

ASCD CONFERENCE ON TEACHING EXCELLENCE | 2015

Conference Preview and Registration Information



JUNE 26–28

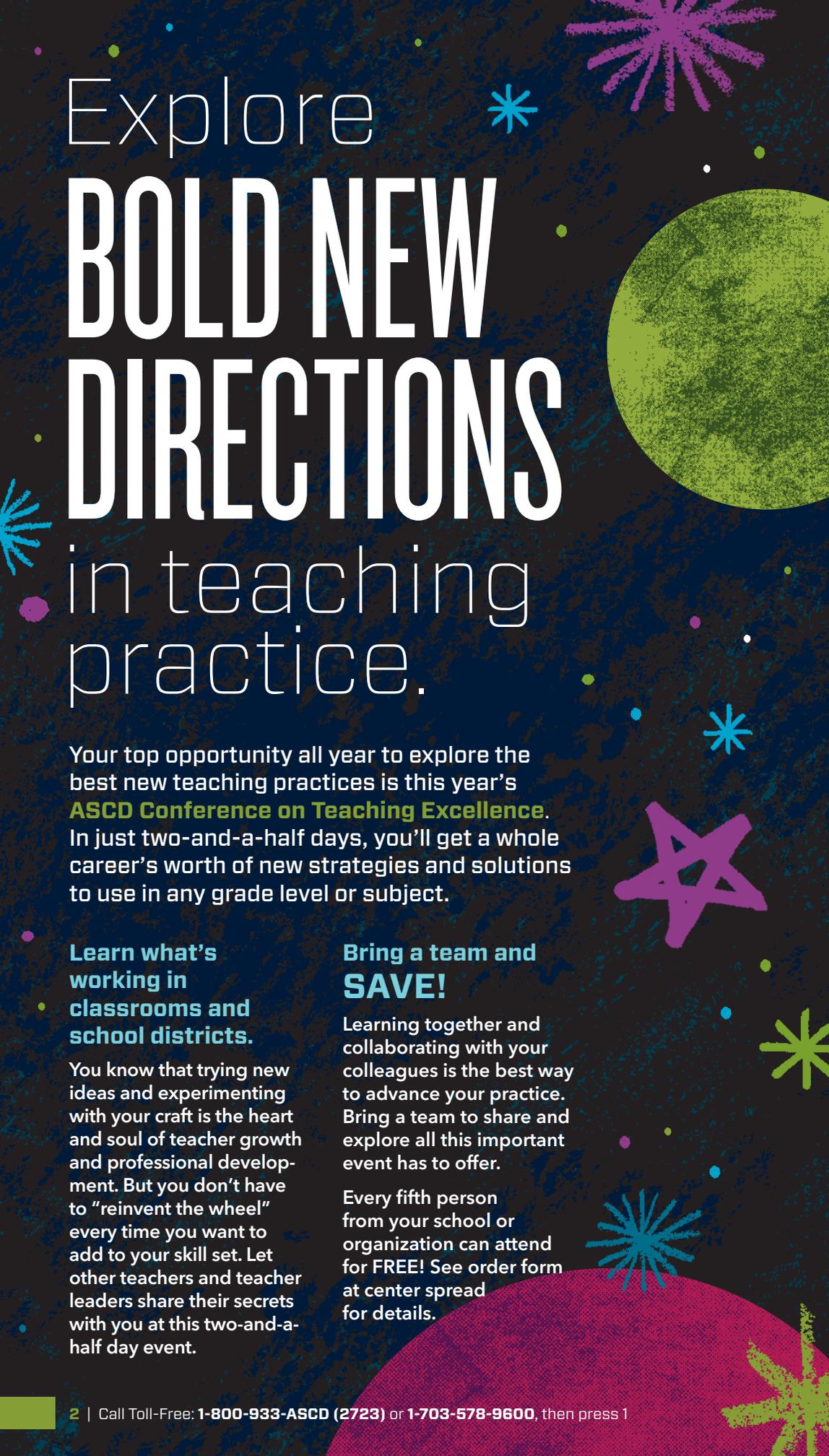
Pre-Conference
Institutes on **June 25**

NASHVILLE, TENNESSEE

Gaylord Opryland Resort
& Convention Center

www.ascd.org/CTE

ASCD[®]
LEARN. TEACH. LEAD.



Explore **BOLD NEW DIRECTIONS** in teaching practice.

Your top opportunity all year to explore the best new teaching practices is this year's **ASCD Conference on Teaching Excellence**. In just two-and-a-half days, you'll get a whole career's worth of new strategies and solutions to use in any grade level or subject.

Learn what's working in classrooms and school districts.

You know that trying new ideas and experimenting with your craft is the heart and soul of teacher growth and professional development. But you don't have to "reinvent the wheel" every time you want to add to your skill set. Let other teachers and teacher leaders share their secrets with you at this two-and-a-half day event.

Bring a team and SAVE!

Learning together and collaborating with your colleagues is the best way to advance your practice. Bring a team to share and explore all this important event has to offer.

Every fifth person from your school or organization can attend for FREE! See order form at center spread for details.

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

Celebrate and learn from these ASCD authors at conference:

- Kathleen Dempsey
- Tom Dewing
- Joe DiMartino
- Kristina Doubet
- Jenny Edwards
- Michael Fisher
- Alex Gonzalez
- Pete Hall
- Jane Hill
- Jessica Hockett
- Robyn Jackson
- Ann Johnson
- Jay McTighe
- Andrew Miller
- Daniel R. Moirao
- Nina Jones Morel
- Erik Palmer
- Howard Pitler
- Jane E. Pollock
- Keely Potter
- Pam Robbins
- Margaret A. Searle
- Harvey F. Silver
- Alisa Simeral
- Marilee Sprenger
- Tim Westerberg

ASCD Conference on Teaching Excellence App

Search for sessions, get news alerts, rate sessions, and access social media with the 2015 ASCD Conference on Teaching Excellence App. The app will be available for download in April 2015 and is compatible with Apple/iOS devices (iPhone and iPad) and Android devices (phones and tablets).

Registration Confirmation and Presentation Materials

Registered participants will receive registration confirmation and notification of presentation materials via

e-mail. All presentation materials will be posted on the ASCD website and will be available to download beginning June 11, 2015. Details will be sent via e-mail in June, including the web address (URL). We encourage you to download the materials to your laptop or print copies and bring them with you to the sessions.

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

PLEASE NOTE: Meeting rooms will have wireless access and will have limited electrical outlets, so be sure your laptop is charged each day.

Conference AT A GLANCE

ASCD Bookstore and Resource Center Hours

Thursday, June 25.....	5:00-7:00 p.m.
Friday, June 26.....	8:30 a.m.-1:30 p.m. and 2:30-5:00 p.m.
Saturday, June 27.....	8:30 a.m.-1:30 p.m. and 2:30-5:00 p.m.
Sunday, June 28.....	8:00 a.m.-12:00 noon

Registration Hours

Thursday, June 25.....	7:00 a.m.-12:00 noon and 1:00-7:00 p.m.
Friday, June 26.....	7:00 a.m.-5:00 p.m.
Saturday, June 27.....	7:00 a.m.-5:00 p.m.
Sunday, June 28.....	7:00 a.m.-12:00 noon

Thursday, June 25

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

Friday, June 26

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

Saturday, June 27

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

Sunday, June 28

8:00-11:00 a.m.....	3-Hour Morning Sessions
8:00-9:30 a.m.....	90-Minute Morning Sessions
10:00-11:30 a.m.....	90-Minute Morning Sessions

Come early and choose from four PRE-CONFERENCE INSTITUTES!

REGISTRATION FEES PER INSTITUTE:

\$269 (ASCD Member) | **\$333** (Nonmember)

Thursday, June 25 | 8:30 a.m.–3:30 p.m.

Elementary Math Games: Engaging the Brain at School and at Home

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



Playing math games based on the Common Core State Standards can be a great way to engage students in the subject. Attend this pre-conference institute to learn how to play a variety of games and activities that can be easily differentiated to meet students' needs in the classroom and at home.

Registration Code: PD15GB001

Active Strategies for Differentiation in Middle and High School Classrooms

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



Come to this institute to explore hands-on activities focused on making differentiation practical and applicable in grade 6–12 settings. Discover strategies for building a classroom community, turning standards into learning goals, engaging students in content, and designing and analyzing assessments.

Materials Fee: \$28 for *Differentiation in Middle and High School: Strategies to Engage All Learners*

Registration Code: PD15GB002

Why Your Students Aren't Motivated... and What You Can Do About It

Robyn Jackson, Mindsteps Inc., Washington, DC



What does it take to get your students to invest in your classroom? Discover the secret during this pre-conference institute. Learn the four major barriers to student motivation and discover specific strategies to overcome these barriers and help your students invest their time, attention, and effort in your classroom.

Materials Fee: \$19 for *How to Motivate Reluctant Learners*

Registration Code: PD15GB003

Digital Vocab Rehab: Ten New Strategies

Michael Fisher, The Digigogy Collaborative, Amherst, NY; Marilee Sprenger, Marilee Sprenger Consulting, Peoria, IL



Drawing from two recent ASCD publications, this institute presents a blended approach to teaching vocabulary. Get 10 brand-new ideas for vocabulary development within a digital context and time-saving methods for teaching digital vocabulary. Participants will actively learn new, digitally enhanced strategies and gain access to an online toolbox to use in their home districts.

Materials Fee: \$30 for *Digital Learning Strategies: How Do I Assign and Assess 21st Century Work?* and *Vocab Rehab: How Do I Teach Vocabulary Effectively with Limited Time?*

Registration Code: PD15GB004

Please Note: Registration for the 2015 ASCD Conference on Teaching Excellence DOES NOT include registration for a pre-conference institute. If you are registering more than one person, please fax your registration forms to 1-703-575-5414.

SPECIAL EVENTS

for all conference attendees

Thursday, June 25

Making Connections Welcome Reception

5:00–7:00 p.m.

Visit the ASCD Bookstore and Resource Center and attend the Making Connections Welcome Reception. Pick up your conference materials, enjoy light hors d'oeuvres and a cash bar, meet ASCD authors and presenters, and network with colleagues from around the world. (No advance reservation required.)

Friday, June 26

Networking Breakfasts and Discussions

7:00–7:45 a.m.

Capacity-Building Professional Development

Lynda C. Wood, Southfield Public Schools, Southfield, MI



Join your colleagues for this networking breakfast and learn how to inspire teachers to change instructional practices and refine their talents by using a capacity-building approach to professional development.

7:00–7:45 a.m.

Enhancing Professional Practice with Collaborative Work

Pam Robbins, Leadership and Learning, Staunton, VA



Attend this networking breakfast for a lively discussion of job-embedded structures and strategies that foster enhanced professional practices through collaboration. Leave the session with practical, collaborative work structures that you can implement immediately in your own school.

Keynote Luncheon

12:00 noon–1:30 p.m.

How to Motivate Reluctant Learners

Robyn Jackson, Mindsteps Inc., Washington, DC



Get real answers on how to motivate reluctant learners at this keynote luncheon. Learn the four biggest motivation mistakes you can make and what you should be doing instead. Explore ways to motivate yourself in the process.

Registration Fee: \$45 per person.

Register using the enclosed registration form or online at www.ascd.org/CTeregister. Please note that seating is limited.

Saturday, June 27

Networking Breakfasts and Discussions

7:00–7:45 a.m.

What Is the Power of Motivation and How Much Could Motivated Students Grow and Learn?

Michael Rulon, United Providence, Providence, RI



Hear some examples of schools that put student motivation at the forefront and what kinds of results ensue. Then participate in an open discussion about motivated students.

7:00–7:45 a.m.

A More Deliberate Mission: Cultivating Student Identity

Chad Prather, Pearl-Cohn High School, Nashville, TN



Too many students walk into and away from our classrooms feeling like outsiders, believing that they are unsuccessful, insignificant, or both. What might it look like to orient curricula and instruction around cultivating a more positive identity? Explore this question, and others, with your colleagues.

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 (AU):

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

Audience Level (AL):

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

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.

Volunteer at the 2015 ASCD Conference on Teaching Excellence

Attendees who volunteer will receive a \$10 ASCD gift certificate for every session they host. Gift certificates can be used toward any ASCD program, product, or service within one year. When completing your online or paper registration for this conference, please indicate that you would like to volunteer. You will receive an e-mail notification closer to the conference with online session selection information. You must be a registered attendee to volunteer. Questions? Please e-mail us at volunteer@ascd.org.

Earn College Credit

For more information, visit www.ascd.org/academiccredit

Conference Sessions for **Day One**

FRIDAY, JUNE 26

3-Hour Morning and Afternoon Sessions

8:00–11:00 a.m. and 1:00–4:00 p.m.

This program is subject to change without notice.

1101 & 1401

Causes and Cures of Academic Behavior Problems

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



What looks like lazy and unmotivated behavior from students could actually be a delay in executive function skill development. Learn what you can do to have a positive influence on these types of problems, including acting out, poor focus, and disorganization.

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

1102 & 1402

Using Formative Assessment to Drive Instruction in Middle and High School Classrooms

Kristina Doubet, James Madison University, Harrisonburg, VA



Grade 6–12 teachers should attend this session to get manageable formative assessment techniques and ideas for using assessment results to generate feedback, differentiate instruction, and improve student learning.

AU: Teachers | **AL:** Secondary | **SL:** Experienced

1103 & 1403

A Systems Approach to the Common Core Writing Process

Jeanne Tribuzzi, Global Concepts Charter School, Lackawanna, NY



Meet the challenge the new standards pose to writing instruction by attending this session focusing on the writing process, best practice writing instruction, and curriculum plans that vertically align students' work.

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

1104 & 1404

Teachers as Makers: Taking Ownership of the Common Core

Holly D. Wood, Washington County High School, Springfield, KY; Barb Smith, Literacy Design Collaborative, New York, NY



Take the Common Core State Standards and their professional learning practices into your own hands by using the online maker tools and processes from this session. Learn how these tools guide teachers through a supported design experience.

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

90-Minute Morning Sessions

8:00–9:30 a.m. and 10:00–11:30 a.m.

This program is subject to change without notice.

1201 & 1301 **CANCELLED**

The Teenage Brain: Does It Really Exist?

Tom Lindsay, Florida ASCD, Palm Beach Gardens, FL



Discover how recent advances in neuroscience technology have finally made it possible to understand what makes teenagers tick. Learn more than 20 strategies for reaching and teaching these learners.

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

1202 & 1302

Building a Network to Support Teacher Leaders

Lynda C. Wood, Southfield Public Schools, Southfield, MI



Attend this session to understand the challenges of leading while teaching, learn the vital keys to building and keeping a teacher leader cadre together, and explore ways to create and sustain a productive teacher leader network.

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

1203 & 1303

Understanding the Minds of Boys: Critical Information for Increasing Student Success

Dakota Hoyt, Gurian Institute, Colorado Springs, CO



Too many boys and young men have checked out, dropped out, or been kicked out. This interactive session equips you with strategies to confront what confines boys and address instruction that fails to connect with their hearts, bodies, and brains.

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

1204 & 1304

First Steps to Creating a Coaching Practice in Your School

Nina Jones Morel, Lipscomb University, Nashville, TN



Get a step-by-step guide for coaches who are setting up or redesigning their school practice. Learn practical tips for introducing coaching, organizing time, soliciting teacher “clients,” following up with teachers, and keeping records.

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

1205 & 1305

Creating the Environment for Learning: Implementing a New Instructional Planning Framework

Howard Pitler, McREL International, Denver, CO



Drawing from the best-selling book *Using Technology with Classroom Instruction That Works, 2nd Edition*, this workshop focuses on ways to create an environment for learning. Bring your laptop or mobile device and experience these strategies hands on.

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

1206 & 1306

How to Improve Feedback in the Classroom

Jane E. Pollock, ASCD Author, Fort Collins, CO



Based on her book *Feedback: The Hinge That Joins Teaching and Learning*, the presenter explains how to use formative assessment techniques to achieve daily lesson goals, increase student engagement, and track student progress.

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

1207 & 1307

Achieving Excellence in Teaching and Learning: Brain Research Matters

Pam Robbins, Leadership and Learning, Staunton, VA



Have you heard about the exciting discoveries in neuroscience and cognitive psychology that have implications for teaching and learning? Attend this session to explore brain-compatible teaching strategies and lesson-planning templates.

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



1208 & 1308

Pre-Assessment 2.0 in K-12 Classrooms

Jessica Hockett, ASCD Faculty, Evanston, IL



Only classroom-level pre-assessments can uncover misconceptions, skill gaps, and advanced student knowledge. Attend this session to learn how and why to pre-assess and get valuable tools and models for designing and implementing these assessments.

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

1209 & 1309

Increasing Student Achievement by Influencing School Culture

Charles Woods, Brookview Elementary, MSD Warren Township, Indianapolis, IN;

Robin LeClaire, Eastridge Elementary, MSD Warren Township, Indianapolis, IN



Discover practical strategies that you can use immediately to positively influence any school culture. Improve morale by focusing on how to support, recognize, communicate, and appreciate staff at any level.

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

1210 & 1310

Using Writer's Notebooks to Empower Students as Thinkers, Writers, and Readers

Keely Potter, Jackson County School District, Gainesboro, TN



Writer's notebooks can help students improve their reading, thinking, and problem-solving skills. Learn how to use writer's notebooks as instructional tools to increase learning and foster diversity, empathy, and reflection.

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

1211 & 1311

When Do I Sleep? Surviving the Principalship

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



Whether you're an experienced or aspiring principal, this session can help you meet the wide range of challenges and learn strategies to make your job easier. You'll also explore lessons learned from leaders of both urban and rural schools.

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

1212 & 1312

Creating a Positive and Collaborative Classroom Culture

Nancy Doda, Alliance for Powerful Learning, Burke, VA



Aside from a few icebreakers to start the year, how can you develop and nurture a positive and collaborative classroom culture? Attend this presentation to explore new ways to create climates that support collaborative and rigorous learning.

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

1213 & 1313

Classroom Assessment and Grading Practice Myths

Tim Westerberg, Westerberg Education Consulting, Dillon, CO



Explore seven highly questionable and traditional grading practices common in most schools, including the current "point system." Learn strategies to bring a better conversation about classroom assessment and grading practices to your school.

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

1214 & 1314

Teaching Speaking: A Framework and Lessons to Exceed the Standards

Erik Palmer, Education Consultant, Denver, CO



Meet the challenge of new state standards requiring students to master speaking and communication skills. This session equips you with rigorous lessons, activities, and rubrics for teaching students communication skills for the classroom and beyond.

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



The Gaylord Opryland Resort & Convention Center has nine acres of lush indoor gardens and cascading waterfalls.

1215 & 1315

Using AWSM to Improve Formative Assessment Practices

Kathleen Dempsey, Tedra F. Clark, and Anne Tweed, McREL International, Denver, CO



Find out how using the Assessment Work Sampling Method

(AWSM) focuses on the power of formative assessment in a collaborative, job-embedded, professional development program to improve teacher practice and increase student learning.

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

1216 & 1316

Core Six Strategies for Understanding and Addressing the Common Core Tapestry

Tom Dewing, Silver Strong & Associates LLC, HoHoKus, NJ



Instead of teaching to the test, explore six practical strategies that ensure your Common Core State Standards

implementation strategically targets core skills all students need to develop.

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

90-Minute Afternoon Sessions

1:00–2:30 p.m. and 3:00–4:30 p.m.

This program is subject to change without notice.

1501 & 1601

Blended Learning Models to Meet 21st Century Learning Challenges

Grace Magley, Peter Sanchioni, and Anna P. Nolin, Natick Public Schools, Natick, MA



Learn how job-embedded professional development and

blended learning helped teachers in a school district become proficient in content knowledge and pedagogical practice.

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

1502 & 1602

A Structured Approach to Develop Common Core Reading and Writing Skills in English Language Learners

Martha Joseph Watts, Heritage High School, Brevard Public Schools, Cocoa, FL



Explore a framework and a five-step strategy to help students develop reading and writing skills with informational text. The process addresses all the English language arts shifts in the Common Core State Standards.

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

1503 & 1603

Creating the Optimal Learning Environment for Every English Learner

Barbara Beaverson, Fulton County Schools, Atlanta, GA



Research has shown that creating the optimal classroom environment is crucial for ELLs to succeed in U.S. classrooms. Schools face enormous challenges teaching to increasingly diverse student populations, and ELLs often struggle when confronting a new classroom culture. This session will provide participants with essential information

about diverse classroom dynamics and show them how to set up the classroom to meet the academic needs of all their students.

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

1504 & 1604

Designing Lessons with Student Engagement in Mind

Darlene Axtell, Danielson Group, Green Bay, WI; Ann Cummins Bogan, Danielson Group, Evanston, IL



Hands on doesn't always mean *minds on*. Discover what true student cognitive engagement

looks like in the classroom and explore instructional strategies you can use in any lesson to inspire your students' best work.

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

1505 & 1605

The Metacognitive Coach: Building Professional Learning from Within

Daniel R. Moirao, South Monterey County Joint Union High School District, King City, CA



Take control of your learning by recognizing what you understand, what you need to learn, how to assess your own understanding, and how to uncover your intellectual strengths and weaknesses so that you can develop your expertise from within.

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



1506 & 1606

Performance-Based Assessments: Connecting Curriculum, Instruction, and Student Learning

Christopher Gareis, College of William & Mary, Williamsburg, VA



Go beyond standardized tests to more authentic methods of evaluating student learning through performance-based assessments. This workshop equips you with a proven framework to guide your development of these assessments.

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

1507 & 1607

Together for Tomorrow: Transforming Student Achievement

Donald A. Murk, Messiah College/Downey School, Mechanicsburg, PA; Sybil Knight-Burney, Harrisburg School District, Harrisburg, PA; Travis Peck, Downey School/Harrisburg School District, Harrisburg, PA



Hear a first-hand account about the successes and failures

of an exciting college-school-community partnership focused on the goals of student improvement in academics, behavior, employability, and college access.

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

1508 & 1608

The Value and Importance of Mentoring New Teachers

Amy Lockhart, University of Northern Iowa, Cedar Falls, IA



Attend this session to learn about the benefits and barriers of mentoring future teachers during field experiences in an elementary classroom.

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

1509 & 1609

Igniting Student Interest in Research

Ellen Lawrence and Katie N. Aquino, Hinsdale South High School, Darien, IL



When you need to ignite student interest in research projects, you can use the model lessons from this session to combine digital sources with print resources to spark engagement. This framework includes an online source evaluation tool, discussion prompts, and more.

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

1510 & 1610

Increasing Student Voice in the Classroom Using Technology

Amy Harp, Lewisville High School, Lewisville, TX



Hear how a diverse classroom uses digital tools to give students a voice in their own learning through iTunes, blogging, and formative and alternative summative assessments.

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

1511 & 1611

Grit: An Important Factor in Improving School Achievement

Nicholas Brown, City Neighbors Charter School, Baltimore, MD



What does it take to have grit and how is it essential in raising achievement in low-performing schools? The presenter answers these and other questions about grit and shares how one turnaround school attempted to instill grit in staff and students.

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

1512 & 1612

Virtual Learning Communities Are Changing the Face of Professional Development

Alvin Crawford and Jack DeWitt, Knowledge Delivery Systems, New York, NY



While virtual learning communities can't take the place of formal professional development, they can help improve teaching practice. Learn the secrets of successful learning communities that actually influence student achievement.

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

1513 & 1613

Project-Based Learning: Bridging the Gap Between the STEM Content Areas

Joy S. Dubinski, Alamo Heights High School, San Antonio, TX; Nancy D. Weber and Larry Kelly, Texas A&M University, College Station, TX



Find out how project-based learning allows students to

explore knowledge and skills that transcend the academic disciplines and contexts beyond the classroom environment. Explore an example project that addresses STEM standards.

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

1514 & 1614

Building District-Level Capacity to Improve Learning

Deborah Childs-Bowen, Creative Mind Enterprise, Atlanta, GA



What is the district's role in supporting systemic change and teaching improvements? Learn the answer to that question in this session and discover how partnering with principals, providing targeted professional learning, and promoting support are all critical levers.

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

1515 & 1615

Principal Leadership Development and Effective Teacher Practice: What's the Connection?

Ann Cunningham-Morris, ASCD, Alexandria, VA



Supporting principals as coaches, collaborators, and learners can lead to improvements in classroom instruction and student learning when you use this session's action plan for leadership development for principals and their supervisors.

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

1516 & 1616

OneNote in Education—The Ultimate Tool for the Ultimate Profession

David S. Squires, Microsoft Corporation, Houston, TX



Want to go paperless? Looking for a way to revolutionize your teaching and learning? Learn how to create interactive and collaborative digital notebooks and e-portfolios by organizing your documents digitally with OneNote. Whether you have never heard of OneNote or you consider yourself a OneNote power user, participants will get new ideas and see demonstrations of recently released features to this educational game-changing program. We will look at how individuals can get organized, teams can collaborate, teachers can differentiate, and students can take control of their own learning—all from any web-enabled device.

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

Conference Sessions for **Day Two**

SATURDAY, JUNE 27

3-Hour Morning and Afternoon Sessions

8:00–11:00 a.m. and 1:00–4:00 p.m.

This program is subject to change without notice.

2101 & 2401

The Core Six: Strategies for Designing Instruction and Assessment

Harvey F. Silver, Silver Strong & Associates LLC, HoHoKus, NJ



Find out how six instructional strategies, known as the Core Six, are helping educators address the challenges of implementing Common Core State Standards. Learn how to use these strategies to design engaging and rigorous units.

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

2102 & 2402

Teaching Up for Complexity: Making the Strange More Familiar

Chad Prather, Pearl-Cohn High School, Nashville, TN



Meet the challenge of moving students from dependent to independent learning by inspiring them to think more complexly. This presentation explains the architecture of complexity and instruction that advances students from knowledge to understanding and application.

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

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2103 & 2403

Understanding by Design Framework and GANAG for Unit and Lesson Planning

**Jane E. Pollock, ASCD Author, Fort Collins, CO;
Jay McTighe, ASCD Author and Education Consultant, Columbia, MD**



Experts on the Understanding by Design® framework guide you through GANAG, a research-based, lesson-planning model focused on using high-yield strategies to increase engagement and achievement in the context of an Understanding by Design® program.

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

2104 & 2404

Curriculum as Storytelling: What Story Will You and Your Students Shape?

Susan Santone, Creative Change Educational Solutions, Ypsilanti, MI



Learn how structuring units as extended stories provides the depth and breadth needed for a robust understanding of complex issues. Explore a design process and planning tips to ensure narrative-based units align to outcomes and assessments.

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

90-Minute Morning Sessions

8:00–9:30 a.m. and 10:00–11:30 a.m.

This program is subject to change without notice.

2201 & 2301

Just Because It's Not Wrong Doesn't Make It Right: Teaching Kids to Think and Act Ethically

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



Yes, you can nurture children's ethical lives from toddlerhood through teen years by using situations at school, in social settings, and in the world at large. An experienced presenter explains how to help students develop an ethic rooted in caring.

AU: All | AL: All | SL: Introductory

2202 & 2302

Innovative Classroom Practices That Support the Whole Child and Increase Achievement

Michael Rulon, United Providence, Providence, RI



Attend this interactive session to learn how processes, such as project-based learning, mentoring/internship programs, portfolios, and service learning, can lead to a sustainable whole child-focused model that helps increase student learning.

AU: All | AL: All | SL: All

2203 & 2303

Just the Right Pace: Getting, Keeping, and Using Students' Focus on Success

Bobb Darnell, Achievement Strategies, Lake Zurich, IL



Discover how and when to use just the right amount of challenge at the right pace. By creating the illusion of speed, you can command attention from beginning to end so that no one gets lost or bored, challenges are attainable, and motivation increases.

AU: All | AL: All | SL: All

2204 & 2304

Motivating and Engaging Learners: Practical Strategies That Are Seriously Fun

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



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

AU: All | AL: All | SL: Introductory

2205 & 2305

Freedom to Fail: Creating a Culture of Risk Takers and Innovators

Andrew Miller, Education Consultant, Tacoma, WA



With the right mind-set, you can turn failure into a powerful and meaningful opportunity. Learn how to design lessons and units that leverage the freedom to fail and get classroom strategies you can use every day.

AU: All | AL: All | SL: Introductory

2206 & 2306

It's All About Personalization: Marrying the Worlds of Competency and Blended Learning

Joe DiMartino, Center for Secondary School Redesign, West Warwick, RI; Dana Borrelli-Murray, Highlander Institute, Providence, RI



Isn't blended learning just plugging students into a motherboard? Doesn't learning, where students move at their own pace, create more work for teachers? This session dispels these and other myths while explaining how to provide students with the individualization they need.

AU: All | AL: All | SL: Experienced

2207 & 2307

Early Literacy Leadership Academy (ELLA): Empowering Early Childhood Teachers

Karen Capo, Margaret Immel, and Debra Paz, Rice University School Literacy and Culture, Houston, TX; Patsy Cooper, Queens College, City University of New York, Queens, NY



Hear about a forum that brings together 40 public, private, and charter school teacher leaders to design and analyze classroom practices that promote early literacy development. Learn how the forum encourages teacher reflection and growth.

AU: All | AL: Elementary | SL: All

2208 & 2308

Developing Leadership: Visible Learning Mind Frames

Michael McDowell and Laurie Kimbrel, Tamalpais Union High School District, Larkspur, CA



Explore powerful ways to enhance the systemwide academic performance of all students using visible learning mind frames in your leadership development program and process.

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

2209 & 2309

Achievement Gap? No Problem! Using Common Toys to Depict Mental Models for Writing

Nancy Herta, Independent Consultant, Perry, MI



Based on the work of Ruby Payne, this session uses toys to depict mental models for writing success and explains how these teaching tools enhance learning for students with different learning styles, intellectual capabilities, and backgrounds.

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

2210 & 2310

Balancing Critical Inquiry and Written Argument in CCSS-Driven High School Curriculum

Robert J. Monson, Teachers College, Columbia University, New York, NY; Sherry Reach, Cambridge International Examinations, Cambridge, United Kingdom



Learn about a high school that's teaching critical inquiry and written argument to prepare students to research global challenges that align with the Common Core assessments in a way that also develops individual responsibility for learning.

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

2211 & 2311

Scaffolding Close Reading for English Language Learners

Beth Skelton, Beth Skelton Consulting, Crawford, CO



Asking teachers to engage English language learners in close reading of complex text is a disruptive shift. But you can help teachers make this shift by using scaffolding strategies and creating text-based questions that uncover student comprehension.

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

2212 & 2312

Seven Principals Share Strategies for Closing the Gap: Risk, Motivation, and Results

Dionne McLaughlin, North Carolina Central University, Durham, NC



Zero minority failure rate, a six-fold increase in assessment pass rate, and 95 percent minority college placement are just a few of the results you will hear from a study of what principals in three states did to address the achievement gap.

AU: School-Based Administrators | **AL:** Secondary | **SL:** All

2213 & 2313

Understanding Online Safety

Diana Bidulescu, Houston Independent School District, Houston, TX



Do you know what your students are doing online? Join this workshop to learn about the signs of cyberbullying in your school or class, what tools students are using to communicate privately, and how to protect them from sites that track their online activity.

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

2214 & 2314

Differentiating the Flipped Classroom

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



If you've "flipped" your classroom by recording lectures for students to view at home and using class time to facilitate student activities and monitor progress, then attend this session to understand how the flipped model can support differentiation.

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

2215 & 2315

Teacher Leaders: Making a Difference by Influencing Every Teacher

Ann Cunningham-Morris, ASCD, Alexandria, VA



How do schools develop teacher leaders? How can district supervisors make sure that teacher leaders are empowered to make a difference? Join this session to explore teacher leadership practices you can apply in your school and district.

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

90-Minute Afternoon Sessions

1:00–2:30 p.m. and 3:00–4:30 p.m.

This program is subject to change without notice.

2501 & 2601

One-to-One iPads Can Make Best Practices Better

Michael Dappolone, Haddon Township Public Schools, Haddon Township, NJ



Get a face-to-face report on improvements to lesson design, student engagement pedagogy, and digital citizenship resulting from a one-to-one iPad initiative. Hear insights from the team's experience to help guide your own initiative.

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

2502 & 2602

Getting Started: Strategies for Developing High-Quality Integrated Units

Ann Johnson, Education Consultant, Ames, IA



Discover how to use the curriculum mapping process to integrate the Common Core State Standards in high-quality units and explore coaching strategies teachers use to develop units for STEM, STEAM, or regular classroom instruction.

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

2503 & 2603

Time to Teach: How Do I Get Organized and Work Smarter?

Jenny Edwards, Fielding Graduate University, Santa Barbara, CA



The author of the ASCD publication *Time to Teach: How Do I Get Organized and Work Smarter* explains how to gain time in your day by applying time management principles and strategies when planning and completing daily tasks.

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

2504 & 2604

Designing a Modern Literacy Framework

Jeanne Tribuzzi, Global Concepts Charter School, Lackawanna, NY



Meet the challenges the new standards pose to writing instruction by attending this session focused on the writing process, best practice writing instruction, and curriculum plans that vertically align students' work. Based on lessons learned at the Teachers College at Columbia University, participants will investigate the curriculum model and experience some of the work as writers.

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

2505 & 2605

Teaching with Tablets

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



If you're struggling to integrate tablets with effective instruction, this session will help introduce you to successful examples and teaching strategies that can facilitate and augment your instruction.

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

2506 & 2606

Academic Language Learning for ALLs and ELLs

Jane Hill, McREL International, Denver, CO



You can help both ALLs (academic language learners) and ELLs (English language learners) by using targeted academic language conversations that support content. In this session, you'll learn what these conversations look like, sound like, and feel like.

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

2507 & 2607

Effective Behavior Management Strategies

Thomas Glanton, The Education Company, Atlanta, GA



Develop a classroom plan that includes effective rules and procedures, positives for appropriate behavior, and a hierarchy of consequences for negative behavior. Students stay in school with an immediate reduction of office referrals when the plan is implemented correctly.

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

2508 & 2608

Are Our Kids Ready for Computerized Testing?

Kristine Gullen, Spring Arbor University, Spring Arbor, MI; James A. Gullen, Macomb Intermediate School District, Clinton Township, MI



New technologies support testing that requires students to chart, create, synthesize, and evaluate. This session draws from a variety of assessment items to help you understand the digital literacy skills students need to succeed on these exams.

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

2509 & 2609

Partnering for Excellence: Achieving Success via Cross-Curricular Teaming

Allison Bava and Ellen Lawrence, Hinsdale South High School, Darien, IL



Hear from high school educators who used cross-curricular teaming to address state and national goals and elevate student engagement and learning. Learn about their successes and obstacles and consider how their program would work in your school.

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

2510 & 2610

Making Generational Differences Work for You: Millennials, Gen X, and the Baby Boomers

Deborah Boyd, Lipscomb University, Nashville, TN



Did you know different generations working in schools today have specific preferences, expectations, beliefs, and work styles?

Explore these generational differences and learn how to communicate effectively with each.

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

2511 & 2611

Personalizing Student Learning: Uncommon Experiences in an Era of Common Standards

Allison Rodman, Mariana Bracetti Academy, Philadelphia, PA



Discover how to personalize students' learning experiences by using tiered transfer tasks, multimedia tools, and peer collaborations—both face-to-face and virtual. You'll also receive student goal-setting and self-monitoring tools.

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

2512 & 2612

It's Not You, It's Me: How to Tackle the Mind-Set of Failure in an Urban Classroom

Francesca Lane Warren, Atlanta Public Schools, Atlanta, GA



If you're a teacher, administrator, or district leader in an urban setting, then you need to learn this session's strategies and ideas for project-based learning, formative assessment, and community-based partnerships.

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

2513 & 2613

Coherence Counts: Math Models for Young Students

Kate Austin, Eureka Math, Washington, DC



Learn how to implement three simple math models in grades preK–2 classrooms.

Discover how these models increase students' depth of awareness and improve their problem-solving abilities.

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

2514 & 2614

Guiding Principles for Sustainable and Continuous Improvement

Pamela S. Craig, Manatee County School District, Bradenton, FL



Using four guiding principles—begin with data, establish systems, ensure transparency, and promote excellence—you'll learn how to build a foundation of continuous improvement in low-performing schools.

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

2515 & 2615

High-Tech, High-Touch, High-Thought Classrooms for Our Future Citizens

Robin Fogarty and Brian Pete, Robin Fogarty & Associates, Chicago, IL



Ensure students leave your school ready for life's challenges by engaging them in a high-tech, high-touch, and high-thought education. Learn how to thread these three elements into lessons, teaching activities, and learning tools in your classroom.

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

2516 & 2616

Self-Assessment and the Student Website: Developing a Thoughtful Digital Presence

Jonathan David, Saint Jo Independent School District, Saint Jo, TX



If you're an elementary or middle school educator, attend this session to learn how to use student website design as a framework for authentic peer and self-evaluation. Get customizable lessons and resources for designing effective student websites.

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

Conference Sessions for **Day Three**

SUNDAY, JUNE 28

3-Hour Morning Sessions

8:00–11:00 a.m.

This program is subject to change without notice.

3101

The Engaged and Inspired Framework: Practical Strategies to Engage All Students

Andrew Miller, Education Consultant, Tacoma, WA; Kristen Bunn Olsen, ASCD, Eagle, CO



This presentation introduces you to a framework for student engagement that connects the roles of the teacher, student, and content to create learning experiences for educating the whole child.

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

3102

Building Your Capacity for Success

Pete Hall, EducationHall, Coeur d'Alene, ID; Alisa Simeral, Washoe County School District, Reno, NV



When external forces threaten your own personal effectiveness, this session's strategies can help you take back the reins. Explore tools to help you build your reflective accuracy, hone your intentionality, and build your overall capacity for success.

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

90-Minute Morning Sessions

8:00–9:30 a.m. and 10:00–11:30 a.m.

This program is subject to change without notice.

3201 & 3301

Success for Adolescent ELLs in the Mainstream Classroom

Joe DiMartino, Center for Secondary School Redesign, West Warwick, RI; Lauren Avery, UCLA Center X Northeast Region, Trumbull, CT



Discover how two New York school districts successfully improved academic outcomes for English language learners in middle and high schools. Learn how their practices worked in a collaborative, supportive team atmosphere.

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

3202 & 3302

Learning from Dilemmas in Educational Leadership

Donna J. Reid, Consultant, Houston, TX



Work teams can build habits that maximize learning while minimizing strife, but they often pose dilemmas in facilitative leadership. This workshop helps you work through those dilemmas and provides a toolkit of resources and activities to enhance professional conversations.

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

3203 & 3303

Making Mentoring Work to Improve New Teacher Learning

Emily L. Davis, New Teacher Center, Santa Cruz/
Silicon Valley New Teacher Project, Santa Cruz, CA



This session delves into often-overlooked research-based strategies for making mentoring work. Find out how these strategies can improve teacher retention, accelerate the development of new teachers, and create cultural change in schools.

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

3204 & 3304

Teacher Disrupters: Voices from the Cutting Edge of Education

Mickey Revenaugh, Connections Education,
Baltimore, MD



Hear about what it's like to be "education disrupters," from teachers in today's most innovative virtual and blended public schools. Examples will include distance learning and personalized learning.

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

3205 & 3305

VOICE: Empowering a Positive Climate

Richard Albeit and Tony Gatto, The Arts and College
Preparatory Academy, Columbus, OH



If your school faces challenges with marginalization, bullying, or other school culture concerns, this is a must-see presentation that will introduce you to a program that offers information, advice, and tools to encourage an inclusive environment.

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

3206 & 3306

Differentiating Mathematics Instruction for Common Core

Yvette C. Latunde, Azusa Pacific University, Azusa, CA;
Angela Clark-Louque, California State University,
San Bernardino, CA



Although Common Core mathematics standards provide grade-specific goals, they do not address students who need extra support. This session helps you tackle that problem with evidence-based strategies for differentiating mathematics instruction.

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

3207 & 3307

The Current Events Classroom: Teaching About Bias, Diversity, and Social Justice

Jinnie Spiegler, Anti-Defamation League,
New York, NY



Learn how to use controversial issues and current events to teach students about bias, diversity, and social justice. This workshop helps with every step, from setting the stage for a safe classroom climate to integrating critical-thinking skills and aligning the curriculum with the Common Core State Standards.

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

3208 & 3308

Using Formative Assessment and the CCSS to Drive Standards-Based Instruction

Donnell E. Gregory, ASCD Faculty, Dayton, OH



How can educators realistically differentiate in a standards-based world? Answer that question and learn proven approaches for unpacking the standards, generating essential questions, creating assessments, and integrating 21st century skills with academic content.

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

3209 & 3309

What to Expect from a Digital Content Solution

Frank Johnson, OverDrive, Cleveland, OH;
Michelle Loudermilk and Kristy Williamson-
Jackson, Kingsport City Schools, Kingsport, TN



Making the move to digitize content can help students achieve

Common Core State Standards and make learning more enjoyable by allowing students to access content on their own devices. Join OverDrive, a digital content provider for schools, and Kingsport City Schools to learn best practices and hear a firsthand account of how schools are currently using OverDrive's digital content solutions to engage and educate their students and staff. This presentation will take a deep dive into what you can and should expect when implementing a digital content solution—no matter where you are along your path.

We hope to show you the benefits of digital learning by highlighting these key points:

- How eReading can help young students read at their own pace and make reading more accessible.
- How access to digital content helps teachers achieve their professional development requirements.
- How audiobooks can help users better understand difficult dialects and learn foreign languages.

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



Find Your
RHYTHM in
MUSIC CITY

Known as "Music City," Nashville, Tennessee, offers plenty of fun and fascination in between learning sessions and networking opportunities at the ASCD Conference on Teaching Excellence. History and entertainment come together at the Country Music Hall of Fame, with its mix of dynamic exhibits, historic memorabilia, and a regular menu of live performances and public programs. Vestiges of the Old South Belle Meade Plantation and General Jackson Showboat mingle with a modern nightlife and irresistible restaurants. With its blend of old and new—from the world's only full-size replica of the ancient Parthenon to the Adventure Science Center—Nashville's broad spectrum of attractions is sure to delight you.

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CONFERENCE REGISTRATION

How to Register

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

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

On-site Registration

The 2015 ASCD Conference on Teaching Excellence may sell out. On-site registration is not guaranteed. Please contact ASCD for availability. When space is available, you may register on-site for an additional \$25 fee. On-site registration begins June 25, 2015, for both the pre-conference institutes and conference.

Terms

Registrations are accepted on a full-payment, first-come, first-served basis only. Registration confirmations are e-mailed within 48 hours after processing of registration. Attendees must be 18 years of age or older to attend the 2015 ASCD Conference on Teaching Excellence.

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.

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 free. (You will be responsible for materials fees.)

FREE ASCD Membership

Registered nonmembers receive a free one-year Basic membership, which includes *Educational Leadership*[®] magazine; *Education Update* newsletter; and member discounts on ASCD books, DVDs, and events. Attendees registering at the student rate are not eligible.

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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HOTEL REGISTRATION

The Gaylord Opryland Resort & Convention Center



This premier Opryland hotel offers guests all the excitement and energy of Music City under one roof and features an extraordinary selection of dining, shopping, and recreational activities. During downtime, enjoy the hotel's nine acres of lush indoor gardens and cascading waterfalls, or unwind in Relâche Spa & Salon.

Hotel Information and Rates

Gaylord Opryland Resort & Convention Center
2800 Opryland Drive
Nashville, TN 37214

1-615-889-1000

Rate: \$199 (plus tax) Single/Double
(inclusive of resort fee)

Cut-off Date: June 3, 2015

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.

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

Please make hotel reservations by the cutoff date—June 3, 2015—to secure ASCD group rates. After the cutoff dates, or if the room block is full, the hotel may not accept your reservation at the group rate.

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



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or 1-703-578-9600, then
press 1

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P.O. Box 17035
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USA

FAX: 1-703-575-5414

E-MAIL:

registration@ascd.org

PRIORITY CODE: XA2

ASCD CONFERENCE ON TEACHING EXCELLENCE 2015

Conference Preview and Registration Information



JUNE 26-28

Pre-Conference
Institutes on **June 25**

NASHVILLE, TENNESSEE
Gaylord Opryland Resort
& Convention Center

www.ascd.org/CTE

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YES!

I want to attend the 2015 ASCD Conference on Teaching Excellence in Nashville, Tennessee, June 26–28!

ASCD CONFERENCE ON
TEACHING EXCELLENCE | 2015

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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 and return BOTH SIDES of form.

By registering for the conference, you agree that we may provide your registration information to our sponsors who helped make this conference possible, and that they may contact you with offers that may be of interest to you. If you want to know more about how we share information, or if you do not want us to share information about you with our sponsors, please send your requests to:

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Phone: 1-800-933-ASCD (2723)

Mail: ASCD
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1703 N Beauregard Street
Alexandria, VA 22311-1714

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Hours: Mon.–Fri., 8:00 a.m.–
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PRIORITY CODE: XA2

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

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CONFERENCE REGISTRATION FEES

- \$429 (ASCD MEMBER)\$ _____
- \$493 (NONMEMBER).....\$ _____
- \$139 (STUDENT ASCD MEMBER) (must attach a copy of student ID)\$ _____
- \$159 (STUDENT NONMEMBER) (must attach a copy of student ID).....\$ _____

On-site Registration: You may register on-site for an additional \$25 fee. Please contact ASCD for availability.

- Yes, I would like to attend the **Keynote Luncheon, Friday, June 26 (KL01)**
\$45 per person. Seating is limited. (One ticket per attendee.)..... \$ _____
- Yes, I would like to volunteer!
(Additional volunteer and luncheon information will be provided via e-mail closer to the conference.)

Conference Code: PD15TE005XA2

Note: Attendees must be 18 years of age or older.

JUNE 25 PRE-CONFERENCE INSTITUTES (CHOOSE ONE)

See Page 5 for Pre-Conference Institute Information.

- Elementary Math Games: Engaging the Brain at School and at Home (PD15GB001)
\$269 (ASCD MEMBER)..... \$ _____
\$333 (NONMEMBER) \$ _____
- Active Strategies for Differentiation in the Secondary Classroom (PD15GB002)
\$269 (ASCD MEMBER)..... \$ _____
\$333 (NONMEMBER) \$ _____
\$28 (MATERIALS FEE) \$ \$28
- Why Your Students Aren't Motivated...and What You Can Do About It (PD15GB003)
\$269 (ASCD MEMBER)..... \$ _____
\$333 (NONMEMBER) \$ _____
\$19 (MATERIALS FEE) \$ \$19
- Digital Vocab Rehab: Ten New Strategies (PD15GB004)
\$269 (ASCD MEMBER)..... \$ _____
\$333 (NONMEMBER) \$ _____
\$30 (MATERIALS FEE) \$ \$30

Nonmember conference registrants receive a free one-year ASCD Basic membership worth \$59!

ASCD Members: Renew your ASCD Membership with registration (please select one)*:

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| <p>ONLINE <input type="radio"/> BASIC (\$39)</p> <p> <input type="radio"/> SELECT (\$69)</p> <p> <input type="radio"/> PREMIUM (\$149)</p> | <p>PRINT: <input type="radio"/> BASIC \$59 (+ \$10 Shipping outside USA & Canada)</p> <p> <input type="radio"/> SELECT \$89 (+ \$20 Shipping outside USA & Canada)</p> <p> <input type="radio"/> PREMIUM \$239 (+ \$30 Shipping outside USA & Canada)</p> |
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* Membership rates are subject to change.

Registration Total: \$ _____

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- 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.
- An ASCD gift certificate is enclosed.
- Wire Transfer: E-mail registration@ascd.org for transfer procedures.

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person you register from the same
school or organization. (Registra-
tions—with payment—must be sub-
mitted together for the same choice
of events and include payment of all
pre-conference materials fees.)

PRIORITY CODE: XA2

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

RETURN TO ASCD TODAY!

Return your registration form with payment information to ASCD.



CONFERENCE REGISTRATION FEES

- \$429 (ASCD MEMBER)\$ _____
- \$493 (NONMEMBER).....\$ _____
- \$139 (STUDENT ASCD MEMBER) (must attach a copy of student ID)\$ _____
- \$159 (STUDENT NONMEMBER) (must attach a copy of student ID).....\$ _____

On-site Registration: You may register on-site for an additional \$25 fee. Please contact ASCD for availability.

- Yes, I would like to attend the **Keynote Luncheon, Friday, June 26 (KL01)**
\$45 per person. Seating is limited. (One ticket per attendee.)..... \$ _____
- Yes, I would like to volunteer!
(Additional volunteer and luncheon information will be provided via e-mail closer to the conference.)

Conference Code: PD15TE005XA2

Note: Attendees must be 18 years of age or older.

JUNE 25 PRE-CONFERENCE INSTITUTES (CHOOSE ONE)

See Page 5 for Pre-Conference Institute Information.

- Elementary Math Games: Engaging the Brain at School and at Home (PD15GB001)
\$269 (ASCD MEMBER).....\$ _____
\$333 (NONMEMBER)\$ _____
- Active Strategies for Differentiation in the Secondary Classroom (PD15GB002)
\$269 (ASCD MEMBER).....\$ _____
\$333 (NONMEMBER)\$ _____
\$28 (MATERIALS FEE)\$ \$28
- Why Your Students Aren't Motivated...and What You Can Do About It (PD15GB003)
\$269 (ASCD MEMBER).....\$ _____
\$333 (NONMEMBER)\$ _____
\$19 (MATERIALS FEE)\$ \$19
- Digital Vocab Rehab: Ten New Strategies (PD15GB004)
\$269 (ASCD MEMBER).....\$ _____
\$333 (NONMEMBER)\$ _____
\$30 (MATERIALS FEE)\$ \$30

Nonmember conference registrants receive a free one-year ASCD Basic membership worth \$59!

ASCD Members: Renew your ASCD Membership with registration (please select one)*:

- | | | | |
|--------|---------------------------------------|--------|--|
| ONLINE | <input type="radio"/> BASIC (\$39) | PRINT: | <input type="radio"/> BASIC \$59 (+ \$10 Shipping outside USA & Canada) |
| | <input type="radio"/> SELECT (\$69) | | <input type="radio"/> SELECT \$89 (+ \$20 Shipping outside USA & Canada) |
| | <input type="radio"/> PREMIUM (\$149) | | <input type="radio"/> PREMIUM \$239 (+ \$30 Shipping outside USA & Canada) |

* Membership rates are subject to change.

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.)
- A purchase order is enclosed.
- An ASCD Professional Development voucher(s) is enclosed.
- An ASCD gift certificate is enclosed.
- Wire Transfer: E-mail registration@ascd.org for transfer procedures.

Charge my:
 MasterCard VISA AMEX DISCOVER

CARD NO.: _____

EXPIRATION: (MM/YY) _____

CARD SECURITY CODE: _____

SIGNATURE: _____

NAME ON CARD (PLEASE PRINT): _____

BILLING ADDRESS: _____