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DEC. 3-7, 2016
VANCOUVER CONVENTION CENTRE
www.learningforward.org/conference
About the conference

When it comes to learning about educator professional learning, this is THE conference. Join thousands of other practitioners, presenters, and thought leaders that attend each year as they share:

- **How to solve professional development challenges at all levels;**
- **New research;**
- **Introductory- and advanced-level learning;**
- **The latest topics and data on professional learning best practices and technology; and**
- **How to solve professional development challenges at all levels;**

Don’t miss this chance to collaborate with education leaders from around the world and gain valuable connections, tools, learning opportunities, and strategies.
Who Should Attend
- Central office administrators
- Superintendents
- Policymakers and decision makers
- Teacher leaders/Coaches
- School-based teams
- Principals/Assistant principals
- Technical assistance providers

Choose from over 350 engaging concurrent sessions addressing the most pressing issues for education leaders including improving instruction, social-emotional learning, culturally responsive pedagogy, applying data-driven decision making, understanding professional development redesign, developing leadership capacity, learning facilitation skills, supporting new teachers and principals, implementing effective school improvement, and much more.

Take home tools, protocols, and skills you can immediately apply to improve your effectiveness and support student success. Gain easy-to-use strategies to advance professional learning in your school or district.

“Learning Forward is THE source of all things for professional learning. It is the air we breathe to nourish us and grow.”

Karen Beattie, Annual Conference attendee
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<th>SATURDAY, DECEMBER 3, 2016</th>
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<tr>
<td>Preconference Sessions</td>
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<td>Keynote Speakers: Michael Fullan and Andy Hargreaves</td>
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<td>Thought Leader Lectures</td>
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<td>FastForward (PechaKucha-Style) Sessions</td>
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<th>TUESDAY, DECEMBER 6, 2016</th>
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<tr>
<td>Keynote Speaker: Pasi Sahlberg</td>
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<tr>
<td>Chat with Roy Henry Vickers</td>
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<td>Thought Leader Lectures</td>
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<td>Over 100 Concurrent Sessions and Presentations</td>
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<td>Technology Showcase</td>
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<tr>
<th>WEDNESDAY, DECEMBER 7, 2016</th>
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<tr>
<td>Keynote Speakers: Milton Chen and Avis Glaze</td>
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<tr>
<td>Over 40 morning concurrent sessions</td>
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<td>Brunch</td>
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<td>Over 20 afternoon Summit sessions</td>
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</tbody>
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It was simply a wonderful, inspiring conference. I feel refreshed professionally and armed with very specific, actionable ideas I can share in my district and use in my school to improve student learning.

Janet Ciarrocca, Annual Conference attendee

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Register by June 30 for 3-, 4-, or 5-day conference attendance
**“The State of Educators’ Professional Learning in Canada”**

**MICHAEL FULLAN AND ANDY HARGREAVES**

**MICHAEL FULLAN**, OC, is the former dean of the Ontario Institute for Studies in Education at the University of Toronto. Recognized as a world authority on education reform, he advises policymakers and education leaders to help achieve the moral purpose of all children learning. Fullan received the Order of Canada in December 2012. He is a prolific, award-winning author whose books have been published in many languages. His book *Change Wars* (Solution Tree, 2009), co-edited with Andy Hargreaves, was awarded the 2009 Book of the Year Award by Learning Forward and *Professional Capital: Transforming Teaching in Every School* (Teachers College Press, 2012), also with Andy Hargreaves, won the AACTE 2013 Book of the Year. Fullan’s latest books are: *The Principal: Three Keys to Maximizing Impact* (Jossey-Bass, 2014) and *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* (Corwin, 2015), co-authored by Joanne Quinn. He currently serves as an advisor to the premier and minister of education in Ontario.

**ANDY HARGREAVES** is the Thomas More Brennan Chair in the Lynch School of Education and Professor in the Carroll School of Management at Boston College, where he received the 2015 Excellence in Teaching with Technology Award. Previously, he was the co-founder and director of the International Centre for Educational Change at the Ontario Institute for Studies in Education at the University of Toronto. Hargreaves has authored or edited more than 30 books, several of which have achieved outstanding writing awards from the American Educational Research Association, the American Libraries Association, and the American Association of Colleges for Teacher Education. One of these, *Professional Capital: Transforming Teaching in Every School* (Teachers College Press, 2012) with Michael Fullan, has received three prizes including the prestigious Grawemeyer Award in Education for 2015.

---

**“Reinventing Innovation: Leadership Lessons from Successful Education Systems”**

**PASI SAHLBERG**

**PASI SAHLBERG** is a Finnish educator, author, and scholar. He has worked as a schoolteacher, teacher educator, researcher, and policy advisor in Finland and has studied education systems and reforms around the world. His expertise includes school improvement, international education issues, classroom teaching and learning, and school leadership. His best-seller book *Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland* (Teachers College Press, 2014, 2nd ed.) won the 2013 Grawemeyer Award. He is a former director general of Centre for International Mobility and Cooperation at the Finland’s Ministry of Education and Culture in Helsinki and currently a visiting professor of practice at Harvard University’s Graduate School of Education in Cambridge, MA.

---

**“Innovative Learning: The Path to Social Justice”**

**MILTON CHEN**

**MILTON CHEN** is senior fellow and executive director, emeritus at The George Lucas Educational Foundation (GLEF), a non-profit operating foundation in the San Francisco Bay Area that produces the award-winning Edutopia.org website on innovative K-12 learning. He is also a member of the National Park System Advisory Board, appointed by Interior Secretary Jewell to advance the agency’s work in STEM and history/multicultural education. His 2010 book, *Education Nation: Six Leading Edges of Innovation in Our Schools* (Jossey-Bass, 2012) was named as one of the year’s 10 best education books by the American School Board Journal.

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**“Poverty is Not Destiny: Educators Make the Difference”**

**AVIS GLAZE**

**AVIS GLAZE** was Ontario’s first chief student achievement officer and founding CEO of the Literacy and Numeracy Secretariat, where she played a pivotal role in improving student achievement in Ontario. Glaze also served as Ontario’s education commissioner and senior adviser to the minister of education. Currently, Glaze is president of Edu-quest International, offering a wide range of educational services and speaking engagements across the globe.
The State of Educators’ Professional Learning in Canada

**CAROL CAMPBELL** is associate professor of Leadership and Educational Change and director of the Knowledge Network for Applied Education Research (KNAER) at the Ontario Institute for Studies in Education (OISE), University of Toronto.

The Purpose Effect

**DAN PONTEFRACT** is Chief Envisoner of TELUS Transformation Office, a future-of-work consulting group that helps organizations enhance corporate culture, leadership, purpose, learning, work styles, and collaboration practices.

Supporting Effective Teaching at Scale: What Does It Take?

**AMY SLAMP HODGES** is a senior program officer at the Bill & Melinda Gates Foundation.

Learning to Improve

**ANTHONY BRYK** is the ninth president of the Carnegie Foundation for the Advancement of Teaching, where he is leading work on transforming educational research and development by more closely joining researchers and practitioners to improve teaching and learning.

The Principal Supervisor: How to Balance the Roles of Coach, Supervisor, and Central Office Leader

**STEPHEN FINK** is the executive director of the University of Washington Center for Educational Leadership (CEL), and affiliate associate professor of educational leadership and policy studies in the University of Washington College of Education.

**MAX SILVERMAN** is the associate director of the Center for Educational Leadership (CEL) at the University of Washington.

**SUSANNE JERDE** is chief academic officer with Highline Public Schools.

Understanding and Promoting Young Children’s Health and Well-Being Using Population Data

**KIMBERLY SCHONERT-REICHL** is an applied developmental psychologist and a professor in Human Development, Learning, and Culture in the Faculty of Education at the University of British Columbia (UBC).

**PIPPA ROWCLIFFE** has worked for the Human Early Learning Partnership (HELP) at University of British Columbia, first as the executive director of the Council for Early Child Development and then as the knowledge translation director.
PC101 | Evaluating Professional Development: Linking Our Learning to Student Learning

Accountability in professional learning means that educators take responsibility to provide evidence that their professional learning leads to better instructional practice and improved learning for all students. Explore methods for designing evaluation that measures the effects of professional learning on educator practice and student learning. Learn how to identify reliable indicators of student success and educator practice, gather quantitative and qualitative evidence.

Thomas Guskey, Lexington, KY, guskey@uky.edu
Joellen Killion, Learning Forward, Lakeway, TX, joellen.killion@learningforward.org

PC102 | Enhancing Literacy Learning Through Collaboration, Formative Assessment, and Powerful PD

How can we support educators in making a difference for diverse learners while promoting equity, supporting inclusion, and achieving desired literacy outcomes? See how change happens when educators engage in collaborative inquiry, learn about and from their students, renew their practice, and bridge research and practice. Examine qualities of communities of practice that are generative, inquiry-driven, in situ, and place-conscious. Explore the role of a lead learner and ways to support learning in classrooms and within groups of teachers at the school and district level. Learn about professional development approaches that embed learning within classrooms exploring relationships between formative assessment, theory, practice, and context.

Leyton Schnellert, University of British Columbia, Kelowna, BC, Canada, leyon.schnellert@ubc.ca; @LeytonSchnell
Faye Brownlie, Vancouver, BC, Canada, fayebrownlie@shaw.ca
Shelley Moore, Richmond School District, Vancouver, BC, Canada, shelleymoore79@gmail.com

PC103 | Tell Me So I Can Hear You: A Developmental Approach to Effective Feedback

Mounting reform initiatives, growing emphases on collaboration, and the promising connections between adult and student learning puts feedback processes front and center in education today. Understand adult developmental theory and how it supports adult growth and connects to student achievement. Learn about a new, developmental approach to giving and receiving feedback that can support individual and group growth and reflection in schools and beyond. Finally, build on that knowledge to develop actions plans.

Ellie Drago-Severson, Teachers College, Columbia University, New York, NY, drago-severson@tc.edu

PC104 | Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

Explore the connection between personal and institutional mindsets and academic achievement gaps. Recognize that our thinking is the primary culprit in the fight to overcome inequality in student learning outcomes. Understand the true meaning and value of school culture. Shift from damaging mindsets (superiority and inferiority) to high-level efficacy mindset (liberation).

Anthony Muhammad, New Frontier 21 Consulting, Novi, MI, amuhammad@newfrontier21.com
PC105 | Supporting 21st-Century Thinking Classrooms: Leading a Renovation Not a Revolution

There is crushing pressure on teachers to revise their practices in order to better prepare students for a 21st-century world. Learn how to help teachers enhance the amount and quality of students’ thinking without significantly disrupting existing teaching practices. Understand how to create a thinking classroom that is not the result of any specific method, but builds on five principles of teaching and learning that can support and add value to any initiative or strategy. Find out how to support respectful, incremental, but transformative change in your school or district.

Roland Case, The Critical Thinking Consortium, Vancouver, BC, Canada, case@sfu.ca
Garfield Gini-Newman, University of Toronto, Toronto, ON, Canada, gini.newman@utoronto.ca

PC106 | Building an Effective Teacher Leadership Program

Learn about a variety of approaches to the creation of powerful teacher leader programs that make an impact on student learning. Examine the characteristics of effective teacher leader programs along with the standards for teacher leadership. Leave with a draft plan and actionable next steps for creating or refining a teacher leader program at the school or district level.

Cindy Harrison, Instructional Improvement Group, Broomfield, CO, harrison.cindy@gmail.com
Justin Darnell, Denver Public Schools, Denver, CO, justin_darnell@dpsk12.org; @jdarnelldps

PC107 | We Used a Protocol... But It Didn’t Work

Using protocols in schools isn’t a new concept, but it has become more common place in the past few years. Unfortunately, many users of protocols have been “protocoled” in a district or school gathering and the residual effect isn’t positive or productive. Experience well-facilitated protocols and leave with the necessary skills to match the purpose with the protocol to better serve the group’s needs.

Thomas Van Soelen, Van Soelen & Associates, Lawrenceville, GA, tmvansoelen@gmail.com
Jacqueline Kennedy, Arlington Independent School District, Arlington, TX, jkenned2@aisd.net

PC108 | Teaching Students to Ask Their Own Questions

Teachers are being evaluated on the quality of student questioning and engagement in their classrooms, yet, many say that getting students to ask their own questions can feel “like pulling teeth.” Develop your ability to teach students how to produce their own questions, improve them, and strategize on how to use them. Transform students into active, engaged learners, who take ownership of their learning. Develop expertise in using the Question Formulation Technique (QFT), a resource embraced by teachers around the world, to design effective lessons and units that help students ask better questions and become more self-directed, independent learners.

Dan Rothstein, The Right Question Institute, Cambridge, MA, dan@rightquestion.org
Meredith Fenton, West Vancouver School District, West Vancouver, BC, Canada, mftenton@wvschools.ca
Darren Elves, New Westminster School District, Burnaby, BC, Canada, delves@sd40.bc.ca

PC109 | Culturally Responsive Pedagogy: Transforming Practice to Support First Nation, Inuit, and Métis Students

The history of education for First Nation, Inuit, and Métis students is filled with many examples of inequity and systemic racism. Research shows that First Nation, Inuit and Métis students are more likely to fail or drop out of school than any other cultural group. Shifting this outcome requires divisions to look inward and work to enhance their cross cultural competencies. As school divisions lead this effort to shift paradigms about education for First Nation, Inuit and Métis students, focusing on teacher practice and building relationships are foundational for success. Participants will be taken on a journey through history that surfaces the current state of First Nation, Inuit and Métis education and highlights how transforming pedagogy can enhance learning for First Nation, Inuit, and Métis students.

Darryl Isbister, Saskatoon Public Schools, Saskatoon, SK, Canada, isbisterd@spsd.sk.ca; @Darryl_Isbister
Amy Basaraba, Saskatoon Public Schools, Saskatoon, SK, Canada, basarabaa@spsd.sk.ca
Marnie Ross, Saskatoon Public Schools, Saskatoon, SK, Canada, rossm@spsd.sk.ca
PC110 | The Impact Coaching Cycle

For more than a decade, Jim Knight and his research colleagues in Kansas have been working to identify best practices for instructional coaching. Hear about the results of their findings in the impact cycle, a simple and powerful way coaches can help teachers improve teaching to improve student learning.

Jim Knight,
University of Kansas, Lawrence, KS,
jim@instructionalcoaching.com

PC111 | The Art and Science of Implementation

Students cannot benefit from the interventions they do not receive. See how planning for successful implementation requires an understanding of the characteristics of successful implementation, coherence among plans and priorities, and the intentional efforts by education stakeholders to collaboratively address the essential conditions. Develop an implementation plan that makes more efficient and effective use of time, human, and financial resources to ensure that students receive the interventions needed to support their learning.

Val Olekshy, Edmonton, AB, Canada,
valolekshy@gmail.com

PC112 | The Principal’s Role in the Implementation of Teacher Professional Learning

School leaders play an important role in the development of structures and processes that support effective professional learning. Immerse yourself in examining a set of tools and processes that will help principals and district leaders create specific professional learning outcomes based on the needs in their schools, advance communications with teachers about professional learning, and ensure intentional changes in teacher practice and student learning. Analyze case studies and reflect on your own data.

Annette Markholt,
University of Washington, Seattle, WA,
markholt@uw.edu
Joanna Michelson,
University of Washington, Seattle, WA,
jlm32@uw.edu; @JoannaMichelson

PC113 | The State of Professional Learning in Canada

The importance of teachers’ knowledge, skills, and practices has become widely recognized in education policy debates and practices internationally. Yet, in many jurisdictions, teachers do not readily have access to the kinds of active learning experiences that builds professional capital and hones their skills to better support the diverse needs of their students. Explore the current state of educator’s professional learning across Canada. Contribute to evolving debate about what constitutes quality professional learning. Focus on opportunities and challenges for teachers to experience meaningful and impactful professional learning. Apply these understandings to your own work in classrooms, schools, and the wider educational community.

Carol Campbell,
University of Toronto, Toronto, ON, Canada,
carol.campbell@utoronto.ca
Brenton Faubert, Western University, London, ON, Canada, bfaubert@uwo.ca
Pamela Osmond-Johnson,
University of Regina, Regina, SK, Canada,
pamela.osmond-johnson@uregina.ca
Ken Zeichner, University of Washington, Seattle, WA, kenzeich@uw.edu

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PC201 | Leadership to Maximize Coherence in Schools, Districts, and Systems

Leaders who are successful in times of complexity develop coherence in their organizations. Explore a coherence framework that provides the pathway to build the capacity of your team to deepen student learning. Consider the right drivers for leading coherent change: focusing direction that gets you into the game; cultivating collaborative cultures that provides the pathway for change; deepening learning as the core strategy for impacting student learning; and securing accountability that is essential to measure growth and be accountable to yourselves and the public. Examine strategies that will propel change and leave with powerful tools to focus goals, foster intrinsic motivation, unleash and leverage capacity building, and inspire collective action to accelerate success in your school or district.

Michael Fullan, Toronto, ON, Canada, mfullan@me.com
Joanne Quinn, Toronto, ON, Canada, quinn@rogers.com

PC202 | Starting A Movement: From Compliance to Commitment

The most common challenge for schools is how to transition from a culture of compliance to a culture of commitment, or how to move from ‘doing’ to ‘becoming’ or from ‘my kids’ to ‘our kids.’ Examine how to create a culture of collective responsibility as the foundation for the shared mission of your school. Learn to engage in the four stages of authentic alignment and identify the fundamental purpose and vision needed to create schools with the moral imperative of collective commitment while systematically integrating these commitments into existing structures.

Tom Hierck, Gibsons, BC, Canada, thierck@gmail.com

PC203 | Facilitation Skills for Group Effectiveness

Increase your effectiveness as a facilitator. Learn ways to scaffold conversations in small or large groups, in dialogue or discussion. Discover five standards that improve meeting success. Extend personal skills for managing group energy, focus, and information flow. Apply new understandings to increase effectiveness when collaborating for purposes of studying student work, examining data, planning, or decision making.

Carolyn Mckanders, Thinking Collaborative, Missouri City, TX, carolyn.mckanders@gmail.com
Michael Dolcemascolo, Thinking Collaborative, Skaneateles, NY, michaeldolcemascolo@gmail.com

PC204 | The Feedback Process: The Power of Learner-Focused Feedback

Feedback is a core part of a continuous improvement process for educators. The usefulness of feedback among educators depends on its quality, the context in which it is provided, and the frame of mind of those engaged in the process. Examine the attributes of effective feedback as well as the various types, purposes, and sources of feedback among teachers. Learn how to create a culture in which educators routinely exchange feedback, engage in interactions, and assess the effectiveness of feedback. Gain a deeper understanding of the feedback process and how to employ it to promote increased educator effectiveness.

Joellen Killion, Learning Forward, Lakeway, TX, joellen.killion@learningforward.org

PC205 | Engaging Educators with Data to Create the Future of Your School

Your school is perfectly designed to produce the results you are getting now. If you want to envision a different future, you must measure and change the processes that are producing these results. Change undesirable results by seeing the whole story. Engage your staff with multiple measures of data to discover what is working and what is not working. Inform a new vision of what your future can be.

Victoria Bernhardt, Education for the Future, Chico, CA, vbernhardt@csuchico.edu
Bradley Geise, Education for the Future, Chico, CA, bgeise@csuchico.edu
With the coastal mountain range, Pacific Ocean, temperate rainforest, natural beauty, and year-round mild climate, it is no wonder that Vancouver has been named the world’s most livable city eight times since 2002. After a long day of learning, you can relax and enjoy the downtown waterfront, an inviting, vibrant community of restaurants, attractions, and retail – including a float plane terminal conveniently located to accommodate adventurous travelers!
PC212 | Visible Learning Plus Professional Development

Experience an in-depth, school change model of professional learning and examine effective instructional practices in order to determine impact on student achievement and learning. Consider the effects of the practices of teachers and leaders that will enable schools to make substantial gains in student achievement. See how to plan and present meaningful instruction to students of all levels. Leave with tools that you can use to ensure you are making the maximum impact on student learning.

Ainsley Rose, West Kelowna, BC, Canada, ainsleybr@gmail.com

PC213 | Developing Communities of Thought: Enhancing Social Capital

A robust body of research clearly indicates that individual teaching excellence is insufficient to produce critical gains for learners across a school. Teachers working in isolation lack the collective resources for spreading good ideas and refining patterns of practice within their buildings and across their districts. Examine five key questions addressing learning communities that are rich in social capital. See how high-performing teams build the capacity to co-create, refine, and reflect on their ways of working and the outcomes those ways achieve. Explore practical strategies for supporting interdependent thinking, productive problem solving, and methods for creating schools where all learners flourish. Leave with new ideas and processes for developing powerful communities of thought in your schools.

Laura Lipton, MiraVia, Sherman, CT, lelipton@miravia.com
Bruce Wellman, MiraVia, Guilford, VT, bwellman@miravia.com

PC214 | Collaborative Inquiry: Transforming Professional Learning in Schools

Collaborative inquiry holds the potential to transform learning, leading, and teaching. It is an instrumental approach to developing teacher leadership and professional capital, increasing efficacy, and shifting attributions regarding causes for student success or failure. Examine the conditions needed to bring about a wider and deeper adoption of collaborative inquiry in schools and school districts. Understand what collaborative inquiry is and what it is not and discuss six linchpins necessary to bring collaborative inquiry to scale. Explore ways to provoke educators’ thinking so they have a clear understanding of how their actions make an impact on student outcomes.

Jenni Donohoo, Ministry of Education, Toronto, ON, Canada, jenni.donohoo@learningforwardontario.ca

PC215 | Transforming Professional Learning: A System’s Approach

Have you asked yourself how you can possibly move yet another initiative to full implementation? Hear how that challenge was taken up in Washington State with the development of a statewide system of professional learning in partnership with the state agency, educational service districts (ESDs), and school districts. Find out how to leverage Learning Forward’s Standards for Professional Learning, tools, and processes to develop a professional learning system that can hold the launch and successful implementation of any initiative that comes your way. Leave with a roadmap and the tools needed to build a system of professional learning that supports teachers and leaders to reach the aspirational goals for learning.

Jane Chadsey, Educurious, Seattle, WA, jchadsey@educurious.org
Christine Corbley, Federal Way Public Schools, Federal Way, WA, ccorbley@fwps.org

PC216 | Innovation, Transformation, and the Future of Learning in British Columbia

Explore the cycle of implementation and its relationship to social license in the change process. Engage in an evolving dialogue to understand how educators may draw on literacy and numeracy foundations, then apply rich content combined with core competencies of thinking, communication, and personal and social development to create an innovative mindset for learning and teaching.

Rod Allen, Cowichan Valley School District #79, Vancouver, BC, Canada, rallen@sd79.bc.ca
Jim Iker, BC Teachers’ Federation, Vancouver, BC, Canada, jiker@bctf.ca
Leyton Schnellert, University of British Columbia, Kelowna, BC, Canada, leytong.schnellert@ubc.ca; @LeytonSchnell

SUNDAY PRECONFERENCE | DECEMBER 4, 2016 | 9 AM TO 4 PM

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BRITISH COLUMBIA ATTRACTIONS

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VANCOUVER
- Stanley Park
- Science World
- Vancouver Aquarium
- Space Centre
- Capilano Suspension Bridge
- Van Dusen Gardens
- UBC Museum of Anthropology
- Whistler Mountain
- Grouse Mountain – The Peak of Vancouver
- Harbour Centre
- Shopping at Pacific Centre, Oakridge, Robson Street, and the new Outlet Mall at the airport.

VICTORIA
- BC Provincial Museum
- Madame Tussauds
- BC Legislature
- Butchart Gardens
- Butterfly Gardens
- Whale and wildlife watching

http://www.tourismvancouver.com/
http://www.tourismvictoria.com/

ABOUT THE ARTIST:
ROY HENRY VICKERS

Canadian artist Roy Henry Vickers is a recognized leader in the First Nations community and has received many awards and honors for his art and community involvement. Thanks to his harmonious fusion of traditional and contemporary, old and new, and personal and universal, Learning Forward is proud to feature his work as we connect landscapes for learning in the natural beauty of Canada.
Registration Policies and Procedures

To register for Learning Forward’s 2016 Annual Conference, please visit www.learningforward.org.

Fees for Saturday and Sunday include lunch, materials, and program attendance. Fees for Monday and Tuesday include breakfast, lunch, general session program, morning sessions, afternoon sessions, and materials. Wednesday’s fee includes brunch, general session program, morning sessions, afternoon sessions, and materials.

Registration Discounts

Learning Forward members receive discounted registration. Join, renew, or upgrade your membership with special conference rates and attend the conference at the member rate.

If your registration is postmarked on or before June 30, 2016, you will receive an early bird discount of US$75 off a 3-, 4-, or 5-day registration.

Registration Rates

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* (includes complimentary digital membership)

Hotels

Visit www.learningforward.org/conference to book your hotel room.

1. Pan Pacific: $199.00 CAD
2. The Fairmont Waterfront: $189.00 CAD Single/Db1
3. The Fairmont Hotel Vancouver: $179.00 CAD Single/Db1
4. The Fairmont Pacific Rim: $209.00 CAD Single/Db1
5. Pinnacle Vancouver Harbourfront Hotel: $149.00 CAD Single/Db1
6. Vancouver Marriott Pinnacle Downtown Hotel: $149.00 CAD Single/Db1

Transportation Guide

The Vancouver International Airport is a 25-minute taxi ride to the Vancouver Convention Centre. Fares are zoned and it is CAN$35 to the convention center.

The Canada Line Skytrain offers a 25-minute trip from Vancouver International Airport to Waterfront Station with an easy walk to conference hotels and the Vancouver Convention Centre.

Vancouver Convention Centre Parking

Parking for the East building is located at 999 Canada Place and is managed by Vinci Park. Parking for the West building is located at 1055 Canada Place and is managed by Impark.

Passports will be required to enter Canada and for re-entry into the US. Please begin applying for or renewing your passport soon!

Artwork provided by local artist Roy Henry Vickers.
1 REGISTRATION DATA: Please print your email address legibly — your conference confirmation will be emailed to you.

Learning Forward member number ______________ Your membership number appears on your address label.

First Name _______________________________ Last Name _______________________________
(for your nametag)

School Dist. or Organization ____________________________

School Name ____________________________

Address / Street ____________________________________________________________

City / State / Province / Zip __________________________________________________________________________________

Is this address:  □ business   □ home

Phone _______________________________ Work Email _________________________________________   Personal Email ________________________________________

(All membership materials will be sent to this address)

2 REGISTRATION FEES:

Rates include $75 US early bird discount on 3-, 4-, or 5-day registrations.

Check (✓) each fee that applies and fill in amount. Trial memberships do not apply.

**Member** (includes complimentary digital membership)  
Non-member

1-Day Conference (indicate day attending)  ________________

Preconference Session Choice, if any:

☐ Saturday 12/3  ☐ Sunday 12/4  ☐ Monday 12/5
☐ Tuesday 12/6  ☐ Wednesday 12/7

2-Day Conference (indicate days attending)  ________________

Preconference Session Choice, if any:

☐ Saturday 12/3  ☐ Sunday 12/4  ☐ Monday 12/5
☐ Tuesday 12/6  ☐ Wednesday 12/7

3-Day Conference (indicate days attending)  ________________

Preconference Session Choice, if any:

☐ Saturday 12/3  ☐ Sunday 12/4  ☐ Monday 12/5
☐ Tuesday 12/6  ☐ Wednesday 12/7

4-Day Conference (indicate days attending)  ________________

Preconference Session Choice, if any:

☐ Saturday 12/3  ☐ Sunday 12/4  ☐ Monday 12/5
☐ Tuesday 12/6  ☐ Wednesday 12/7

5-Day Conference  ________________

Preconference Session Choice(s), if any:

☐ Saturday 12/3  ☐ Sunday 12/4  ☐ Monday 12/5
☐ Tuesday 12/6  ☐ Wednesday 12/7

**SUBTOTAL $ ____**

3 SPECIAL MEMBERSHIP PRICES

Join, renew, or upgrade your membership with special conference rates and attend the conference at the member rate.

☐ Digital Membership __________________________ $49 US
☐ Standard Membership __________________________ $99 US
☐ Comprehensive Membership ______________________ $139 US
☐ Organizational Membership ______________________ $279 US

Five people can attend at the member rate using one organizational membership. Each member will receive a member ID number. Please list four names and their email addresses on a separate sheet and send with this registration form.

These are one-year memberships. Go to www.learningforward.org/join-renew/membership-options for a complete description of membership benefits.

**SUBTOTAL $ ____**

4 TOTAL AND PAYMENT Add 2 and 3

Canadian dollar rates – see www.learningforward.org/conference

2 Subtotal Registration __________________________ $______

3 Subtotal Membership __________________________ $______

**TOTAL $ ____**

Registration fees made payable to Learning Forward must accompany this form. Invoice(s) issued on purchase order(s) must be paid prior to the conference.

FEES ARE PAYABLE BY:

☐ MasterCard  ☐ Visa  ☐ Discover  ☐ Check (must accompany form)
☐ Purchase order (must accompany form)

Billing Address __________________________________________________________

Card No. ________________  Exp. Date ________________  3-Digit Security Code ________________

**Signature __________________________**

**CANCELLATION POLICY:** Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 10, 2016 to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2016. A processing fee of US$50 will be deducted from all refunds. No refunds will be issued for cancellations received after Nov. 19, 2016. Learning Forward reserves the right to process refunds after the conference concludes. To transfer registration, make changes to payment method, or reduce or change days attending, email office@learningforward.org or call 800-727-7288. A US$25 handling fee will be assessed.
The Vancouver connection.

Connect with worldwide leaders in the education field during communal meals and other networking events. Explore the exhibits and find the latest tools, and discover technologies to facilitate professional learning. Experience exciting keynotes by Michael Fullan with Andy Hargreaves, Pasi Sahlberg, and Milton Chen with Avis Glaze. Gain exposure to the latest thinking from Carol Campbell, Dan Pontefract, Amy Slamp, Stephen Fink with Max Silverman and Susanne Jerde, Tony Bryk, and Kimberly Schonert-Reichl.

Keynote speakers and Thought Leaders make connections happen.

Passports will be required to enter Canada and for re-entry into the US. Please begin applying for or renewing your passport soon!

www.learningforward.org/conference | 800-727-7288