00 PM**

This session, based on the Educational Leadership article "Seven Strategies for Building Positive Classrooms," by Carol Gerber Allred, will present an evidence-based approach to the positive development of the physical, intellectual, social, and emotional selves of students. This whole child approach has demonstrated effects in academics, behavior, and character in schools. Participants will leave with new insights and practical tools for their professional settings.

Presenter(s): J. Allen, Positive Action, Twin Falls, ID

3321 The PLC Continuum and University Partnership: An Important Ongoing Mission**Room 109A, First Level, PCC****Time: 1:00-3:00 PM**

The session will focus on how the development of one school's professional learning community (PLC) is supported by a partnership with a local university. This partnership, combined with the gathering of data, the mobilization of teachers, and the redesign of professional development time, has served as an impetus for the development of a unified mission focused on engaging all students in meaningful learning, understanding the whole child, and believing that all students can achieve.

Presenter(s): Harvey Allen, Monmouth University, West Long Branch, NJ; Joseph Saxton, Barnegat Township School District, NJ

3322 Teaching in and through the Arts: Strategies that Improve the 21st Century Skills**Room 111, First Level, PCC****Time: 1:00-3:00 PM**

This session will share data and provide concrete examples of the impact of teaching in and through the arts on student learning. A template for whole school reform using the arts will be discussed.

Presenter(s): John Ceschini, AEMS Alliance; Janet Rubin, Brevard Community College; Frances Meyer, National Dance Association

3323 School-Based Behavioral Health: A Clinical Home Within Schools**Room 121B, First Level, PCC****Time: 1:00-3:00 PM**

As a family-focused mental health program for youth, school-based behavioral health teams provide a clinical home through partnerships among families, educators, county administrators, community provider agencies, and a managed care organization. The treatment model is child-centered, trauma-informed, and employs positive behavioral supports. The presenter will highlight opportunities for bridging the gap that exists between the education and mental health systems, as well as alignment with Response to Instruction and Intervention.

Presenter(s): Michael Hayes, Susquehanna University, Selingsgrove, PA; Cynthia Vennie, Selingsgrove, PA; Maureen Whalen, Wilkes-Barre, PA; Christine Peters Pelligreini, Community Care Behavioral Health, Pittsburgh, PA

3324 Setting Growth Expectations That Lead to Reading Proficiency with Lexile Measures**Room 121C, First Level, PCC****Time: 1:00-3:00 PM**

How do we set goals for struggling readers that align with expected growth while meeting state proficiency standards? What is meant by one year's growth? What data are necessary to determine if interventions are effectively addressing students' learning needs? How do we monitor reading initiatives using fall, winter, and spring Scholastic Reading Inventory Lexile scores aligned to state standards? In this session, the presenter will demonstrate straightforward and easy-to-replicate methodologies to create personalized reading goals that align with proficiency outcome expectations for at-risk readers.

Presenter(s): Kimberly Knutson, Reno, NV

3326 Middle School Students Flourish with Expanded Arts Experience (Music, Dance, Drama, Visual Arts)**Room 110A, First Level, PCC****Time: 1:00-3:00 PM**

We will show through research and our own findings, in the fifteen years of our program, the value added by introducing and maintaining a thorough exploration of an expanded arts curriculum adding drama and dance to visual art and music for all middle level students. The socialization and problem-solving elements of arts curriculum enhances and informs the student's comprehension of the mainstream academic curriculum, and works towards the developmental goal of educating the Whole Child.

Presenter(s): Joanne Brown, Terese Opiela, Kathleen Moscara, Linda Tomaselli, Glen Rock Middle School, NJ

3327 Mass Customization for Every Learner: Let's Free Learning So It Goes Viral**Room 123, First Level, PCC****Time: 1:00-3:00 PM*****This session is in a computer lab***

In the 21st century, we have the ability to personalize learning for each learner. Join this education futurist, who draws on experience as a classroom teacher, high school principal, and state education curriculum specialist, to find out how to make this a reality. Using examples of successful initiatives already underway around the United States and the world, the presenter will challenge and inspire you to reject "school reform" efforts and embrace unfolding opportunities for learners.

Presenter(s): Tom Welch, TWelch Consulting, Lexington, KY

3329 Partnering for Success: Creating Alternative College and Career Pathways for Special Populations**Room 110B, First Level, PCC****Time: 1:00-3:00 PM**

As society becomes increasingly technologically complex, opportunities for workplace advancement are shrinking for individuals whose terminal degree is a high school diploma or GED certificate. Connecting young adults to the educational and economic mainstream is a challenge forward-thinking community colleges and nonprofits working in partnership across the country are experimenting with. At this session, the presenters will share innovative precollege strategies that work and engage participants in lively conversation about solving this crucial issue.

Presenter(s): Michael Brownstein, Year Up, Boston, MA; Darlene Molsen, Bellevue College, Bellevue, WA

3330 Creating a Culture for Differentiation**Room 121A, First Level, PCC****Time: 1:00-3:00 PM**

This session will highlight the leadership of principals, a curriculum director, and a teacher leader who are helping grow the philosophy of differentiation within their district. Over the past three years, Findlay City Schools (Ohio) administrators have worked to educate and support their staffs to gain a deeper understanding and demystify differentiation so that it is viewed as "just good teaching." These presenters will share what they are doing through a variety of trainings and activities that are helping create a culture within their buildings that embraces the philosophy of differentiation.

Presenter(s): Stephanie Roth, Findlay City Schools, OH

Creating a Learning Culture through a Community-Wide Strategic Plan**Room 112A, First Level, PCC****Time: 1:00-3:00 PM**

Schools are a community hub and, as such, should involve all sectors of the community in long-range planning. Durham Public Schools (North Carolina) recently launched its new strategic plan, which included input from more than 4,000 community members. This session will provide school and district leaders with a blueprint for collecting diverse input and using it to create a specific and measurable strategic plan that the entire community will own.

Presenter(s): Lewis Ferebee, Durham Public Schools, NC

3333 Creating a Culture of Calm: The Transformation of an Urban High School**Room 117, First Level, PCC****Time: 1:00-3:00 PM**

Based on lessons learned over two years of implementing transformation strategies at Julian High School in the Chicago Public Schools, this session will present data and offer strategies for implementing a successful transformation model of school improvement in a low-performing urban high school. The presenters will share specific strategies that address the unique challenges presented by the logistics of working in a high school.

Presenter(s): Steph Jensen, Jim Gross, Susan Lamke, Alesia Montgomery, Boys Town, NE

3334 Fundamentals for Facilitating Problem Solving**Room 120C, First Level, PCC** **Time: 1:00-3:00 PM**

Managing conflict through effective problem solving is a complex process that works best when all parties commit to working through differences with open minds. Learn how Peel District School Board is breaking new ground by changing the culture and climate of every work location and at all levels of the organization - business and academic - by applying a framework to guide a process that actively builds and restores relationships, positive intentions and climate in good times and in bad.

Presenter(s): Luciana Cardarelli, Peel District School Board, Ontario, Canada**3335 Resource for Student Evaluation Personnel Implementing Response to Intervention****Room 122A, First Level, PCC** **Time: 1:00-3:00 PM**

This session will explore a new, free resource developed by the Building RTI Capacity project team from the Meadows Center for Preventing Educational Risk at the University of Texas at Austin. The resource provides information and tools for student evaluation personnel working in schools implementing RTI. Participants will learn about key federal requirements related to the legislation behind RTI for student evaluation and receive access to a resource for additional information about the use of RTI in student evaluation.

Presenter(s): Kathleen Walker, Pamela Bell, Desiree Pallais, University of Texas-Austin**3336 Creating Partnerships to Promote K-12 Success and College Readiness****Room 125, First Level, PCC** **Time: 1:00-3:00 PM**

This session will examine the innovative partnership between Hillsborough County Public Schools (Florida), the College Board, and the University of South Florida. This partnership, based on a shared vision of equity and access for all, strategically promotes the district's plan to support students and provides quality professional development for teachers, counselors, and administrators. Participants will learn the advantages of such partnerships and strategies for creating and effectively utilizing partnerships to best prepare all students for postsecondary success.

Presenter(s): Jazheel Lenegar, Ansberto Vallejo, Eric Bergholm, Hillsborough County Public Schools, Tampa, FL**3337 Mobile Applications for Learning****Room 204A, Second Level, PCC** **Time: 1:00-3:00 PM**

Have an iPhone, iPod Touch, or iPad? Want to know more about how to take your device to the next level to increase productivity, teaching, and learning? In this interactive session, learn tips and tricks, and explore many apps and resources for every age level and content area. Find out how to leverage your device to make your life easier and to optimize learning, teaching, and administrating. This session is best for those who are already somewhat familiar with their devices and ready to download awesome apps. Bring your own device! You will receive a list of apps discussed in the session.

Presenter(s): Shari Ehly, Helen Mowers, Killeen ISD, TX**3338 Responding to the Needs of the Whole Child****Room 109B, First Level, PCC** **Time: 1:00-3:00 PM**

This interactive session will support teachers who seek to meet specific social, emotional, and intellectual needs of struggling learners and prepare them to gather and interpret data on student profiles. By reviewing multilevel intervention plans, participants will learn to help all students' access classroom skills and content standards. Teachers will return to the classroom with multiple resources, including data-gathering templates, learner-profile planning banks, and implementation strategies.

Presenter(s): Naomi Arnold, Lauren Cannon, Milken Community High School, Los Angeles, CA**3340 Improving Literacy While Teaching Early American History****Room 108A, First Level, PCC** **Time: 1:00-3:00 PM**

By the time many students get to middle school, they are reading below grade level. Since literacy is the foundation of standardized testing, it is imperative that we improve literacy skills while teaching content. The presenter's district has developed a method of teaching early U.S. history that utilizes research-based strategies to improve literacy and includes the common core state standards. During the session, participants will complete a sample unit and receive a CD with samples from units used by the district. Participants will learn ways they can use these strategies in all subjects.

Presenter(s): Cindy Grimmer, East Baton Rouge Parish Schools, Denham Springs, LA**3341 North Warren: The Little District That Could****Room 113A, First Level, PCC** **Time: 1:00-3:00 PM**

Learn how a new administrative team in a small regional school district established connections between the school and community to create a safe and supportive school, engage parents, and challenge students to achieve at higher levels. Leave with samples of materials used by the district in community outreach, professional learning communities, and budgetary transparency to pass three consecutive budgets, raise academic achievement, and be designated as one of the Ten Most Improved High Schools in New Jersey by New Jersey Monthly magazine.

Presenter(s): Brian Fogelson, Christina Sharkey, and Louis Melchor, North Warren Regional School District, Blairstown, NJ**3343 Lesson Study for Preservice and Novice Teachers****Room 124, First Level, PCC** **Time: 1:00-3:00 PM**

In this interactive, multimedia session, participants will learn how to set up lesson studies that work within the rapid pace of U.S. schools. Rooted in motivation theory, lesson study can result in student-centered lessons that engage a range of learners. The presenter will share her experience organizing lesson study as a cooperating teacher and a university supervisor of preservice science teachers. Handouts, including protocols and strategies for any context, will be available online.

Presenter(s): Amy Baeder, Cleveland High School, Seattle, WA**3344 Engage, Empower, and Transform Low-Performing Math Students****Room 202B, Second Level, PCC** **Time: 1:00-3:00 PM**

How do you transform poor math scores to achieve gains for low-performing students and increase math proficiency scores for the entire school? In this session, explore schools' journeys in decreasing the math achievement gap. Learn strategies to move students from poor math growth to sustained math scores with double-digit gains, increased proficiency levels on high-stakes tests, and reduction in Algebra I failure rates. Learn how these strategies fit with states' migration to common core state standards.

Presenter(s): Amy Rauch, Penn Harris Maddison/Mishwaka School Corp., Mishwaka, IN; Marjorie Briley, Ascend Math, LA**3345 Improve Literacy at No Cost to You****Room 201B, Second Level, PCC** **Time: 1:00-3:00 PM**

In light of federal and state budget cuts, the need for cost-effective resources to improve literacy has become paramount. Scholastic Book Fairs provides programs to improve literacy at no cost. This session will discuss the importance of literacy education, describe how to access these free programs, and share about various schools across the nation that have successfully utilized the programs. Participants will leave with options to improve literacy in their educational settings.

Presenter(s): Paul Clifford, Cassandra Maguire, Maureen O'Hara, Scholastic Book Fairs, Cranbury, NJ

3346 A Fully Developed K-12 Standards-Based Education System**Room 204B, Second Level, PCC****Time: 1:00-3:00 PM**

The Federal Way Public Schools (Washington) standards-based education system is the right thing to do—for all students. The district is one of a few urban settings to truly develop and implement such a comprehensive system. Learn about how the system aligns K-12 (every grade and every class) instruction, assessment, and grading and reporting in a clear, transparent, and focused manner. See how student achievement is measured against known and established milestones rather than the performance of other students.

Presenter(s): Joshua Garcia, Federal Way Public Schools, WA; William Zaggle, Global Scholar, Greely, CO

3347 Powerful Partnerships Prevail: Higher Education and Public Schools Explore Teacher Mentoring**Room 201A, Second Level, PCC****Time: 1:00-3:00 PM**

A recent American Association of Colleges for Teacher Education study indicates that higher education and school administrators disagree in their perceptions of teacher preparedness. The study specifically looked at teachers' ability to be effective within the complex culture of diverse classrooms.

Research suggests that while well-prepared in content areas, teachers would benefit from professional development focused on students of varying abilities and backgrounds. This session will report on a two-year partnership between higher education and district stakeholders designed to facilitate effective, essential instruction.

Presenter(s): Divonna Stebick, Gettysburg College, PA; Barbara Marinak, Penn State University-Harrisburg, Middletown, PA; Mary Paxton, Shippensburg University, PA

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