

ASCD Conference
on **Teaching
Excellence**
2014



JUNE
27-29
2014

DALLAS, TEXAS

Gaylord Texan Resort & Convention Center

www.ascd.org/CTE

*Pre-Conference
Institutes on June 26*

ASCD[®]
LEARN. TEACH. LEAD.

A conference to make **EXCELLENT TEACHING** the reality in every classroom.

Excellent teaching has become the number one imperative in schools everywhere. Don't miss the only event this year totally dedicated to helping you and your colleagues improve instructional effectiveness.

Invest in Great Instruction to Ensure School Success

Developing more effective teachers and teaching practice takes time and resources, but research shows that investment pays off in terms of improved student achievement. More than any other in-school factor, excellent teaching can make a positive difference in student and school success.

Why It's Time to Make This Commitment Now

New Common Core State Standards' shifts in teaching practices and heightened emphasis on teacher effectiveness challenge schools everywhere to reexamine their instructional approaches and get up-to-date on successful new strategies. The ASCD Conference on Teaching Excellence lets you and your colleagues do all this and more. Spend two-and-a-half days getting what your school needs to be successful all year long.



“The Conference on Teaching Excellence was great! I was able to bring 20 of my teacher leaders from my county. We debriefed the following week and everyone was excited about what they had learned.”

*Lynette Lewis, Instructional Specialist
Office of Talent Development
Prince George's County, Maryland*



ASCD Conference on Teaching Excellence App

Search for sessions, get news alerts, and access social media with the 2014 ASCD Conference on Teaching Excellence App. The app will be available for download in April 2014 and is compatible with Apple/iOS devices (iPhone® and iPad®) and Android devices (phones and tablets).

Register Now!

Go to www.ascd.org/CTEregister

Call Toll-Free: 1-800-933-ASCD (2723), then press 1. If you are registering more than one person, please fax your registration forms—with payment—to 1-703-575-5414.

Choose from over 150 sessions from the listings on pages 8–20.

Registration Confirmation and Presentation Materials

Registered participants will receive registration confirmation and notification of presentation materials via e-mail. All presentation materials will be posted on the ASCD website and will be available to download beginning June 11, 2014. Details will be sent via e-mail in early June, including the web address (URL). We encourage you to download the materials to your laptop or print copies and bring them with you to the sessions.

PLEASE NOTE: Meeting rooms may not have wireless access and will have limited electrical outlets.

iPad® and iPhone® Users: You may need a special app to view presentation materials or take notes. Several apps are available for interactive PDF use, however, they may require a purchase fee. We appreciate your assistance in helping us make this conference an earth-friendly event.

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CONFERENCE At-A-Glance

What we've added this year!

- More special events and activities.
- Two additional Pre-Conference Institutes.

THURSDAY, JUNE 26

7:00 a.m.–12:00 noon Pre-Conference Registration

8:30 a.m.–3:30 p.m. Pre-Conference Institutes

- Essential Questions: Opening Doorways to Student Understanding with Jay McTighe
- Research-Based Strategies for Effective Resiliency Building with Nan Henderson
- Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success with Baruti Kafele
- STAAR, Math, and UbD: Making the Connections to Boost Student Engagement with Eric Carbaugh

ASCD BOOKSTORE AND RESOURCE CENTER HOURS

Thursday, June 26 5:00–7:00 p.m.

Friday, June 27 8:00 a.m.–1:30 p.m. and 2:30–5:00 p.m.

Saturday, June 28 8:00 a.m.–1:30 p.m. and 2:30–5:00 p.m.

Sunday, June 29 8:00 a.m.–12:00 noon

REGISTRATION HOURS

Thursday, June 26 1:00–7:00 p.m.

Friday, June 27 7:00 a.m.–5:00 p.m.

Saturday, June 28 7:00 a.m.–5:00 p.m.

Sunday, June 29 7:00 a.m.–12:00 noon

CONFERENCE SCHEDULE

Friday, June 27

7:30–8:15 a.m. Networking Breakfast and Discussion

8:30–11:30 a.m. 3-Hour Morning Sessions

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

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

11:30 a.m.–1:30 p.m. Keynote Luncheon (*must be preregistered*)

1:00–4:00 p.m. 3-Hour Afternoon Sessions

1:30–3:00 p.m. 90-Minute Afternoon Sessions

3:30–5:00 p.m. 90-Minute Afternoon Sessions

5:15–5:45 p.m. Debriefing Session

Saturday, June 28

8:30–11:30 a.m. 3-Hour Morning Sessions

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

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

1:00–4:00 p.m. 3-Hour Afternoon Sessions

1:30–3:00 p.m. 90-Minute Afternoon Sessions

3:30–5:00 p.m. 90-Minute Afternoon Sessions

Sunday, June 29

8:30–11:30 a.m. 3-Hour Morning Sessions

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

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



COME EARLY AND CHOOSE FROM

Four Pre-Conference Institutes!

THURSDAY, JUNE 26

Essential Questions: Opening Doorways to Student Understanding

Jay McTighe, ASCD Author and Education Consultant, Columbia, MD



How can you uncover key ideas in Common Core State Standards? How can your classroom culture support student inquiry? Using ideas from the ASCD best-selling book *Essential Questions: Opening Doors to Student Understanding*, coauthor Jay McTighe answers these and other important questions while explaining how to use essential questions to unpack standards and map a coherent curriculum. Explore practical, proven design tools for every classroom.

Registration Fee:

\$269 (ASCD Members) **\$333** (Nonmembers)

Materials Fee: \$20 for *Essential Questions: Opening Doors to Student Understanding*

Registration Code: **PD14GB001X48**

Research-Based Strategies for Effective Resiliency Building

Nan Henderson, Education/Wellness Consultant, Solvang, CA



Discover findings from the growing body of resiliency research and learn strategies to help any struggling student succeed in school and in life. Understand how to recognize and grow the resiliency inherent in every child and become a more effective resiliency builder and agent of protective factors for students and all others you care about.

Registration Fee:

\$269 (ASCD Members) **\$333** (Nonmembers)

Materials Fee: \$13 for *The Resiliency Workbook: Bounce Back Stronger, Smarter, and with Real Self-Esteem*

Registration Code: **PD14GB002X48**

Simply indicate your pre-conference choice on the registration form in the center of this preview and add the pre-conference materials fees to your conference registration total.

Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success

Baruti Kafele, Education Consultant, Jersey City, NJ



Award-winning principal Kafele explains why low-achieving children can be some of the most highly capable students, but their attitudes often prevent them from maximizing their potential. Drawing from his top-selling ASCD book *Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success*, he explains how to make the transformation of students' attitudes a priority, increase the probability for their achievement, and close the "attitude gap" between those students who have the will to strive for academic excellence and those who do not.

Registration Fee:

\$269 (ASCD Members) **\$333** (Nonmembers)

Materials Fee: \$18 for *Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success*

Registration Code: **PD14GB003X48**

STAAR, Math, and UbD: Making the Connections to Boost Student Engagement

Eric Carbaugh, James Madison University, Harrisonburg, VA



Creating learning opportunities that promote meaningful student engagement requires careful planning. It is essential that educators think critically when designing instruction so that the desired learner outcomes can be achieved. The process of instructional design should begin with meaningful curricular goals that are driven by state standards. Through the lens of the Understanding by Design® (UbD®) framework and the State of Texas Assessments of Academic Readiness (STAAR), this interactive session will explore how math teachers can create effective learning experiences to boost student engagement. Participants should bring their own electronic devices to make the most of this session.

Registration Fee:

\$269 (ASCD Members) **\$333** (Nonmembers)

Registration Code: **PD14GB005X48**

Please Note: Registration for the 2014 ASCD Conference on Teaching Excellence DOES NOT include registration for a pre-conference institute. If you are registering more than one person, please fax your registration forms—with payment—to 1-703-575-5414.



SPECIAL EVENTS

Making Connections Welcome Reception

Thursday, June 26, 2014
5:00–7:00 p.m.

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

(No advance reservation required.)

Networking Breakfast and Discussion

Engaging Students in Instruction: Tips on What Works

Friday, June 27, 2014
7:30–8:15 a.m.



Sandra Page, Education Consultant,
Chapel Hill, NC

Are you looking for some key strategies to improve the participation of students in your classroom? Do you have some tips on what works? Join us for a lively discussion and ideas about how to increase engagement in learning.

Debriefing Session

Friday, June 27, 2014
5:15–5:45 p.m.



Erik Palmer, Education Consultant,
Aurora, CO

Take part in a free-flowing facilitated conversation with Erik Palmer, and hear what folks learned on Day One at the conference and how they plan to use their new information when they return to their local sites.

Keynote Luncheon

Listen to What the Kids Say: Learning from the Students We Teach

Friday, June 27, 2014
11:30 a.m.–1:30 p.m.



Carol Ann Tomlinson, ASCD Author,
University of Virginia, Charlottesville, VA
Too often, the voices of students don't get heard in the conversation

about education policy and practice. But they are the ones who educators are trying to inspire and enable. The renowned Carol Ann Tomlinson brings the voices of some students to this conference to help you reflect on what all educators can learn from them.

Price is \$40 per person. Register on the enclosed registration form or online at www.ascd.org/CTeregister. Please note that seating is limited.





Volunteer at the 2014 ASCD Conference on Teaching Excellence

Attendees who volunteer will receive a **\$25 gift certificate** for every two sessions they host. Gift certificates can be used toward any ASCD program, product, or service within one year. When completing your online or paper registration for this conference, please indicate that you would like to volunteer. You will receive an e-mail notification closer to the conference with online session selection information. You must be registered to volunteer. Questions? Please e-mail us at volunteer@ascd.org.

Earn College Credit

For more information, go online to www.ascd.org/academiccredit.

CONFERENCE SESSION PLANNER

How to Target Your Learning Needs

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

Audience Level (AL):

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

Audience (AU):

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

Session Level (SL):

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

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

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

All: Designed for all levels.



Conference Sessions for Day One

FRIDAY, JUNE 27

3-Hour Morning and Afternoon Sessions

8:30–11:30 a.m. and 1:00–4:00 p.m.

This program is subject to change without notice.

1101 & 1401 Teacher-Made Assessments: Connecting Curriculum, Instruction, and Student Learning

Christopher Gareis and Leslie Grant, College of William and Mary, Williamsburg, VA



Ensure your assessments are valid, reliable, and help facilitate and communicate student learning by attending

this session focused on formative and summative approaches that align to rigorous curriculum standards.

AL: All • **AU:** All • **SL:** All

1102 & 1402 Fostering Grit

Thomas Hoerr, New City School, St. Louis, MO



Who is successful and why? What can schools do to prepare students to be successful in the real world? Educators understand more and more that

noncognitive attributes play an integral role in success. We need to teach students to read, write, and calculate, but we also need to teach them to have grit. Grit is tenacity, hanging in, being resilient, not giving up, and forging ahead despite difficulties. Participants will learn what grit is, how to create the school and classroom context for teaching grit, and strategies for helping students develop grit.

AL: All • **AU:** All • **SL:** Introductory and Experienced

1103 & 1403 Designing Learning with Dispositions in Mind

Arthur Costa, California State University, Sacramento, CA
Bena Kallick, Education Consultant, Westport, CT



Does your school prepare students for a life of tests or prepare them for the tests of life? Attend this institute

to challenge and reframe your mental maps to focus on the real purposes of 21st century education and their place in curriculum and assessments.

AL: All • **AU:** Teacher Leaders • **SL:** Introductory

90-Minute Morning Sessions

8:30–10:00 a.m. and 10:30 a.m.–12:00 noon

This program is subject to change without notice.

1201 & 1301 Ignite Learning with the Growth Mindset

Janna Peskett, Mindset Works, Walnut CA



Why do some students work doggedly at a difficult task while others give up at the first sign of struggle? Student motivation and resilience are the combined results of effective learning strategies and a growth mindset, the belief that mastery can be achieved through effort. Learn how to help students and teachers change their mindsets to develop self-efficacy through the growth mindset—a fundamental idea that underlies all motivation, achievement, and success in school and in life.

AL: All • **AU:** All • **SL:** Introductory and Experienced

1202 & 1302 Creating the Optimal Learning Environment for English Language Learners' Academic Achievement

Barbara Beaverson, Fulton County Schools, Atlanta, GA



Create the optimal classroom environment for the success of English learners with this session's essential information on the dynamics of a diverse classroom and how to set up the classroom to meet the needs of diverse students.

AL: Elementary • **AU:** All • **SL:** Introductory

1203 & 1303 Aligning the Common Core Standards for Students with Disabilities

Imani Akin, University of Phoenix, Calumet City, IL



Take an opportunity to examine key instructional shifts in the Common Core State Standards for English Language Arts, determine appropriate accommodations for students with disabilities, and get help on designing differentiated lessons to meet the needs of students with disabilities.

AL: All • **AU:** All • **SL:** All

1204 & 1304 Using Data to Transform Professional Practices

Debbie Zacarian, Education Consultant, Amherst, MA



Discover how research-based evaluation tools can be used to supportively and successfully guide teachers and school leaders in meeting the needs of dynamically changing student and family populations.

AL: All • **AU:** All • **SL:** All

1205 & 1305 Understanding by Design Framework and GANAG for Unit and Lesson Planning

Jay McTighe, ASCD Author and Education Consultant, Columbia, MD

Jane E. Pollock, Education Consultant, Centennial, CO



Learn how to use the five-step lesson planning process from the Understanding by Design®

framework to ensure your lessons and units help students acquire knowledge and skills, make meaning of “big ideas,” and transfer their learning to new situations.

AL: All • **AU:** All • **SL:** All

1206 & 1306 Framing Instruction with Four Types of Data

Jennifer Morrison, Newberry College, SC



If you ever feel overwhelmed with data or underserved by the information coming from standardized test scores, you need the framework from this session to become data-informed and data-empowered for designing more effective classroom interventions.

AL: All • **AU:** All • **SL:** Introductory

1207 & 1307 Implementing Standards-Based Grading and Reporting

Thomas Guskey, University of Kentucky, Lexington, KY



This session will explore the significant challenges involved in reforming grading policies and practices, especially as educators move toward standards-based grading and reporting. Discussions will focus on the best types of standards-based report cards, using technology to facilitate reporting, and how to educate parents about new reporting forms. Participants will consider several grading methods and learn how to devise meaningful reporting systems. Educators at all levels will leave with a collection of new strategies for developing successful reporting policies and standards-based report cards.

AL: All • **AU:** All • **SL:** Introductory

1208 & 1308 What Did the 83rd Legislature Do to Us?

Tom Jaggard, Education Consultant, Corpus Christi, TX



Texas House Bill 5 changed the rules of the game for educators at all levels in the state. Learn about the far-reaching effects this bill has on curriculum, assessment, instruction, and accountability.

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

1209 & 1309 Teaching with Tablets

Alex Gonzalez, Health Sciences High and Middle College, San Diego, CA



Discover instructional strategies and technology tips to help you integrate tablets with effective instruction.

Learn strategies for using tablets for modeling, guided instruction, collaborative and independent learning, and formative assessment. Learn tech tips on how to use tablet features to present content and engage students.

AL: Secondary • **AU:** Teacher Leaders and Teachers
SL: All

1210 & 1310 Integrating STEM and Project-Based Learning

Matt Kuhn, Education Consultant, Denver, CO



Explore how STEM schools integrate STEM domains through project-based learning units and encourage students to investigate and conduct experimental inquiries. This presentation explains the professional development and support teachers need in integrating STEM instruction and project-based learning.

AL: All • **AU:** Teacher Leaders • **SL:** All

1211 & 1311 Closing the Achievement Gap Through Summer Reading

Sandi Novak, Education Consultant, West Lakeville, MN



Learn how participation in a World Record of Reading Minutes motivates students in schools across the country to read over the summer.

Hear about schools that have witnessed improved gains in student performance, and explore how you can create the same excitement for your school's success.

AL: Elementary • **AU:** School-Based Administrators
SL: Introductory

1212 & 1312 Resiliency in Schools: Bounce Back Stronger, Smarter, and with Real Self-Esteem

Nan Henderson, Education/Wellness Consultant, Solvang, CA



Move children and youth from risk and stress to resiliency and foster educator resiliency with the practical application of these research findings from this session.

AL: All • **AU:** All • **SL:** All

1213 & 1313 Fifty Ways to Leave Your Lecture: Strategies for Creating More Engaging Lessons

Grace Dearborn, Education Consultant, Fairfax, CA



How do we engage our students who seem to have the hardest time paying attention or who rarely participate? This lively, fun, and interactive session provides you with strategies that get your most reluctant learners motivated and involved, without cornering or confrontation.

AL: All • **AU:** All • **SL:** All

1214 & 1314 Leveraging Assessment (STAAR) and Accountability to Create Systems of Support

Ervin Knezek, Education Consultant, Coupeville, WA



High-stakes assessment and accountability systems create a sense of urgency in schools, yet they can provide a wealth of information to guide curriculum development and refinement, professional learning experiences, and systemic support models. This session is designed to help leaders leverage data by using the State of Texas Assessments of Academic Readiness (STAAR) for decision making and development. Participants will understand and apply STAAR data, gain clarity on the new accountability system, understand STAAR's challenges, and organize and establish priorities.

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

1215 & 1315 So Much to Do and So Little Time: Protocols for Powerful Collaborative Planning

Opal Davis Dawson and Sandra Hogue, John F. Kennedy Montessori Elementary School, Louisville, KY



Learn how to use protocols in order to maximize the productivity of collaborative planning time. This session equips you with what you need to maximize the productivity of collaborative planning and support while focusing on school goals.

AL: Elementary • **AU:** All • **SL:** All

1216 & 1316 Engagement Through Questioning and Discussion

Sandra Page, Education Consultant, Chapel Hill, NC



Questioning and discussion are essential tools in any teacher's toolkit, and these strategies are even more effective when differentiated. Improve the types and ranges of questions that teachers ask students through the use of questioning protocols and learn some practical tips for developing the skills of discourse in students.

AL: All • **AU:** All • **SL:** Experienced

1217 & 1317 How Do You Measure Success? Five Steps to Collaborative Leadership That Gets Results

Cheryl Atkinson, Education Consultant, Baltimore, MD



Learn how experienced leaders of collaborative school teams using the "Leading for Success" model are able to involve and motivate all members of the school community; collect and examine key data derived from instruction in real time; understand the findings and problem-solve; develop an action plan that distributes leadership and implementation roles; and monitor progress, measure incremental success, and publicly celebrate as goals are met.

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



90-Minute Afternoon Sessions

1:30–3:00 p.m. and 3:30–5:00 p.m.

*This program is subject to change without notice.***1501 & 1601** Being Generationally Saavy: Working Effectively with Educators from All Generations

Jennifer Abrams, Education Consultant, Palo Alto, CA



Have you noticed your newer teachers feel, look, and act differently than novice colleagues you remember? Are you hearing of communication challenges between colleagues of different ages? Are you realizing that more employees want a life-work balance versus a work-life balance? Generational factors might be coming into play. Who makes up these four generations in our workplaces? What are their strengths and needs? What structures and communication protocols should we design to work well with them all, and what knowledge do we need to help every group thrive? This session will provide tools and resources on this increasingly intriguing topic.

AL: All • **AU:** All • **SL:** Introductory**1502 & 1602** Authentic Learning Connections: Moving Beyond Simulations Toward Real-World, Project-Based Learning

Dayna Laur, Education Consultant, Novato, CA



Move beyond classroom simulation forms of project-based learning to create classroom experiences that effect change in the real world of students. This session helps you engage students in community and global experiences that provide knowledge and critical thinking skills.

AL: All • **AU:** All • **SL:** Introductory**1503 & 1603** Listening in the Digital Age: Why “Sit Still” and “Be Quiet” Are Not Enough

Erik Palmer, Education Consultant, Aurora, CO



Explore the scaffolding in the Common Core listening standards and strategies for teaching students to listen to diverse media and evaluate information, understand argument and reasoning, and evaluate digital sources.

AL: All • **AU:** Teachers • **SL:** All**1504 & 1604** Common Core, Student Inquiry, and Learning for the 21st Century

Katie McKnight, National Louis University, Chicago, IL



To demonstrate rigorous content knowledge of the Common Core State Standards, students must develop a complex and diverse skill set. Learn techniques to help meet these new expectations, and explore examples from schools.

AL: Secondary • **AU:** All • **SL:** All**1505 & 1605** Strategies for Understanding and Addressing the Common Core Tapestry

Thomas Dewing, Education Consultant, Carol Stream, IL



Look beyond mere outcomes of the Common Core State Standards to develop college and career-ready skills all students need. Explore practical, research-based strategies that build these critical skills.

AL: All • **AU:** All • **SL:** All**1506 & 1606** Coaching Is Teaching and Teaching Is Coaching

Jonathan Hilliard, Education Consultant, Titusville, FL



Explore tools and techniques that integrate into any teaching style for immediate results in tackling the Common Core State Standards.

Learn about a nine-step process that helps you achieve the same results in the classroom as a winning coach does on the playing field.

AL: All • **AU:** School-Based Administrators, Teacher Leaders, and Teachers • **SL:** Introductory**1507 & 1607** Literacy Issues of Juvenile Justice and the Civic Potential of Youth

Alison Wenhart, Plymouth State University, Plymouth, NH



Promote civic literacy aligned with the Common Core State Standards using a model that promotes discussion of juvenile justice issues and reading, writing, and presentation strategies using open source technology.

AL: All • **AU:** Teachers • **SL:** All

1508 & 1608 Authentic Mobile Learning and Teaching

William Sheskey, Charlotte-Mecklenburg Schools, Charlotte, NC



Teach students to learn responsible and effective ways to use the power provided to them by mobile devices. This session provides concrete approaches to integrating mobile learning into any classroom. Please bring your mobile devices!

AL: All • **AU:** All • **SL:** All

1509 & 1609 Andragogy: How to Innovate, Empower, and Embrace Differences in Nontraditional Students

Christine Neuner, Northwestern Louisiana State University, Natchitoches, LA



Following the paradigm shift from pedagogy to andragogy in education, this session addresses factors affecting nontraditional students' ability to complete their educations and teaching practices that develop learning skills of high-risk adult learners.

AL: Higher Education • **AU:** All • **SL:** Introductory

1510 & 1610 Mapping to the Core: Developing Integrated Units for 21st Century Learners

Ann Johnson, Education Consultant, Ames, IA



How can you develop high-quality integrated units aligned to the Common Core State Standards? Attend this presentation to learn how to use mapping basics to develop high-quality units.

AL: All • **AU:** All • **SL:** Introductory

1511 & 1611 Embedding Higher-Order Thinking Skills into Instruction

Sandra Page, Education Consultant, Chapel Hill, NC



Learn how to use writing, discussion, questioning, and differentiated tasks to engage students in higher-order thinking skills on a daily basis, including synthesizing, analyzing, reflecting, and creating.

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

1512 & 1612 Conscious Classroom Management: Creating the Learning Environment You've Always Wanted

Grace Dearborn, Education Consultant, Fairfax, CA



Explore dozens of practical strategies that ensure your classes run more smoothly, your transitions go more quickly, you keep students on-task, and have fun doing it. Prevent misbehavior before it begins, as you introduce new curriculum and skills for 21st century learners.

AL: All • **AU:** All • **SL:** All

1513 & 1613 Engage Me, Know Me, Be My Champion! Purpose-Driven Personalization

Allison Zmuda, Education Consultant, Virginia Beach, VA; Mary Kay Babyak and Linda Croushore, Education Consultants, McKeesport, PA



Purpose-driven personalization is a framework for creating the conditions that help learners identify the relevance and meaningfulness of the learning. Discover how to provide a meaningful way to build student-teacher relationships.

AL: All • **AU:** All • **SL:** All

1514 & 1614 Tune in to Your Individual Students' Needs

Opal Davis Dawson, John F. Kennedy Montessori Elementary School, Louisville, KY



This session will show how to use data-driven differentiated interventions that focus on standards in English language arts and mathematics. Learn how to provide interventions, extensions, and enrichments for students according to what their assessment data show they are ready to learn.

AL: Elementary and Middle • **AU:** Teacher Leaders and Teachers • **SL:** Introductory and Experienced

REGISTRATION FORM



YES!

I want to attend the 2014 ASCD Conference on Teaching Excellence in Dallas, Texas, June 27–29!

ASCD Conference
on **Teaching
Excellence**
2014

RETURN TO ASCD TODAY!

Return your registration form with payment information to ASCD.

PLEASE TYPE OR PRINT FOR NAME BADGE.

NAME MR. MS. MRS. DR.

ASCD MEMBER/CUSTOMER ID (IF KNOWN)

JOB TITLE

SCHOOL/DISTRICT/COMPANY

ADDRESS HOME WORK

CITY

STATE/PROVINCE

ZIP/POSTAL CODE

COUNTRY

HOME PHONE

WORK PHONE

FAX

E-MAIL (REQUIRED)

Check if you have a disability requiring special provisions or services.

- Please do not make travel arrangements until you have received your registration confirmation via e-mail.
- Be sure to fill out the entire registration form.

RETURN TO ASCD TODAY!

Return your completed registration form with payment information to ASCD. If you are registering more than one person, please fax your registration forms to 1-703-575-5414. If you are paying by credit card, do not include credit card information in this form. ASCD will contact you to get your credit card information.

HOW TO REGISTER

ONLINE

www.ascd.org/CTeregister

PHONE

Call Toll-Free:

1-800-933-ASCD (2723) or
1-703-578-9600, then press 1

Hours: Mon.–Fri., 8:00 a.m.–
6:00 p.m. eastern time

MAIL

ASCD Conference Registration
P.O. Box 17035
Baltimore, MD 21297-8431 USA

FAX

1-703-575-5414 (Credit card orders are not accepted via fax. Order online, call, or mail this form if paying by credit card. Purchase orders are accepted via fax.)

E-MAIL

registration@ascd.org

SAVE WITH ASCD TEAM DISCOUNTS!

Get a free registration for every fifth person you register from the same school or organization. (Registrations—with payment—must be submitted together.)

PRIORITY CODE: X48

SATISFACTION GUARANTEED! ASCD strives to exceed your expectations for high-quality products and service. If within 14 calendar days after the event you feel that we have fallen short of this goal, we will give you a gift certificate that you can use toward the purchase of any ASCD products or a professional development event within the next year.

REGISTRATION FORM

RETURN TO ASCD TODAY!

Return your registration form with payment information to ASCD.



REGISTRATION FEES

REGULAR

- \$429 (ASCD MEMBERS).....\$ _____
- \$493 (NONMEMBERS).....\$ _____
- \$139 (STUDENT ASCD MEMBER) (attach a copy of student ID).....\$ _____
- \$139 (SENIOR ASCD MEMBER) (62 or older).....\$ _____

Please contact ASCD for nonmember student and senior rates.

- Yes, I would like to attend the **Keynote Luncheon, Friday, June 27 (KL01)**
\$40 per person. Seating is limited.\$ _____
- Yes, I would like to volunteer!
(Additional volunteer and luncheon information will be provided via e-mail closer to the conference.)

Conference Code: PD14TE004X48

JUNE 26 PRE-CONFERENCE INSTITUTES (CHOOSE ONE)

See Page 5 for Pre-Conference Institute Information.

- Essential Questions: Opening Doorways to Student Understanding (PD14GB001X48)
\$269 (ASCD MEMBERS)\$ _____
\$333 (NONMEMBERS)\$ _____
\$20 (MATERIALS FEE)\$ _____
- Research-Based Strategies for Effective Resiliency Building (PD14GB002X48)
\$269 (ASCD MEMBERS)\$ _____
\$333 (NONMEMBERS)\$ _____
\$13 (MATERIALS FEE)\$ _____
- Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success (PD14GB003X48)
\$269 (ASCD MEMBERS)\$ _____
\$333 (NONMEMBERS)\$ _____
\$18 (MATERIALS FEE)\$ _____
- STAAR, Math, and Ubd: Making the Connections to Boost Student Engagement (PD14GB005X48)
\$269 (ASCD MEMBERS)\$ _____
\$333 (NONMEMBERS)\$ _____

Nonmember conference registrants receive a free Select Online membership worth \$69!
ASCD Members: Renew ASCD Membership with registration (please select one)*:

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| ONLINE | <input type="radio"/> BASIC (\$39) | PRINT**: | <input type="radio"/> BASIC \$54 |
| | <input type="radio"/> SELECT (\$69) | | <input type="radio"/> SELECT \$89 |
| | <input type="radio"/> PREMIUM (\$149) | | <input type="radio"/> PREMIUM \$219 |

* Membership rates are subject to change.

** Print memberships with a ship-to address outside of the United States and Canada incur the following shipping charges: Basic \$10, Select \$20, Premium \$30.

Registration Total: \$ _____

PAYMENT INFORMATION

(Payment or purchase orders MUST accompany registration forms.)

- A check made payable to ASCD is enclosed.
(All sales are in U.S. dollars.)
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EXPIRATION: (MM/YY) _____

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REGISTRATION FORM

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colleague

PART 1



YES!

I want to attend the 2014 ASCD Conference on Teaching Excellence in Dallas, Texas, June 27–29!

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COUNTRY

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WORK PHONE

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E-MAIL (REQUIRED)

Check if you have a disability requiring special provisions or services.

- Please do not make travel arrangements until you have received your registration confirmation via e-mail.
- Be sure to fill out the entire registration form.

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Return your completed registration form with payment information to ASCD. If you are registering more than one person, please fax your registration forms to 1-703-575-5414. If you are paying by credit card, do not include credit card information in this form. ASCD will contact you to get your credit card information.

HOW TO REGISTER

ONLINE

www.ascd.org/CTeregister

PHONE

Call Toll-Free:

1-800-933-ASCD (2723) or
1-703-578-9600, then press 1

Hours: Mon.–Fri., 8:00 a.m.–
6:00 p.m. eastern time

MAIL

ASCD Conference Registration
P.O. Box 17035
Baltimore, MD 21297-8431 USA

FAX

1-703-575-5414 (Credit card orders
are not accepted via fax. Order
online, call, or mail this form if paying
by credit card. Purchase orders are
accepted via fax.)

E-MAIL

registration@ascd.org

SAVE WITH ASCD TEAM DISCOUNTS!

Get a free registration for every fifth
person you register from the same
school or organization. (Registrations—
with payment—must be
submitted together.)

PRIORITY CODE: X48

SATISFACTION GUARANTEED! ASCD strives to exceed your expectations for high-quality products and service. If within 14 calendar days after the event you feel that we have fallen short of this goal, we will give you a gift certificate that you can use toward the purchase of any ASCD products or a professional development event within the next year.

REGISTRATION FORM

Give to a
colleague

PART 2

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REGISTRATION FEES

REGULAR

- \$429 (ASCD MEMBERS).....\$ _____
- \$493 (NONMEMBERS).....\$ _____
- \$139 (STUDENT ASCD MEMBER) (attach a copy of student ID).....\$ _____
- \$139 (SENIOR ASCD MEMBER) (62 or older).....\$ _____

Please contact ASCD for nonmember student and senior rates.

- Yes, I would like to attend the **Keynote Luncheon, Friday, June 27 (KL01)**
\$40 per person. Seating is limited.\$ _____
- Yes, I would like to volunteer!
(Additional volunteer and luncheon information will be provided via e-mail closer to the conference.)

Conference Code: PD14TE004X48

JUNE 26 PRE-CONFERENCE INSTITUTES (CHOOSE ONE)

See Page 5 for Pre-Conference Institute Information.

- Essential Questions: Opening Doorways to Student Understanding (PD14GB001X48)
\$269 (ASCD MEMBERS).....\$ _____
\$333 (NONMEMBERS).....\$ _____
\$20 (MATERIALS FEE).....\$ _____
- Research-Based Strategies for Effective Resiliency Building (PD14GB002X48)
\$269 (ASCD MEMBERS).....\$ _____
\$333 (NONMEMBERS).....\$ _____
\$13 (MATERIALS FEE).....\$ _____
- Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success (PD14GB003X48)
\$269 (ASCD MEMBERS).....\$ _____
\$333 (NONMEMBERS).....\$ _____
\$18 (MATERIALS FEE).....\$ _____
- STAAR, Math, and Ubd: Making the Connections to Boost Student Engagement (PD14GB005X48)
\$269 (ASCD MEMBERS).....\$ _____
\$333 (NONMEMBERS).....\$ _____

Nonmember conference registrants receive a free Select Online membership worth \$69!

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| | <input type="radio"/> SELECT (\$69) | | <input type="radio"/> SELECT \$89 |
| | <input type="radio"/> PREMIUM (\$149) | | <input type="radio"/> PREMIUM \$219 |

* Membership rates are subject to change.

** Print memberships with a ship-to address outside of the United States and Canada incur the following shipping charges: Basic \$10, Select \$20, Premium \$30.

Registration Total: \$ _____

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(Payment or purchase orders MUST accompany registration forms.)

- A check made payable to ASCD is enclosed.
(All sales are in U.S. dollars.)
- A purchase order is enclosed.
- An ASCD Professional Development voucher(s) is enclosed.
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- Wire Transfer: E-mail registration@ascd.org for transfer procedures.

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SIGNATURE: _____

NAME ON CARD (PLEASE PRINT): _____

BILLING ADDRESS: _____

Conference Sessions for Day Two

SATURDAY, JUNE 28

3-Hour Morning and Afternoon Sessions

8:30–11:30 a.m. and 1:00–4:00 p.m.

*This program is subject to change without notice.***2101 & 2401** Practical Tools for Enhancing Instruction and Assessment

Harvey Silver, Education Consultant, Ho-Ho-Kus, NJ



Make the shift to “assessment for learning” within the context of the Common Core State Standards using this session’s practical, ready-to-use assessment techniques proven to raise student achievement. Explore tools that enhance instruction and assessment before, during, and at the conclusion of a lesson or unit. Learn how to use tools to assess core skills and meet specific assessment and instructional goals.

AL: All • AU: All • SL: All**2102 & 2402** Technology and the English Language Arts Common Core Standards

Howard Pitler and Elizabeth Hubbell, Education Consultants, Denver, CO



What tools are you going to pull from your teacher toolkit to begin to meet new standards for English language arts? In this session, work in a team to create and publish your own technology-enhanced strategies, and leave with an example to share with colleagues and students.

AL: All • AU: Teachers • SL: All**2103 & 2403** Building a Better Lesson: The i5 Framework

Jane E. Pollock, Education Consultant, Centennial, CO



Explore the i5 framework for lesson and unit design that guides you in any subject area to plan for students to use technology to produce work. Learn how this framework helps you build a better lesson, provide meaningful feedback, and show gains in learning.

AL: All • AU: All • SL: All**2104 & 2404** Differentiated Instruction: Planning for Excellence for All Learners with the Common Core Standards

Carol Ann Tomlinson, ASCD Author, University of Virginia, Charlottesville, VA



Understand why intense focus on a new curriculum without equal focus on delivery of that curriculum to academically diverse student populations is shortsighted. This session presents a model and set of guidelines for attending to student differences in the context of Common Core-based curriculum.

AL: All • AU: All • SL: Experienced

90-Minute Morning Sessions

8:30–10:00 a.m. and 10:30 a.m.–12:00 noon

*This program is subject to change without notice.***2201 & 2301** What Underachievers Want Teachers to Know and Do to Achieve Common Core Standards

Bobb Darnell, Education Consultant, Lake Zurich, IL



Discover how to bring energy, passion, and positive attitude back to underachieving students. Leave this session with ways to unleash the power of struggling, defiant, and disinterested learners, and motivate them to become engaged, empowered, and ready to achieve rigorous standards.

AL: All • AU: All • SL: All

2202 & 2302 The Differentiated Flipped Classroom

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



A flipped instructional model can be used to engage students in a more flexible, in-class learning experience. But the flipped model also presents challenges such as how to ensure students are actively engaged and how to address varying learning needs. This presentation will help participants identify when it makes the most sense to “flip” and differentiate instruction in the curriculum, and how to structure flipped learning experiences to promote active learning among students with diverse learning needs.

AL: All • **AU:** All • **SL:** All

2203 & 2303 Digital Learning Strategies: How Do I Assign and Assess Digital Work?

Michael Fisher, Education Consultant, Amherst, NY



Digital tools bring an entirely new menu of tasks into the classroom. Students can now demonstrate learning by using apps and online resources to conduct research, solicit feedback, and collaborate more effectively than ever before. Digital tools also provide teachers with effective ways to assess student work. Find out how new digital tools can radically improve classroom instruction. Participants are invited to bring sample lessons or unit plans to brainstorm instructional strategies and digital replacements.

AL: All • **AU:** All • **SL:** All

2204 & 2304 Affirmative Classroom Management: Developing Effective Rules and Consequences

Rick Curwin, David Yellen College, Jerusalem, Israel



Whether you’re a new or experienced teacher or administrator, you need the practical, proven strategies from this session to make major improvements in the way you handle students and deal with safety, cultural differences, and working with parents.

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

2205 & 2305 Coaching in Style: How Effective Teacher Leaders Enhance Student Learning

Daniel Moirao, South Monterey County Joint Union High School District, Danville, CA



The strategies of the instructional coach affect the teachers’ ability to understand new strategies and acquire new skills and techniques. Participants in this session will learn how to create a relationship that accelerates learning and increases greater student achievement.

AL: All • **AU:** All • **SL:** Introductory and Experienced

2206 & 2306 Poetry in Motion: Moving to the Rhythm of Today’s Learners

Warren Dale, Education Consultant, Glendale, CA



Before you use iPad® tablets and other handheld devices or revise your current approach for using them in the classroom, experience this opportunity to design, shoot, edit, and share curriculum-based movies.

AL: All • **AU:** All • **SL:** All

2207 & 2307 Making Blended Professional Learning Work

Ann Cunningham-Morris, ASCD, Alexandria, VA



Join the presenter and other participants as we share strategies and structures for using digital tools, virtual networks, and online courses combined with face-to-face job-embedded learning to ensure professional learning transfers to classroom practice.

AL: All • **AU:** All • **SL:** All

2208 & 2308 Financial Literacy: Building Future Success in a Global Economy

Susan Nunamaker, Clemson Elementary School, Clemson, SC



Would you believe that financial literacy can be imbedded into your core curriculum without any additional lessons? This presentation explains how imbedding financial literacy motivates students to think critically and become responsible for their learning.

AL: All • **AU:** All • **SL:** All

2209 & 2309 Common Core Content Literacy Strategies That Rock!

Julie Adams, California League of Schools, Long Beach, CA



In this fast-paced and interactive session, learn engaging pre-during-post content literacy and critical thinking strategies that bridge the achievement gap and teach the college- and career-readiness skills emphasized by the Common Core State Standards.

AL: All • **AU:** All • **SL:** All

2210 & 2310 Making Best Practices Better

Mike Dappolone, Haddon Township Public Schools, Haddon Township, NJ



Technology use is one of the hottest topics in the education profession today. Smartphones, tablets, and other mobile devices are no longer seen as novelties; instead, they have emerged as legitimate productivity tools. This session provides teachers with simple ideas to improve the existing strategies they already use in their daily practice and get students acclimated to the concept of the connected curriculum.

AL: All • **AU:** All • **SL:** All

2211 & 2311 The Time-Management Clock: Beat Work Overload, Be More Effective, and Achieve More!

Thomas Lindsay, Concordia University, River Forest, IL



Discover simple, practical, powerful techniques that help you become highly effective in terms of organization. Investing in these time management activities saves you time, helps you work smarter, not harder, and beat work overload.

AL: All • **AU:** All • **SL:** Introductory

2212 & 2312 Beyond Assessments for Learning: Assessments That Improve Learning

Thomas Guskey, University of Kentucky, Lexington, KY



Attend this session to explore knowledge and skills you need to use classroom assessment results to guide students in efforts to improve their learning. Through classroom examples, discussion, and reflection activities, learn how to develop and use effective corrective activities.

AL: All • **AU:** All • **SL:** Introductory

2213 & 2313 Boys At-Risk: A Schoolwide Game Plan for Reversing the Trend

Dakota Hoyt, Gurian Institute, Colorado Springs, CO



Too many boys and young men are checked out, dropped out, or kicked out. This interactive presentation equips you with the science and strategies to confront and change institutional structures and classroom instruction that confine boys. Through a combination of lecture, discussion, movement, and audio-visuals, participants will formulate a five-step game plan for making their school organization more boy (and girl!) friendly.

AL: All • **AU:** All • **SL:** All

2214 & 2314 Effectively Integrating Technology into Rigorous, Meaningful Academic Programs

Donna Knell, Education Consultant, Shawnee Mission, KS



This workshop actively involves you in designing rigorous, differentiated instruction that engages students as creative, critical thinkers and communicators, and meets the needs of every child, including English language learners and students from diverse socioeconomic backgrounds.

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

2215 & 2315 How Teachers Can Turn Data into Action

Daniel Venables, Education Consultant, Gilbert, SC



From the big data to the daily classroom data, this session walks you through a teacher-friendly, systematic process—the Data Action Model—for identifying specific gaps in student learning and then connecting these to instructional gaps. All steps are accompanied by templates and tracking sheets to make the job easier.

AL: All • **AU:** All • **SL:** All



2216 & 2316 Using Formative Assessment to Drive Instruction: Creating Rigorous, Engaging Classrooms with Standards-Based Instruction

Donnell Gregory, University of Dayton, Dayton, OH



How can educators realistically differentiate in a standards-based world? In this session, participants will examine a practical framework for transforming the standards into a coherent curriculum that emphasizes understanding and long-term transfer. Learn proven approaches for unpacking standards; generating essential questions; creating recurring, cornerstone assessments; integrating 21st century skills with academic content; and using web-based resources.

AL: Elementary, Middle, and Secondary
AU: Teacher Leaders and Teachers
SL: Introductory and Experienced

90-Minute Afternoon Sessions

1:30–3:00 p.m. and 3:30–5:00 p.m.

This program is subject to change without notice.

2501 & 2601 Designing Summative Assessments to Meet Common Core Demands

Jennifer Beasley, University of Arkansas Fayetteville, AR



If new Common Core State Standards have you looking for ways to design assessments with performance-based tasks in mind, come to this session to learn how to define, critique, and create those tasks.

AL: All • **AU:** All • **SL:** Experienced

2502 & 2602 Guys Write! 10 Surefire Ways to Excite Your Boys (and Girls) About Writing

Diana Cruchley, Langley School District, Langley, British Columbia, Canada



This presentation outfits you with 10 simple ways to tweak your writing program to make it fit more with how boys learn, and engage girls too. Get what you need to fit writing assignments to the way boys are motivated.

AL: Elementary • **AU:** Central Office Staff, Teacher Leaders, and Teachers • **SL:** All

2503 & 2603 Kids Are Authors: A Real-World Application for the English Language Arts Common Core Standards

Barbara Masley, Education Consultant, Webster, MA



When students work together to produce and publish a picture book, they need to collaborate and communicate with one another. This interactive session demonstrates how to get students started generating ideas and writing their own picture book.

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

2504 & 2604 Collaboratively Transforming a School Community with RTI3

Sandi Kovatch, Dave Grambow, and Tony Mayer, Hudson School District, Hudson, WI



Ensure your approach to Response to Intervention (RTI)

is a framework designed to meet the needs of every learner by learning how one school district broke down silos of special and general education and merged those departments into Learning Support Services that helped unleash the capacity in teachers, students, and schools.

AL: All • **AU:** Superintendents, Central Office Staff, and School-Based Administrators • **SL:** Experienced

2505 & 2605 Standards-Based Grading and Assessment

Tim Westerberg, Education Consultant, Dillon, CO



The realities of most current grading and assessment systems don't serve most students well. Attend this session to learn how to use a schoolwide measurement scale that encourages learning and aligns with characteristics of effective classroom assessments.

AL: All • **AU:** All • **SL:** All



2506 & 2606 Coteaching: The Journey from Remediation to Mastery

Helen Jurnak, Colchester High School, Colchester, VT



Drawing from two years of research and a pilot initiative, this session presents an example of how to lift struggling learners up, so that they reach the standards through a coteaching model that involves special educators and content area teachers.

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

2507 & 2607 Understanding, Planning, and Assessing Curriculum-Based Technology Integration

Judi Harris and Mark Hofer, College of William and Mary, Williamsburg, VA



Explore a teacher-tested, learner-focused instructional planning strategy with accompanying free materials that ensure and assess curriculum-based, learner-centered technology integration.

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

2508 & 2608 Supporting Students with Challenging Behavior in Inclusive Classrooms

Melissa Storm Edmiston, Mel Kutner, and Anna Mark, Education Consultants, Washington, DC



This interactive session addresses the importance of taking a positive approach to supporting students with challenging behaviors in inclusive settings. Examine the social benefits of inclusion, positive behavior supports, and behavioral interventions, within multi-tiered systems of support.

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

2509 & 2609 Common Core Elementary Math Games: Engaging Activities for All Students

Jane Felling, Education Consultant, Edmonton, Alberta, Canada



If you're looking for ways to challenge, motivate, and engage learners in your math program, attend this session to learn how to use games as a teaching strategy for delivering Common Core State Standards concepts for regular, Title 1, English language learning, and after-school programs.

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

2510 & 2610 Grading and Group Work

Susan M. Brookhart, Education Consultant, Helena, MT



How do you assess individual learning when students work together? Attend this session to explore this question, learn strategies to separate group participation from individual learning, and focus on each one separately.

AL: All • **AU:** All • **SL:** All

2511 & 2611 Teaching Writing for Audience and Purpose: Getting to the Core

Regie Routman, National Teacher, Seattle, WA



Using research, classroom stories, and student work samples, this presenter demonstrates and explains how to understand and apply exemplary writing practices that meet and exceed the Common Core State Standards.

AL: Elementary • **AU:** All • **SL:** Experienced



2512 & 2612 A Responsive Learning Environment for African American and Hispanic Learners

Joyce Miller, Texas A&M University-Commerce, Mesquite, TX

Nicole Denise Frazier Johnson, Mesquite Independent School District, Mesquite, TX

Reyna Sotelo, Dallas Independent School District, Dallas, TX



Drawing from a university-school district partnership, this presentation

explains how to modify the learning environment of schools with African American and Hispanic learners and use a cultural assessment inventory to review the culturally responsive environment of any school.

AL: All • **AU:** All • **SL:** All

2513 & 2613 Teaching for Equity: Strategies for Reframing Curriculum and Instruction

Susan Santone, Education Consultant, Ypsilanti, MI



Provide all students with challenging and relevant learning experiences by using this session's strategies for reframing curriculum through a lens of diversity and equity. Discover how to create content that is more rigorous and relevant to more students.

AL: All • **AU:** All • **SL:** Experienced

2514 & 2614 The Fundamental Five: How Best Practice Can Become Daily Routine

Linda Bourland, Rachel Allison, Amy Cribbs, and Kelsey Smith, Weatherford Independent School District, Weatherford, TX



Get an up-close view of how one

school district moved teaching and learning to the front and center of daily practice and conversation and elevated five instructional practices that had dramatic impact on the teaching and learning process in classrooms.

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

2515 & 2615 Lesson Planning for High-Quality Curriculum Aligned with the Common Core Standards

Donnell Gregory, University of Dayton, Dayton, OH



This interactive workshop will introduce and model tools that support teachers in building their capacity to create quality curriculum plans with the Common Core State Standards in mind. Discover strategies and practices to meet the new expectations of the Common Core standards' requirements and develop personal and professional plans for student improvement.

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

2516 & 2616 The Art of Benchmarking: Improving Your Craft by Observing Others

Ayinde Rudolph, Westminster Community Charter School, Buffalo, NY



Improving your craft always follows a process of identifying best practices and fitting those practices to your own context. This workshop provides participants with an understanding of the key elements of benchmarking and a step-by-step process on how to do it effectively. You will learn how to select the right place, what to look for and how to create manageable steps for improvement at any level of organization.

AL: All • **AU:** All • **SL:** All



Conference Sessions for Day Three

SUNDAY, JUNE 29

3-Hour Morning Sessions

8:30–11:30 a.m.

*This program is subject to change without notice.***3101** Translating Brain Research into Language and Literacy Instruction for K–12 English Learners

Virginia Rojas, Education Consultant, North Brunswick, NJ



By unpacking the mysterious connections between the brain and second language acquisition, this session makes brain-compatible teaching principles practical, everyday classroom tools to scaffold and differentiate instruction for English learners. Explore instructional tools to immediately use for the teaching of vocabulary, reading comprehension, and writing to progress.

AL: All • AU: All • SL: All**3102** Using Formative Assessment to Drive Instruction in Middle and Secondary Classrooms

Kristina Doubet, James Madison University, Harrisonburg, VA



Learn how you can incorporate frequent learning checks into daily instruction to raise student performance and drive more efficient differentiated grouping. Get road-tested examples from real classrooms that have helped teachers monitor student understanding, tailor instruction, and extend learning experiences.

AL: Secondary • AU: Teachers • SL: Experienced**3103** Rigor Through Empowerment

Nancy Doda, Education Consultant, Burke, VA



When students are empowered to accept ownership of learning, their investment is much more apt to lead to deep and rigorous learning. Find out how you can ensure that level of rigor in every class by using proven strategies for helping students grapple with meaningful challenges in the learning process.

**AL: Middle and Secondary • AU: All
SL: Experienced**

90-Minute Morning Sessions

8:30–10:00 a.m. and 10:30 a.m.–12:00 noon

*This program is subject to change without notice.***3201 & 3301** Nonlinguistic Representation: The Often Missing Strategy

Howard Pitler and Elizabeth Hubbell, Education Consultants, Denver, CO



Bring your laptop or iPad® to this session to get ideas and strategies for using nonlinguistic representations in your teaching. The presenters draw their strategies from the best-selling ASCD books *Classroom Instruction That Works* and *Using Technology with Classroom Instruction That Works*.

AL: Elementary • AU: Teachers • SL: Introductory**3202 & 3302** Saving Time with Technology

Kristine Gullen and Holly Zimmerman, Oakland Schools, Waterford, MI



How does a classroom teacher tackle the expectation to teach all the required standards and attain complex levels of learning? In this interactive session, learn how to infuse technology with instruction to reallocate time for rigor, engage students, and provide tools to maximize learning. Participants will leave with tools, resources, and protocols which can be immediately applied to their leadership and classroom practice.

AL: All • AU: All • SL: All**3203 & 3303** Math Games That Engage the Brain in the Middle Years

John Felling, Education Consultant, Edmonton, Alberta, Canada



Discover hands-on Math Games that engage the brain of middle year learners and why this engagement is critical to their learning. Games you'll play in this session are directly tied to the Common Core State Standards and align closely with the other curriculums.

AL: Middle • AU: All • SL: Introductory

3204 & 3304 Community Service: A Higher Education Priority

Clare Struck and Denise Tallakson, University of Northern Iowa, Cedar Falls, IA



Drawing from a partnership between the university teacher preparation program, local elementary schools, and a village in El Salvador, this presentation explains how to make community service a priority in teacher preparation.

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

3205 & 3305 The Senior Instructional Leadership Corps: A Pathway for Future Teachers

Janice Dreis and Larry Rehage, New Trier High School, Winnetka, IL



Explore a highly successful student mentoring program in which high school seniors are trained to work closely with teachers in classrooms across the curriculum. The program emphasizes an awareness of effective teaching practices.

AL: Middle and Secondary • **AU:** All • **SL:** All

3206 & 3306 "It's All About Me!" Creating Authentic and Individualized Learning for Students

Diane Dross and Michelle Butler, Tulsa Public Schools, Tulsa, OK



Learn how to develop your students' ability to apply knowledge and skills to real life experiences and challenges by infusing the Common Core State Standards into authentic learning. This session introduces you to a program and dynamic approach to learning, doing, and critical thinking that has changed the lives of students.

AL: All • **AU:** All • **SL:** All

3207 & 3307 Differentiating for Success: Using Rigor and Relevance to Prepare Students for College

Kimberly Rodriguez, KIPP Renaissance High School, New Orleans, LA



Ensure your approach to differentiated instruction maintains rigor and relevance to ensure college readiness. This session outfits you with interactive models and ready-made lessons for multiple content areas.

AL: Secondary • **AU:** All • **SL:** All

3208 & 3308 Teacher Teams That Support Intervention for the Whole Child

Michael Rulon, Boston Public Schools, Boston, MA



Some approaches to Response to Intervention support children exceptionally while others are ineffective. Attend this session to learn why an approach relying on teacher teams and the Whole Child makes all the difference. Learn how to develop your team and take back a blueprint for Whole Child support.

AL: All • **AU:** All • **SL:** All

3209 & 3309 Focus on the Common Core Literacy Skills Across Content Areas

Deborah Boyd, Lipscomb University, Nashville, TN



Attend this workshop to explore models and examples that address the Common Core literacy standards using text from multiple content areas and grades.

AL: All • **AU:** All • **SL:** Introductory

3210 & 3310 Classroom Instruction That Works with English Language Learners

Jane Hill, ASCD Author and Education Consultant, Denver, CO



Drawing from the ASCD best-selling book *Classroom Instruction That Works with English Language Learners* this workshop equips you with tools for differentiating instruction based on stages of second language acquisition in K–12 mainstream classrooms.

AL: All • **AU:** All • **SL:** All

3211 & 3311 Modernizing the High School English Curriculum to Meet Common Core Standards

Jeanne Tribuzzi and Jeanne Skotnicki, West Seneca Schools, West Seneca, NY



Hear about the shifts taken by one high school English department to modernize their work for the Common Core State Standards. See how teachers collaborate to build English units that align classroom work to the new standards and incorporate complex text, short and digital texts, writing, online tools, and authentic assessments.

AL: Secondary • **AU:** All • **SL:** All



Have a Big Time near “Big D”

In a state where “everything’s big,” your conference site near Dallas doesn’t disappoint. After a day of exploring big ideas about teaching excellence, you can visit the world’s largest freshwater aquarium tank (Dallas World Aquarium), the largest antique and classic car mall in the United States (Love Field Antique Mall), the largest model train display in America (at the Dallas Children’s Medical Center), and a theme park that is larger than Disneyland (Six Flags Over Texas).

This year, scheduled special activities for our attendees will include:

Friday, June 27, 2014

3:45–6:45 p.m.

Dallas City Tour with Sixth Floor Museum

\$125 per person

Three-hour event that includes round-trip travel time for the tour.

Includes:

- History of Dallas City tour
- Admission and self-guided audio tour at Sixth Floor Museum
- Certified tour guide
- Deluxe mini coach transportation
- Driver gratuity
- Program coordination

All prices quoted are inclusive of applicable taxes.

Cowboys Stadium VIP Tour

\$90 per person

Three-hour event that includes round-trip travel time for the tour.

Includes:

- VIP guided tour of Cowboys Stadium
- Souvenir green screen stadium photo
- Souvenir Dallas Cowboys signature football
- Deluxe mini coach transportation
- Driver gratuity
- Program coordination

All prices quoted are inclusive of applicable taxes.

Saturday, June 28, 2014

4:15–6:15 p.m.

Grapevine Wine Trail and Bottling Experience

\$125 per person

Two-hour event that includes round-trip travel time for the trail and bottling experience.

Includes:

- Wine tasting at Cross Timbers Winery
- Wine tasting and bottling experience at Su Vino Winery
- Certified tour guide
- Deluxe mini coach transportation
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All prices quoted are inclusive of applicable taxes.

To register, go to www.ascd.org/CTE and click on “Special Activities.”



Registration and Hotel Information



How To Register

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

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

On-Site Registration

The 2014 ASCD Conference on Teaching Excellence may sell out. On-site registration is not guaranteed. Please contact ASCD for availability. When space is available, you may register on-site for an additional \$25 fee.

Terms

Registrations are accepted on a full-payment, first-come, first-served basis only. Registration confirmations are e-mailed within 48 hours after submission.

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

Special Services

Please notify ASCD at the time you register if you need special services or other assistance.

Travel, Meals, and Lodging

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

Coffee, tea, and pastries will be available each morning. Participants are responsible for all other meals during the conference.

Please see page 23 for hotel accommodations information. **Please make hotel reservations by the cutoff date of June 4, 2014, to secure ASCD group rates.** After the cutoff date, or if the room block is full, the hotel may not accept your reservation at the group rate.

Team Discounts

Every fifth person you register from the same school or organization may attend without paying a registration fee. **Note:** Registrations must be submitted together and include payment of all materials fees.

Earn Complimentary Professional Development

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

Nonmembers

Nonmembers receive a free Select Online Membership, which includes subscriptions to *Educational Leadership*® magazine, *Education Update* newsletter, five member e-books selected by ASCD editors, member discounts, and much more. Conference attendees registering at the presenter, student, or senior rate are not eligible to receive the free Select Online Membership.

Program Cancellation

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

Can't Attend?

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



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All pre-conference institute and conference sessions will be held at the Gaylord Texan Resort & Convention Center.

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How to Register

ONLINE

www.ascd.org/CTEregister

PHONE

Call Toll-Free:
1-800-933-ASCD (2723) or
1-703-578-9600, then press 1

Hours: Mon.–Fri., 8:00 a.m.–
6:00 p.m. eastern time

MAIL

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Baltimore, MD 21297-8431 USA

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