Video, Coaching, Blended and Online Learning Sessions

Saturday, December 7 from 9 am to 4 pm

PC101  DIFFERENTIATING INSTRUCTION: PLANNING INSTRUCTION THAT SUPPORTS ACADEMIC SUCCESS FOR ALL LEARNERS

Academic diversity is a given in most classrooms today. Students from varied cultures, language groups, and economic strata sit side-by-side and bring with them a broad range of readiness levels or entry points, interests, approaches to learning, and motivations to learn. Understand how in many settings, the goal of teachers is to help the full range of students succeed with complex, high-level curriculum.

Participants will:

- Explore the non-negotiables of effective differentiation using classroom video clips, lesson plans, articles, discussion, and presentation.
- Investigate the implications of those non-negotiables for classroom practice.
- Leave with strategies for developing more challenging and responsive heterogeneous classrooms.

Carol Ann Tomlinson, University of Virginia, Charlottesville, VA, cat3y@virginia.edu

PC108  COACHING MATTERS

Learn what needs to be in place for a coaching program to impact student learning. Examine the essential characteristics of effective building-level instructional coaching programs. Walk away with the best examples and practical tools from a variety of districts, including examples of mission statements, evaluation rubrics, protocols for providing feedback to coaches, ways to assess the impact of coaching, and sample documents defining the roles of coaches. Use newly developed levels of implementation maps as well as additional tools from Coaching Matters (Learning Forward, 2012).

Participants will:

- Consider characteristics of effective coaching programs.
• Examine and reflect on examples of structures and tools that support coaching.
• Explore ways to move coaching from a focus on teacher behaviors to a focus on student results.
• Learn ways to communicate to others about the work of coaching, including ways to define confidentiality between coaches and others.
• Determine ways to implement the characteristics of effective coach-principal and coach-teacher relations.
• Review partnership agreements and types of coaching.

Cindy Harrison, Instructional Improvement Group, Broomfield, CO, harrison.cindy@gmail.com
Callie Brownlee-Groff, Aurora, CO, c-brownlee@comcast.net
Heather Clifton, Denver, CO, hlclifton@gmail.com

PC112 RESULTS TALK: THE ART AND SCIENCE OF FEEDBACK

The implementation of new teacher evaluation systems, new statewide assessment requirements, and the institutionalization of the Common Core State Standards will simply not occur as intended without effective, relationship-rich, results-focused conversations with stakeholders. Develop a deeper understanding of the artistry and the science of results talk, a new generation of effective feedback. Experience an accessible, logical framework for holding these effective conversations. Learn how motivation theory, mindset, and Robert Quinn's transactional/transformational leadership all factor into the planning for these conversations. Leave with personalized ideas and practices to immediately incorporate so adults learn and hone their craft.

Participants will:

• Verbalize deeper knowledge and understanding of the art and science of results talk.
• Apply transactional and transformational leadership to coaching for change.
• Use a results talk coaching framework to practice planning and delivering feedback.
• Examine purposeful and powerful questions to guide their feedback conversations.
• Use the gradual release of responsibility to examine feedback dilemmas and reasons for resistance and/or reluctance.

Michael Murphy, Success Systems, Richardson, TX, mmurphy170@gmail.com

Sunday, December 8 from 9 am to 4 pm

PC201 HIGH LEVERAGE PRACTICES FOR COMPETENT BEGINNING TEACHING

Focus on a small set of instructional practices that have high leverage for beginning teaching. Understand the fundamental elements of teaching that are essential across subject areas and grade levels, and yet are often sources of difficulty for beginning teachers, such as leading whole-class discussions, establishing norms and routines for classroom discourse and work, providing feedback to students, and designing quizzes and tests.

Participants will:
• Learn about key components of high-leverage teaching practices and be able to identify strong and weak examples of each practice.
• Begin to develop tools for coaching and providing feedback to novice teachers in relation to teaching practices.
• Leave with several specific tools to use in districts and schools.

Francesca Forzani, University of Michigan, Ann Arbor, MI, fforzani@umich.edu

Francesca Forzani is the associate director of Teaching Works, a national organization based at the University of Michigan, dedicated to improving teaching quality. She has spent much of the past decade working with colleagues to redesign the teacher education programs at the University of Michigan and studying reform initiatives in teacher education. Before arriving at the University of Michigan, she taught high school English for four years as a Teach for America corps member. She also served as a teacher educator for three years in Teach for America's summer training institute and did similar work in Teach First's summer institute in London, U.K.

Francesca Forzani, University of Michigan, Ann Arbor, MI, fforzani@umich.edu

PC208 USING NEW TECHNOLOGIES TO IMPLEMENT UNIVERSAL DESIGN FOR LEARNING

Individuals bring varied skills, needs, and interests to learning. Hear how Universal Design for Learning brings a set of principles for curriculum development that provides equal opportunities to learn. Explore a professional development system that draws on research about best practices in adolescent literacy instruction and innovation implementation to foster success for all learners.

Participants will:

• Learn to address learner variability with flexible goals, methods, materials, and assessments.
• Find out more about a flexible approach that can be customized and adjusted for individual needs.
• Discover a technology-based system to improve reading comprehension for students with disabilities.
• Explore an online, dynamic tool that provides professional learning and instructional resources.

Tracey Hall, CAST, Wakefield, MA, thall@cast.org

PC209 SIT AND GET WON'T GROW DENDRITES: 20 PROFESSIONAL LEARNING STRATEGIES THAT ENGAGE THE ADULT BRAIN

Visualize the worst presentation that you have ever been a part of as an adult learner. Now, visualize the best one. No doubt, there is a considerable difference between the two professional development opportunities. Learn the answers to three basic questions: What are 20 strategies that I can use to make my professional development experience unforgettable? What are techniques that appear to result in sustained adult behavior change? What are 10 things that keep adults living well beyond the age of 80?

Participants will:

• Explore six precepts of adult-learning theory.
• Experience five strategies that make learning memorable.
• Generate 10 characteristics of a brain-compatible speech, workshop, or course.
• Develop a professional learning lesson plan that will result in behavior change.
• Ensure that teachers and administrators get the message through strategies such as action research, study groups, and peer coaching.

Marcia Tate, Developing Minds, Conyers, GA, marciata@bellsouth.net

PC213 MATHEMATICS TOOLS FOR IMPLEMENTING THE COMMON CORE STATE STANDARDS
Examine how a consortium of urban school districts, using protocols and tools for implementing the Common Core State Standards, focuses on ensuring all students are ready for college or work upon graduation. Explore an open access model of online curriculum, assessment, and professional resources that supports middle school and high school students’ successful transition into algebra I and geometry. Take away professional support resources to assist in effective, broad-scale implementation of the mathematics Common Core State Standards.

Participants will:

• Learn ways to support educators implementing the Common Core State Standards in mathematics.
• Explore a toolbox that provides information about the Common Core State Standards, visualizations of key mathematics concepts, assessment tools and tasks, and other resources.
• Leave with a path to move to higher levels of achievement for all students.

Brian Newsom, University of Texas at Austin, Austin, TX, bnewsom@austin.utexas.edu

Monday, December 9 from 9 am to 12 pm continuing 2:30 pm to 4:30 pm

A02 WHAT IT TAKES TO DRAMATICALLY IMPROVE TEACHING AND LEARNING
Learn about a comprehensive set of high-impact instructional practices and examine specific, validated instructional coaching methods. Discover schoolwide organizational processes for creating school improvement targets that teachers understand, agree with, and commit to implementing. Leave with a step-by-step guide for dramatically improving teaching and learning.

Jim Knight, University of Kansas, Lawrence, KS, jimknight@mac.com

Monday, December 9 from 9 am to 12 pm

B04 AN INNOVATIVE COACHING MODEL TO IMPACT TEACHER EFFECTIVENESS
Learn how to rapidly improve teacher classroom management skills by implementing a transformative coaching model. Discover how to increase a teacher's effectiveness by delivering non-disruptive feedback in real time by using low-cost, bug-in-the-ear technology. Hear how this model has helped countless educators in urban districts improve their classroom management skills.
B08  DEEPENING COLLABORATION USING VIDEOS AND ONLINE PROFESSIONAL DEVELOPMENT

Video and online resources can be a boon when seeking to maximize job-embedded professional learning. See how Alaskans and others, in both urban and rural settings, take advantage of free resources at www.successatthecore.com to support improving instruction and school leadership capacity. Learn how design of professional learning and outreach efforts can leverage existing reforms and stretch dollars while developing capacity of school teams and adopting new student performance standards. Bring a laptop or tablet computer for hands-on participation.

Karen Iris, Anchorage School District, Anchorage, AK, iris_karen@asdk12.org
Sonia Caus Gleason, Education Development Center, Boston, MA, sonia@soniacausgleason.org
André Layral, Alaska Association of Secondary School Principals, Fairbanks, AK, aassp@alaskaprincipal.org

B14  TEACHING LEARNING COLLABORATIVE: A PROTOCOL FOR LESSON STUDY

Hear about a type of professional learning community (PLC) that is focused on lesson design. Gain a protocol that improves teacher quality through collaborative selection of learning goals, identification of research-based instructional strategies, and use of student work for analysis of impact. Discover how the PLC can be adapted for use in a variety of coaching settings including inservice and preservice.

Karen Cerwin, WestEd/K-12 Alliance, Rimforest, CA, kcerwin@wested.org
David Harris, Escondido Unified School District, Escondido, CA, dharris@eusd4kids.org

B24  LEADERSHIP FOR THE IMPROVEMENT OF INSTRUCTION

Learn how principals in a large, urban school district are building their instructional leadership expertise and improving instructional practice in their schools through the use of skillful classroom observation and analysis. Explore the use of the learning walk-through as a strategy in the improvement of instructional practice. Apply a cycle of inquiry to the observation, analysis, and feedback for classroom instruction. Engage in the development of a coaching plan based upon a leadership case study.

June Rimmer, University of Washington, Seattle, WA, junerimmer@aol.com
Rebecca Kaatz, Clark County School District, Las Vegas, NV, rkaatz@interact.ccsd.net
Linnea Westwood, Clark County School District, Las Vegas, NV, lwestwood@interact.ccsd.net
Tione Won Riviera, Clark County School District, Las Vegas, NV, triviera@interact.ccsd.net

B25  INQUIRING MINDS: DISCIPLINARY LITERACY IN MATH AND SCIENCE

Understanding the ways of knowing mathematics and science is multifaceted; it demands a special literacy requiring more of learners than the basics of reading, writing, and communicating. Gain insight into instructional coaching and professional learning communities as a context for promoting effective learning.
and teaching practices; connecting professionals for the purpose of learning from practice; and sustaining focus on school leadership in teaching among instructional leaders, elementary, and middle grade teachers, and their students.

Nan Dempsey, S2TEM Centers SC, Spartanburg, SC, dempseyn@upstatesc.org

Monday, December 9 from 10 am to 12 pm

C05 LEARNING-FOCUSED SUPERVISION: DEVELOPING TEACHERS’ PROFESSIONAL EXPERTISE
Gain practical approaches for shaping supervisory interactions that influence teachers' awareness, decision making, and classroom practices. Examine structures for providing teachers with standards-based feedback that create teacher receptivity for that feedback. Explore a continuum of interaction for organizing learning-focused conversations with teachers that allows supervisors to move from calibrating, to consulting, to collaborating, and to coaching conversations that support reflection and develop professional capacities in teachers.

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

C07 SUPPORTING PRINCIPALS TO BE STRONGER INSTRUCTIONAL LEADERS
Learn how a large, urban school district restructured its central office to provide principals with more coaching and support to become stronger instructional leaders. Discover support structures, types of professional development, and best practices used to coach principals. Increase your awareness of the research on central office transformation and how districts can support principals to be stronger instructional leaders.

Aurora Lora, Dallas Independent School District, Dallas, TX, alora@dallasisd.org
Mauricio Dominguez, Dallas Independent School District, Dallas, TX, rdominguez@dallasisd.org
Milan Sevak, Dallas Independent School District, Dallas, TX, msevak@dallasisd.org
Josie Gutierrez, Dallas Independent School District, Dallas, TX, jhernandezgutierrez@dallasisd.org

C11 COACHING TO BUILD MENTOR EXPERTISE: MENTORS ARE MADE RATHER THAN BORN
In the realm of mentor leadership and professional development, a mentor's fieldwork offers a rich terrain for learning. Move beyond mentor academies and forums to facilitate mentoring-based learning opportunities. Explore how to enhance ongoing mentor professional development with formative assessment tools and methodologies parallel to those found in quality mentoring programs. Share effective strategies that encourage reflection and rigorous analysis of mentoring practice to ensure effective mentoring.

Shalini Patel, New Teacher Center, Chicago, IL, spatel@newteachercenter.org
Mimi Appel, New Teacher Center, Santa Cruz, CA, mappel@newteachercenter.org
Jordan Brophy-Hilton, New Teacher Center, Durham, NC, jbhilton@newteachercenter.org
C18  COACHING AND THE BRAIN: LET'S GET CONNECTED
Current study of the brain offers significant findings that hold the potential to transform the way we work as leaders. Understanding what the brain requires for change, how coaching invites our best work, and how we motivate and multiply our individual and collective thinking holds the promise for new levels of performance. See how being a coach leader is the best strategy for achieving these results.

Karen Anderson, Coaching For Results Global, Mesquite, TX, kanderson97@tx.rr.com
Kathryn Kee, Coaching For Results Global, Shady Shores, TX, kkee@centurytel.net

C20  TOOLS FOR PROMOTING STUDENTS' POSITIVE SELF-BELIEFS
Review key research about how adults can shape student learning and achievement through modest interventions in student belief systems and learning environments that have powerful effects on student motivation and success. Investigate fresh ideas through the use of freely available online tools that were developed by the Charles A. Dana Center at the University of Texas in collaboration with leading educators, social psychologists, and cognitive scientists. Discuss the practical application of modest classroom interventions designed to impact student belief systems and learning environments.

Lisa Brown, University of Texas at Austin, Austin, TX, lisabrown@austin.utexas.edu

Monday, December 9 from 1 pm to 2:15 pm

KEYNOTE SPEAKER MARC PRENSKY
GENERAL SESSION
TEACHING DIGITAL NATIVES
Marc Prensky is considered one of the world's leading experts on the connection between learning and technology. Prensky's professional focus is on designing better pedagogy and curriculum for the digital generation and on helping people understand how to thrive in the digital age. Through his writings and talks, he helps educators learn to adapt their pedagogy for the 21st century, including a new form of partnering between teachers and students. In his talks around the globe, Prensky initiates and conducts unique educator-student dialogs about the teaching, training, and learning processes. Prensky is a strong advocate of teachers knowing and using students' individual passions as motivators, and of students' participation in the design of their own education. Prensky has published five books and scores of essays and articles, including Digital Game-Based Learning (McGraw-Hill, 2001), Don't Bother Me Mom — I'm Learning (Paragon House, 2006), Teaching Digital Natives: Partnering for Real Learning (Corwin, 2010), From Digital Natives to Digital Wisdom (Corwin, 2012), and BRAIN GAIN: Technology and the Quest for Digital Wisdom (Palgrave Macmillan, 2012).

Monday, December 9 from 2:30 pm to 4:30 pm

D03  TEACHER/PRINCIPAL COMPASS: NAVIGATING YOUR WAY TO EFFECTIVENESS
Observing and evaluating teacher and leader performance to guide development is a critical component of many assessment initiatives. Hear about a customizable diagnostic and prescriptive professional development tool. See how the software streamlines the process of teacher and principal observation and evaluation, is highly customizable, supports evaluation frameworks, and automatically suggests online, on-demand professional development from a library of thousands of videos, tutorials, and online modules.
D04 ONLINE PROFESSIONAL DEVELOPMENT MODULES FOR IMPLEMENTING COMMON CORE STATE STANDARDS
As states, districts, and schools transition to the new Common Core State Standards, teachers will need to know how well their teaching aligns to the new standards. Hear about the Surveys of Enacted Curriculum online system that has been providing analysis of instruction and standards for years. Explore a process and specific steps for school and district teams. Understand the application of data for professional development and the use of data for tracking and evaluating instructional change over time.

Rolf Blank, Council of Chief State School Officers, Washington, DC, rolf@ccsso.org
Lani Seikaly, Maryland Department of Education, Chestertown, MD, laniseikaly@me.com

D06 STEPPING UP TO OUR RESPONSIBILITY: SUCCESS FOR ALL STUDENTS
Examine the important role that educator unions must play to be leaders for quality and equity throughout the public education system. Discover the online and on-the-ground strategies that the National Education Association and its affiliates are employing to highlight educators’ voices, support quality instruction, develop teacher leadership, and move an agenda that puts the association at the forefront of a student-centered agenda.

Bill Raabe, National Education Association, Washington, DC, braabe@nea.org
Segun Eubanks, National Education Association, Washington, DC, seubanks@nea.org

D20 PEER COACHING TO IMPROVE DIFFERENTIATION
Learn how an embedded and sustainable professional development model of partner-driven peer coaching informs and improves an awareness of differentiated instruction for diverse student populations at the elementary and secondary levels. Develop a plan of action for implementation through available technology, such as iPads, for reflective peer coaching and heightened instructional awareness. Improve differentiated instruction through active and ongoing professional development at the campus level with little budgetary impact.

Jennifer Bailey, Kilgore Independent School District, Longview, TX, jbailey@kisd.org
Scott Bailey, Stephen F. Austin State University, Nacogdoches, TX, baileybryan@sfasu.edu

D29 PREPARING FOR CHANGE: COACHING TO CLASSROOM
Do you wonder what roles and impact an instructional coach can have when returning to classroom teaching? Hear campus and curriculum leaders compare their experiences with research and identify specific tensions of returning to the classroom after working in a leadership position outside the classroom. Explore ways to overcome these challenges. Create an action plan ensuring maximum impact of returning teachers on student achievement and professional learning.

Elizabeth Munroe, St. Francis Xavier University, Antigonish, NS, Canada, emunroe@stfx.ca
Elita Driskill, Education Service Center Region XI, Fort Worth, TX, edriskill@esc11.net
D34 BLENDING LEARNING FOR STUDENTS AND STAFF
Discover what 21st-century teaching looks like in today's classroom. Use tools to create engaging collaboration between teachers and students and teachers and administrators. Gain experience with online or blended learning, including basic skills in the platform of your choice (Moodle, Edmodo, wikis, etc.). Determine how to blend face-to-face assignments with online assignments to create effective learning opportunities.

Elizabeth Schrader, Education Service Center Region XI, Fort Worth, TX, eschrader@esc11.net
Teela Watson, Education Service Center Region XI, Fort Worth, TX, twatson@esc11.net
Susan Rhein, Grand Prairie Independent School District, Grand Prairie, TX, susan.rhein@gpisd.org

D44 RESEARCH INTERVENTIONS FOR SPANISH-SPEAKING ENGLISH LANGUAGE LEARNERS
Understand the history, research, rules, and implications of Response to Intervention for Spanish-speaking English language learners (ELL). Address specific ELL Response to Intervention scenarios and how to solve them in proactive, student-centered ways. Participate in an ongoing online discussion group to further research, communicate, implement, articulate, and evaluate intercessions learned, taken, and enhanced.

Elaine Wilmore, Texas A&M University at Commerce, Commerce, TX, elaine.wilmore@tamuc.edu
Linda Townzen, Arlington Independent School District, Arlington, TX, ltownzen@gmail.com

D46 LIGHT A SPARK OF TECHNOLOGY IN YOUR CLASSROOM
Use free Web 2.0 tools to create engaging assignments. Learn how to use Neo2 keyboards, Smart Boards, and desktop computers to make learning interactive. Visit free math websites that students want to be on. Get responses without needing clickers. Receive links to many free online tools to use in the classroom. Bring your own device to fully participate in this session.

Beth Weeks, Sherman Independent School District, Sherman, TX, bweeks@shermanisd.net
Sharon Krenek, Sherman Independent School District, Sherman, TX, skrenek@shermanisd.net

RT A VIRTUAL APPROACH TO UNPACK THE STANDARDS
Gain an introduction to an online blended approach as an effective method to unpack Learning Forward's Standards for Professional Learning. Evaluate the effectiveness of an e-learning delivery approach to prepare staff to champion the change management required for the implementation of the standards. Use a blended model approach to increase efficiencies around time and space.

Kathy Larkins, Florida Virtual School, Orlando, FL, klarkins@flvs.net
Mary Mitchell, Florida Virtual School, Orlando, FL, mmitchell@flvs.net

RT MOVING FORWARD WITH READING, RESPONSE TO INTERVENTION, AND DIGITAL PRODUCTS
Learn how to find the time to use the reading curriculum, components of Response to Intervention, and
elements of Web 2.0 digital technologies efficiently and effectively. Discover online products for formative and summative assessment that you can use to monitor reading practice and Response to Intervention. See how online programs can be used to enhance the curriculum with Web 2.0 digital products.

**Nancy Jones**, Education Service Center Region II, Beeville, TX, nlbsjones@yahoo.com

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**RT ONLINE PROFESSIONAL DEVELOPMENT: CREATING SUCCESSFUL GLOBAL-LEARNING COMMUNITIES**

Discover how the flexible world of online professional development improves teacher learning, facilitates deep engagement with resources and scholars, and creates diverse and sustainable learning communities. Increase your awareness of different online learning platforms, such as Moodle or GoToWebinar, and understand the costs and benefits associated with each. Leave with a deeper understanding of the benefits and challenges of distance learning and the resources needed to implement and participate in online professional development.

**Elizabeth Howald**, Primary Source, Oklahoma City, OK, elizabeth@primarysource.org

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**RT PROJECT SHARE: A STATEWIDE INITIATIVE FOR ONLINE LEARNING**

Examine the process behind the Texas Education Agency's initiative to provide online professional development courses to practicing and pre-service K-12 educators. Focus on the state's goal to offer online learning opportunities that enable Texas educators to earn professional development credits, obtain additional certifications, and network with other educators locally and across the state.

**Kerry Ballast**, Texas Education Agency, Austin, TX, kerry.ballast@tea.state.tx.us
**Anita Givens**, Texas Education Agency, Austin, TX, anita.givens@tea.state.tx.us

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**Tuesday, December 10 from 9 am to 12 pm continuing 2:30 pm to 4:30 pm**

**E05 EFFECTIVE COACHING STRATEGIES FOR SCHOOL TRANSFORMATION**

Learn what transformational coaching means and how to use invaluable research-based frameworks, tools, and strategies to coach for individual and systemic transformation. Observe and analyze coaching role-plays using new frameworks and tools to uncover successful coaching moves. Apply new coaching lenses intentionally and strategically as you plan, role-play, and reflect on a transformational coaching conversation.

**Elena Aguilar**, Oakland Unified School District, Oakland, CA, elena.aguilar@ousd.k12.ca.us
**Han Phung**, Oakland Unified School District, Oakland, CA, han.phung@ousd.k12.ca.us
**Noelle Apostol Colin**, Oakland Unified School District, Oakland, CA, noelle.apostol@ousd.k12.ca.us
**David Carter**, Oakland Unified School District, Oakland, CA, david.carter@ousd.k12.ca.us
**Anna Martin**, Oakland Unified School District, Oakland, CA, anna.martin@ousd.k12.ca.us

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**E06 GROWTH PROMOTING FORMATIVE TEACHER OBSERVATIONS AND SUMMATIVE EVALUATIONS**

Acquire tools to effectively and efficiently diagnose and provide prescriptive strategies for all teachers in
moving toward increased educator accountability. Leave with transferable tools to assist all teachers in making immediate growth that will lead to increased active student engagement and informed summative evaluations. Discuss and analyze leveled components of active student engagement and lesson delivery. Practice and develop in-depth coaching and consulting observation data conversations.

Annette Brinkman, Granite School District, Salt Lake City, UT, abrinkman@graniteschools.org
Ellen Williams, Brigham Young University, South Jordan, UT, ellenjwilliams44@gmail.com

Tuesday, December 10 from 9 am to 12 pm

F01 COMBINING PROFESSIONAL LEARNING COMMUNITIES WITH INSTRUCTIONAL AND PEER COACHING
Understand how to impact student achievement through teacher learning using coaches, administrators, and teacher leaders to facilitate the work of professional learning communities. See how instructional coaching and peer coaching can greatly increase the learning in professional learning communities. Identify strategies and practice facilitation skills for these key leadership roles.

Steve Barkley, PLS 3rd Learning, Bethlehem, PA, lmalanowski@plsweb.com

F03 TEACHER EVALUATION IN THE COMMON CORE STATE STANDARDS ERA
Learn about a new research project and field study focused on teachers’ continuous professional improvement that is designed to use Charlotte Danielson’s Framework for Teaching and the Common Core State Standards evidence guides. Understand how the project is leading to revisions in the framework for evaluating and developing teachers to effectively prepare students for the Common Core assessments. Hear about how the framework and the evidence guides act as indicators of effective teaching and guide videotaping of exemplary teaching practice. Discuss the review and revision of these two instruments as part of the teacher evaluation and development process.

Charlotte Danielson, Danielson Group, Princeton, NJ, charlotte_danielson@hotmail.com
Mark Atkinson, Teachscape, San Francisco, CA, mark.atkinson@teachscape.com

F14 THE LEADER'S ROLE IN EMBEDDED PROFESSIONAL GROWTH
Maximize the interactions between an instructional leader and teachers. Identify teacher practice through a continuum of behaviors so that the classroom becomes student-centered and standards-focused. Practice coaching that empowers teachers and instructional leaders to higher levels of effective performance. Gain expertise in gauging the degree of performance through focused walk-throughs.

Sue Davis, Kentucky Educational Development Corporation, Catlettsburg, KY, sue.davis@kedc.org
Tammy Wall, Big East Special Education Cooperative, Ashland, KY, tammy.wall@kedc.org

F20 EVALUATION OF PRINCIPALS: A TRAINING AND COACHING MODEL
Learn how one school district used Race-to-the-Top funding and a state-mandated performance evaluation system for principals as an opportunity to prepare principals to be instructional leaders. Analyze the
professional development plan, team coaching model, and tools that were developed with the principals to create the performance evaluation process and professional growth experience.

Jackie Wilson, University of Delaware, Georgetown, DE, jowilson@udel.edu
Mi Jung An, Clarkstown Central School District, New City, NY, man@ccsd.edu
Valerie Henning-Piedmonte, Clarkstown Central School District, New City, NY, vhenning@ccsd.edu
Lisa Maher, Clarkstown Central School District, New City, NY, lmaher@ccsd.edu
Kevin Horan, Clarkstown Central School District, West Nyack, NY, khoran@ccsd.edu
Amy Franchi, Clarkstown Central School District, New City, NY, afranchi@ccsd.edu
Christine Arlt, Clarkstown Central School District, Bardonia, NY, carlt@ccsd.edu

F25 INCREASING ACADEMIC GROWTH FOR ALL LEARNERS: A COMPREHENSIVE COACHING MODEL
Learn how to develop job-embedded professional development through reallocation of funding, not additional funding. Understand the fundamentals of developing a building-level coaching model based on trust. Examine the importance of data analysis for improved learning for all student learner groups, from at-risk to gifted. See how to create and develop a model of curriculum and instructional improvement through ongoing building-level professional development.

Emily Tammaru, Community Consolidated School District 89, Glen Ellyn, IL, etammaru@ccsd89.org
Deb Carroso, Community Consolidated School District 89, Glen Ellyn, IL, dcarroso@ccsd89.org
Diane Gresher, Community Consolidated School District 89, Wheaton, IL, dgresher@ccsd89.org
Jessica Langman, Community Consolidated School District 89, Glen Ellyn, IL, jlangman@ccsd89.org
Laura Lipinski, Community Consolidated School District 89, Glen Ellyn, IL, llipinski@ccsd89.org
Lisa Groves, Community Consolidated School District 89, Glen Ellyn, IL, lgroves@ccsd89.org

F27 USING CONVERSATION AND VIDEOS TO SUPPORT EFFECTIVE TEACHING
Experience a replicable process for collaboratively engaging educational colleagues in deepening their understanding of college- and career-readiness and teacher practices that support demonstrated student proficiency. Learn how to use facilitated conversations and classroom videos to build common understanding and shared agreements about effective teaching. Gain protocols that can be replicated in your organization to build shared agreements about effective teaching through facilitated conversations and use of videos.

Phyllis Unebasami, Kamehameha Schools, Honolulu, HI, phunebas@ksbe.edu
Andrea Hajek, National Board for Professional Teaching Standards, Arlington, VA, ahajek@nbpts.org

Tuesday, December 10 from 10 am to 12 pm

G05 COLLABORATE AND CONNECT: COMMON CORE STATE STANDARDS
Bring a mobile device and share stories, ideas, and questions online about the Common Core State Standards. Gain an introduction to National Education Association's Great Public Schools network and connect with resources to aid with Common Core implementation. Connect online and continue the dialogue and learning.

Barbara Frank, National Education Association, Washington, DC, bfrank@nea.org
G08 PROFESSIONAL LEARNING BY DESIGN
Learn how a district intentionally designs self-directed, sustainable professional learning that is differentiated and enhances the relationship between new teachers and their mentors. Investigate a replicable model based on the guiding principles of teacher voice, differentiated instruction, gradual release, and forward planning that facilitate teacher learning and transfer. Explore how the integration of explicit modeling of research-based practices, collaboration, and instructional coaching conversations impact teacher practice and student success.

Suzanne Molitor, Peel District School Board, Mississauga, ON, Canada, suzanne.molitor@peelsb.com
Dina Burkett, Peel District School Board, Mississauga, ON, Canada, dina.burkett@peelsb.com
Allison Cunningham, Peel District School Board, Mississauga, ON, Canada, allison.cunningham@peelsb.com
Cheryl Dell, Peel District School Board, Mississauga, ON, Canada, cheryl.dell@peelsb.com
Anna Presta, Peel District School Board, Mississauga, ON, Canada, anna.presta@peelsb.com

G11 USING ONLINE TOOLS TO ADVANCE INSTRUCTIONAL IMPROVEMENT INITIATIVES
Analyze the support teachers need at each stage of new instructional improvement initiatives and how online tools can offer needed help. Explore Success at the Core, a suite of free, online video-based materials, as a tool to build a schoolwide focus on instructional improvement. Hear how the materials have been used to increase personalization and address Common Core State Standards. Bring a laptop or tablet computer for hands-on participation.

Wendy Sauer, Education Development Center, Seattle, WA, mwsauer@comcast.net
Andrea Brixey, Cascade School District, Leavenworth, WA, abrixey@cascadesd.org
Corrie Freiwaldt, Renton School District, Renton, WA, corrie.freiwaldt@rentonschools.us

G16 ENGAGED LEARNERS: CONNECTING COGNITIVE RESEARCH AND CRITICAL THINKING
Discover the correlations among cognitive research, instructional strategies, and building critical-thinking skills. Engage in actual scenarios of dynamic student learning using online resources, apps, and mobile devices. Gain insight for designing the learning environment to reflect today's contemporary literacy while validating the importance of developing 21st-century skills. Bring a mobile device or tablet computer to fully participate.

Melodie Wahlert, Education Service Center Region XI, Fort Worth, TX, mwahler@esc11.net

G18 DEVELOPING SELF-DIRECTED LEARNERS: CONNECTING STUDENTS WITH DATA
See how to involve students in improving their learning outcomes. Hear about a framework for instructional goal setting and progress monitoring that engages students in planning for academic and career goals. Understand how to provide relevant student data, create schedules to allow students time to monitor progress toward goals, and use video clips of student data chats, data-sharing techniques, and lessons learned.
Tuesday, December 10 from 1 pm to 2:15 pm

KEYNOTE SPEAKER PEDRO NOGUERA
GENERAL SESSION
URBAN EDUCATION
Pedro Antonio Noguera is the Peter L. Agnew Professor of Education at New York University (NYU). He holds tenured faculty appointments in the departments of teaching and learning and humanities and social sciences at the Steinhardt School of Culture, Education and Development at NYU. He is also the executive director of the Metropolitan Center for Urban Education and the co-director of the Institute for the Study of Globalization and Education in Metropolitan Settings. Noguera is the author of seven books and over 150 articles and monographs. His most recent books are *Creating the Opportunity to Learn* with A. Wade Boykin (ASCD, 2011) and *Invisible No More: Understanding and Responding to the Disenfranchisement of Latino Males* with A. Hurtado and E. Fergus (Routledge, 2011). Noguera appears as a regular commentator on educational issues on CNN, National Public Radio, and other national news outlets. From 2009 – 2012 he served as a trustee for the State University of New York as an appointee of the governor. He serves on the boards of numerous national and local organizations including the Economic Policy Institute, the Young Women’s Leadership Institute, The After School Corporation, and *The Nation Magazine*.

Tuesday, December 10 from 2:30 pm to 4:30 pm

**H09  PEER COACHING: UNLOCKING THE POWER OF COLLABORATION**
Experience the power of collaboration to improve teaching and learning. Learn how and why peer coaches have been successful at building powerful collaborative relationships and helping colleagues to change their practice to meet student needs. Understand the importance of communication skills for successful collaboration, and in the process of building educators' capacity to improve student learning.

Les Foltos, Peer-Ed, Mill Creek, WA, lfoltos@peer-ed.com

**H11  ONLINE PROFESSIONAL DEVELOPMENT: HOW TO ENSURE QUALITY**
Gain an understanding of the differences between effective and bad online learning design, and be able to identify the differences in methodology and delivery systems. Explore trends in online adult learning. Identify quality indicators of online professional development and compare them to the national standards developed by the National Education Association.

Lisa Guzman, National Education Association, Gaithersburg, MD, lguzman@neamb.com

**H21  IMPLEMENTING INSTRUCTIONAL SHIFTS STATEWIDE: IMPLICATIONS FOR PRACTICE**
Learn how Utah developed a comprehensive plan to introduce new student learning standards and support a comprehensive, statewide, five-year implementation. Examine artifacts and video that demonstrate instructional shifts that support the rigor of the Common Core State Standards. Develop a plan to begin systemic change and create a solid foundation to improve student achievement and outcomes.

**Tiffany Hall**, Utah State Office of Education, Salt Lake City, UT, tiffany.hall@schools.utah.gov  
**Sydnee Dickson**, Utah State Office of Education, Salt Lake City, UT, sydnee.dickson@schools.utah.gov  
**Diana Suddreth**, Utah State Office of Education, Salt Lake City, UT, diana.suddreth@schools.utah.gov

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**H36  PROFESSIONAL DEVELOPMENT BEGINS WITH YOU**
See how Conifer and Columbine High Schools opened the classroom black box by closely examining and coaching their teachers in the use of time to create more meaningful professional goals. Learn how to collect and aggregate data in order to discover how classrooms are different, why they're different, and how to make meaningful change. Develop a deeper awareness of a teachers' profile and make more informed decisions about responses to data. Practice observing and coaching colleagues.

**Brian Stotts**, Jefferson County Public Schools, Conifer, CO, bstotts@jeffco.k12.co.us  
**Christie Stricker**, Jefferson County Public Schools, Conifer, CO, cstricker@jeffco.k12.co.us  
**Mike Musick**, Jefferson County Public Schools, Evergreen, CO, mmusick@jeffco.k12.co.us  
**Bruce Lindsey**, Jefferson County Public Schools, Littleton, CO, blindsey@jeffco.k12.co.us  
**Joey Wilson**, Jefferson County Public Schools, Pine, CO, jwilson@jeffco.k12.co.us

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**H40  SUCCESS THROUGH TEACHER-LED PROFESSIONAL DEVELOPMENT AND EXTENDED LEARNING TIME**
Discover how a Learning School Alliance team implemented teacher-led professional development and extended learning time (ELT), where an entire campus embarks in learning and enrichment time. See how this process was implemented with minimal expense to the campus as it used teacher leaders, instructional coaches, support staff, and district personnel. Discover how to create ELT groups, peer observation protocols, teacher-created professional development videos, and book study activities to inspire and engage adult learners.

**Dana Boyd**, Ysleta Independent School District, El Paso, TX, dboyd@yisd.net  
**Tessa Ramos**, Ysleta Independent School District, El Paso, TX, tramos@yisd.net  
**Gabriela Rodarte**, Ysleta Independent School District, El Paso, TX, grodarte1@yisd.net  
**Michelle Casillas**, Ysleta Independent School District, El Paso, TX, mcasillas2@yisd.net  
**Veronica Martinez**, Ysleta Independent School District, El Paso, TX, vmartinez@yisd.net  
**Margarita Herrera**, Ysleta Independent School District, El Paso, TX, mherrera@yisd.net  
**Diana Santana**, Ysleta Independent School District, El Paso, TX, dsantana@yisd.net

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**H42  COACHING PRINCIPALS EFFECTIVELY**
Discover ways to lead others to find themselves, to recognize their dreams and aspirations, and to generate the courage to achieve them. Address principals' unique needs and learn effective coaching strategies that support their learning. Develop a deeper understanding of the power of coaching and practice skills to coach principals effectively.

**Kay Psencik**, Cypress, TX, kpsencik@msn.com  
**Pat Wiedel**, Stafford County Public Schools, Stafford, VA, pwiedel@staffordschools.net
H45  TEACHERS, LIBRARIANS, AND PRINCIPALS CAUGHT COLLABORATING FOR CHANGE
Learn how administrators, classroom teachers, librarians, and technologists participated in multidisciplinary collaborative teams, including flipping a classroom. See how educators can collaborate from remote locations online in real time using Google+ Hangout and Google Group. Understand the roles principals and multidisciplinary team members play in supporting the process of collaborative design and implementation of a curriculum project. Bring your own device to fully participate.

Jim Stenehjem, ND LEAD Center, Bismarck, ND, jim.stenehjem@ndlead.org
Konnie Wightman, Mandan, ND, konnie@bis.midco.net
Donna James, Valley City State University, Valley City, ND, donna.james@vcsu.edu
Michael Mack, Minneapolis, MN, mike99mack@gmail.com
Anna Sell, Ellendale Public Schools, Ellendale, ND, anna.sell@ellendale.k12.nd.us
Allison Radermacher, Ellendale Public Schools, Ellendale, ND, allison.radermacher@sendit.nodak.edu
Krista McMiller, Ellendale Public Schools, Ellendale, ND, krista.mcmiller@sendit.nodak.edu

Wednesday, December 11 from 7:45 am to 9:45 am

I08  BLENDED LEARNING: LEARNING FOR 21ST-CENTURY SKILLS
Learn about and discuss trends in blended learning. See how every blended-learning model suggests a changing role for teachers and the leaders who support them. Understand Michael Horn's six models of blended learning as a launching point. Consider the best model for your context as well as what the educators in your school community need to be successful facilitators of 21st-century learning.

Jane Chadsey, Educurious, Seattle, WA, jchadsey@educurious.org

I18  GRADUAL RELEASE PLANNING AND THE COMMON CORE STATE STANDARDS
Deal with the challenges of the Common Core State Standards and consider the content knowledge necessary for implementation. Study a process of supporting teachers with rigorous planning through a gradual release model. Grow new ideas for planning with grade level teams. Use knowledge and skills gained to craft support and coaching plans at your site.

Kathleen Sheehy, District of Columbia Public Schools, Washington, DC, cokerry@gmail.com

I19  OBSERVE, EVALUATE, IMPROVE: HOW TECHNOLOGY PLAYS A ROLE
Discover how one district created an innovative, technology-enabled teacher evaluation system tied to professional learning to drive teacher effectiveness and improve student outcomes. See examples of the technology used in the district and learn about its impact in helping to drive data-driven observations and teacher effectiveness. Learn how the district is expanding usage of this technology during the school year. Understand the benefits, ease of use, and cost savings of video- and observation-based technologies as part of the overall teacher evaluation system.

Gloria Cavazos, Aldine Independent School District, Houston, TX, gcavazos@aldine.k12.tx.us
Selina Chapa, Aldine Independent School District, Houston, TX, schapa@aldine.k12.tx.us
I23  GROWING TEACHER LEADERS: NECESSARY NUTRIENTS
Learn how a large, urban school developed teacher leaders using Jim Knight's coaching model. Hear about the impact of coaching on student achievement. Explore the "nutrients" of collaboration, engagement, and enrollment with leaders and the barriers encountered along the way. Develop a skeletal plan to initiate or refine teacher leadership in coaching.

Charles New, Memphis City Schools, Memphis, TN, newcs@mcsk12.net
Cheryl Ross-Williams, Memphis City Schools, Memphis, TN, williamsro@mcsk12.net

I35  PEER COACHES INTEGRATE IPADS FOR READING SUCCESS
Learn how a school district is using mobile devices and peer coaching to meet a state third-grade reading proficiency mandate. Discover reading apps as well as app evaluation and selection tools. Develop goals that identify existing curricular tie-ins and cultivate effective professional development strategies. Bring a tablet computer to fully participate.

Mary Knight, Flagstaff Unified School District, Flagstaff, AZ, mknight@fusd1.org
Les Foltos, Peer-Ed, Mill Creek, WA, lfoltos@peer-ed.com

I41  BOOST TO PROFICIENCY: ENGLISH LANGUAGE LEARNERS AND WRITING
Realize the importance of all teachers' providing appropriate writing instruction and assessment for English language learners (ELLs). Tap into free, online available resources to assist with this instruction. Practice in small groups, applying these resources, with students' various English language proficiency levels in writing and typical content writing activities.

Maureen Keithley, WIDA Consortium at WCER, Louisville, KY, keithley@wisc.edu

I42  LEADING TECHNOLOGY INTEGRATION ON CAMPUS
Understand how to start a plan for technology integration and see how to take a campus through technology integration in manageable chunks with the use of modeling and hands on technology camps. Explore the design of professional development to support technology integration. Consider ways to cultivate the process through modeling, videos, and examples.

Kris Mitzner, Katy Independent School District, Katy, TX, krisdmitzner@katyisd.org

Wednesday, December 11 from 10:30 am to 11:45 am

KEYNOTE SPEAKER
CONSUELO CASTILLO KICKBUSCH

GENERAL SESSION
VALUING DIVERSITY

Consuelo Castillo Kickbusch was born and raised along the border in a small barrio in Laredo, Texas. After graduating from Hardin Simmons University, Kickbusch entered the U.S. Army as an officer and served
for two decades. She became the highest-ranking Hispanic woman in the combat support field of the U.S. Army. In 1996, Kickbusch chose to retire from the military rather than assume a command post, in part, to honor her mother's dying wish to serve her community by dedicating her time to operating Educational Achievement Services and preparing tomorrow's leaders today. In 1998, Kickbusch and a team of educators created the Family Leadership Institute, a multi-faceted educational program focused on providing immigrant/migrant Hispanic families with knowledge, tools, and inspiration to help their first- and second-generation children succeed in school and in life. Kickbusch's dedication to the youth of America has garnered her numerous awards and citations from educational institutions, government agencies, professional organizations, as well as the national media.
How to Register
Fill out the next two pages. Fill out 1, 2, 4, 5 (and 3 if you want to join or renew Learning Forward at a discount price). Registration forms may also be downloaded from the Learning Forward website (www.learningforward.org) or you can register online with Visa or MasterCard. Registrations will be accepted online, via mail, or fax (see form for address and fax number). If you register online or by fax, do not mail a copy of your form. This can cause duplicate charges. All registrations require payment before they are processed. If you use a purchase order for payment, it must accompany the registration form and Learning Forward will issue an invoice on the P.O. which must be paid before the conference.

Meals, Receptions, and Exhibits
Fees for Saturday and Sunday include coffee breaks, lunches, and materials. Fees for the 3-day conference include breakfast and lunch on Monday and Tuesday, the member reception, exhibit hall reception, and affiliate receptions, brunch on Wednesday, and materials. The Wednesday 1-day fee includes brunch and materials.

Deadlines and Discounts
If your registration is postmarked on or before October 15, 2013 you may take a $50.00 discount from a 3-day or 5-day registration. Presenters may take an additional $50.00 discount. Please call 800-727-7288 to see if you qualify for the group discount.

Confirmation
You will receive registration confirmation via email, so please make sure we have your current email address. Please call the Learning Forward Business Office at 800-727-7288 if you have not received confirmation within two weeks of registering. Please bring your registration confirmation to the Learning Forward conference registration area to receive a nametag, session tickets, and conference materials.

Session Selection
You must select sessions before your conference registration can be processed. In order to get the best selection of preconference and concurrent sessions, please register early. Because the number of participants for each session is limited, it is important that you indicate your 1st, 2nd, and 3rd choices for each time period. Full and cancelled sessions will be listed on our website. If you register after October 15, be sure to go to www.learningforwardconference.org/annual13 to see what is full.

Lecture Series
Choose the Lecture Series and you will receive tickets for all Thought Leader Lectures and Panels.

Cancellation Policy
Cancellations must be sent in writing to the Learning Forward Business Office by Nov. 9, 2013 to receive a full refund. A 50% refund will be given to written requests received by Nov. 19, 2013. A processing fee of $50 will be deducted from all refunds. No refunds will be issued for cancellations received after Nov. 19, 2013. Learning Forward reserves the right to process refunds after the conference concludes.
Learning Forward 2013 Annual Conference
Conference Registration Form
DEC. 7-11, 2013 • GAYLORD TEXAN • DALLAS

1 REGISTRATION DATA:

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

First Name__________________________  Last Name__________________________
(for your nametag)

School Dist./Organization __________________  Position __________________

Address / Street ________________________________________________________________

City / State / Province / Zip__________________________________________________________________________________________

Is this address:  □ business  □ home  (All membership materials will be sent to this address)

Business Phone__________________________________________  Home Phone______________________________________________

E-mail______________________________________________________________

Please print your e-mail address legibly — your conference confirmation will be e-mailed to you.

2 REGISTRATION FEES: Check (✓) each fee that applies and fill in amount. Trial memberships do not apply for the member discount.

1-Day Preconference (indicate day attending) $249 □ 2-Day Preconference or two 1-Day Preconferences $429 □ 1-Day Regular Conference $199 □ 3-Day Regular Conference $429 □ 5-Day BEST DEAL $679 □

1-Day Preconference includes coffee break/lunch, 2-Day Preconference includes two coffee breaks and lunch both days, 1-Day Regular Conference includes breakfast and lunch Mon./Tues. or brunch on Wednesday, 3-Day Regular Conference includes five meals, Member Reception, Exhibit Reception, and Affiliate Receptions included, 5-Day BEST DEAL includes 5 meals, Member Reception, Exhibit Reception, and Affiliate Receptions included.

Preconference Session Choice(s): ______________________________

Sat. 12/7 through Wed. (a.m.) 12/11 (7 meals, Sunday Reception, Exhibit Reception, and Affiliate Receptions included)

Subtotal $ __________

3 SPECIAL CONFERENCE/INTRODUCTORY MEMBER OPTIONS AND RENEWAL PRICES

Join with the conference at special conference rates and attend the conference at the member rate. These are one-year memberships. Go to www.learningforward.org for a complete description of membership benefits.

Check (✓) Special Conference Price $ 49

Select two newsletters:

□ Tools for Learning Schools □ The Learning System
□ The Learning Principal □ The Leading Teacher
□ Comprehensive Membership Special Conference Price $ 129
□ Organizational Membership Special Conference Price $ 279

A Five people can attend using one organizational membership number. Five subscriptions include one print plus four digital. List 5 names and mailing and email addresses on a separate sheet.

Subtotal Discount $ __________

Subtotal Membership $ __________

Subtotal Discount $ __________

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 □ Check □ Purchase order (must accompany form)

Card No. ____________________________________________  Exp. Date __________  3-Digit Security Code __________________

Signature ____________________________________________

SEND THIS PAGE TO: Learning Forward Conference Registration 504 S. Locust Street, Oxford, OH 45056

Fax: 513-523-0638

Questions? Phone…800-727-7288

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LEARNING FORWARD 2013 ANNUAL CONFERENCE • DALLAS
### Session Registration Form

#### Name

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### PRECONFERENCE WORKSHOP SELECTIONS

December 7th and 8th. Please indicate three choices (mark 1st, 2nd, and 3rd)

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<tr>
<td>1. PC101 Carol Ann Tomlinson</td>
<td>1. PC201 Francesca Forzani</td>
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<td>2. PC102 Carolyn McKandors &amp; Michael Dolcemascolo</td>
<td>2. PC202 Laura Lipton &amp; Bruce Wellman</td>
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<td>3. PC103 Thomas Guskey</td>
<td>3. PC203 Douglas Fisher &amp; Nancy Frey</td>
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<td>4. PC104 Delia Garrity &amp; Peter Garrity</td>
<td>4. PC204 Yvette Jackson</td>
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<td>5. PC105 Jamie Almanzan</td>
<td>5. PC205 Jim Knight &amp; David Gnojek</td>
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<td>6. PC106 Dale Lewis &amp; Ada Muoneke</td>
<td>6. PC206 Joyce Epstein</td>
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<td>7. PC107 Anthony Muhammad</td>
<td>7. PC207 Ann Delehant, Sara Kraemer, &amp; Marian McClellan</td>
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<td>8. PC108 Cindy Harrison, Callie Brownlee-Goff, &amp; Heather Clifton</td>
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<td>9. PC109 Deborah Glass Estes</td>
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<td>10. PC110 Alice Owen &amp; Sam Farsaie</td>
<td>10. PC210 Kristine Hipp, Dianne Olivier, D’Ette Cowan, &amp; Jane Huffman</td>
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<td>11. PC111 Connie Kamm</td>
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<td>12. PC112 Michael Murphy</td>
<td>12. PC212 Anne Conzemius &amp; Terry Morganti-Fisher</td>
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<td>13. PC113 Michelle King</td>
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### CONCURRENT SESSION SELECTIONS

December 9th, 10th, and 11th. Please indicate three choices (mark 1st, 2nd, 3rd choices). Please make sure you do not sign up for sessions with conflicting times. It is not necessary to sign up for all time periods. Go to www.learningforwardconference.org/annual13 to see which sessions are full.

#### MONDAY – December 9, 2013

**Morning Concurrent Session Choice:** Identify your top 3–6 choices for this time period from Set A, TL01, TL02, TL03, B, C. Remember: Session A takes the entire day and should also be marked in the same order in your afternoon schedule. If you register for any session in Set C, you may also register for and attend TL01. If you register for TL01, you may also register for and attend TL02 and TL03.

1. __________  2. __________  3. __________

**Afternoon Concurrent Session Choice:** Identify your top 3–6 choices from Set A, QA1, TL04, TL05, D, or Roundtable. Remember: If you previously chose a session from Set A you need to list it in the same order below, as it is an all-day session. If you register for QA1 or TL04, you may also register for and attend TL05.

1. __________  2. __________  3. __________

#### TUESDAY – December 10, 20123

**Morning Concurrent Session Choice:** Identify your top 3–6 choices for this time period from Set E, TL06, TL07, TL08, F, or G. Remember: Session E takes the entire day and should be marked in the same order in your afternoon schedule. If you register for any session in Set G, you may also register for and attend TL06. If you register for TL06, you may also register for and attend TL07 and TL08.

1. __________  2. __________  3. __________

**Afternoon Concurrent Session Choice:** Identify your top 3–6 choices from Set E, TL09, TL10, TL11, or H. Remember: If you previously chose a session from Set E, you need to list it in the same order below, as it is an all-day session. If you register for a session in Set H, or TL09 & TL10 you may also register for and attend TL11.

1. __________  2. __________  3. __________

#### WEDNESDAY – December 11, 2013

**Morning Concurrent Session Choice:** Identify your top three choices from TL12, TL13, or Set I. If you register for TL12, you may also register for and attend TL13.

1. __________  2. __________  3. __________

#### Send this page and the registration page to:

**By Mail:**
Learning Forward Conference Registration
504 S. Locust Street,
Oxford, OH 45056

**By Fax:**
513-523-0638

**Online:**
www.learningforwardconference.org/annual13

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### SESSION SELECTION MADE EASY

- **Lecture Series** Check here to register for all Thought Leader Lectures and Panels. DO NOT register for concurrent sessions if you select this option.