The NSDC 2006 Annual Conference offers you an unequaled opportunity as the Tennessee Host Committee “Stages Noteworthy Performances,” preparing us for the changes necessary if we are to achieve the NSDC goal.

Dialogue with your professional peers, examine your beliefs, explore and create new learning opportunities for yourself and others within your circle of influence. You will have the opportunity, individually and collectively, to question, discuss, and interact with leading educators as a participant in this NSDC global learning community.

As we left the NSDC 2005 Annual Conference in Philadelphia, we signed a declaration of our intent. Now, if we are to achieve the NSDC goal, our actions must reflect that intent, our knowledge and skills must be reflected in our actions, and our actions must produce results.

Your learning will take place in a setting that is most often described as breathtaking, unbelievably festive, and totally awesome. For some, it is like entering a fairy tale with a happy ending. For others, it is a scene from a winter wonderland with ice sculptures that will take your breath away.

If you are coming for the first time, or if you are a veteran attendee, something special awaits you. Shopping at Opry Mills, a visit to the Ryman and the Grand Ole Opry, an art show at the Frist Center for the Visual Arts, a carriage ride downtown, and dancing at the Wildhorse Saloon are only a few of the events you will enjoy after hours of learning with your colleagues.

Everyone is invited to attend the Special Tennessee Sunday Evening Benefit planned to support Gov. Phil Bredesen’s early learning initiative. Spend an evening with country music stars and know that your contribution puts one book per month in the hands of two children for an entire year. This program was first described to NSDC members at the 1997 NSDC Annual Conference in Nashville.

Our Host Committee has worked hard to plan an experience that will change forever the way you view professional development. It is our desire that you not only have a great conference, but, even more importantly, that when you return to your place of work, you carry with you new ideas and take actions that will produce results.

We love to learn, we love to entertain, we love to host, and we just love knowing that we will see each and every one of you on our Nashville stage.

“Staging Noteworthy Performances” is designed for YOU. The stage is set - we look forward to seeing you there.

Janice M. Shelby, Chair
Tennessee Host Committee
# TENNESSEE HOST COMMITTEE

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Association of Independent/ Municipal Schools

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Tennessee Staff Development Council

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Peabody College of Vanderbilt University

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Memphis City Schools

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Hamilton County Schools

Lenna Allen  
Metropolitan Nashville Public Schools

## PUBLICITY / STUDENT PRESENCE
Sharon Ladner  
Franklin Special School District

Lloyd Ramer  
Dyersburg City Schools

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DEAR COLLEAGUES:

The Board of Trustees and staff of the National Staff Development Council are pleased to invite you to the Council’s 2006 Annual Conference at Opryland in Nashville, Tennessee. The conference theme, “Staging Noteworthy Performances,” captures both the flavor and traditions of “Music City USA” and the Council’s deep commitment to improving the academic performance of all students.

In Nashville, you will join educators from throughout North America and around the world in an exciting adventure of professional learning. The teachers, principals, district administrators, school board members, university professors, and intermediate and state education agency personnel you will meet represent a vibrant mix of urban, suburban, and rural educators.

This publication provides an array of outstanding learning opportunities. While in Nashville, you will engage with leading-edge keynote presenters, distinguished lecturers, and 500 presenters who will lead more than 250 concurrent sessions. You will also be able to visit with more than 100 exhibitors offering valuable resources to assist you in your important work.

The achievement of NSDC’s goal - all teachers in all schools experiencing high-quality professional learning as part of their daily work by 2007 - requires that thousands of educators like you develop a clear vision of what such learning will look like in your setting and become skillful advocates for this goal.

Individual educators can make a profound difference, no matter what their role, when they believe that all students and teachers can learn and perform at high levels, when they possess a deep understanding of effective professional development practice, and when they consistently and persistently act on these beliefs and understandings. This conference will help you develop that clarity, understanding, and skill.

For many educators, NSDC’s Annual Conference is a highlight of their professional year because of what they learn, the dedicated educators they meet, and the sustaining relationships they build. We look forward to visiting with you in Nashville at this very special event.

Sincerely,

William Sommers  
President

Dennis Sparks  
Executive Director
STRATEGIC PLAN FOR 2002–07
The National Staff Development Council’s strategic plan emphasizes the importance of professional development that improves the performance of all educators and the learning of all students. While professional development may serve other important goals, NSDC’s primary focus is on ensuring high levels of learning and performance for all students and staff members. The following strategic priorities, goals, and assumptions chart the Council’s course for the period 2002-07 in dramatically improving the quality of professional learning for all teachers and administrators in all schools.

STRATEGIC PRIORITY 1—LEADERSHIP:
School and district leaders create systems of professional learning that ensure the continuous improvement of leadership, teaching, and student achievement.
Assumptions: Leaders affect the quality of professional learning through their thoughts, words, and actions. In particular, leaders shape what is talked about and how it is discussed. Certain kinds of conversations are more effective than others in shifting mental models and stimulating action and accountability.
Goal: To affect leadership for the purpose of having quality professional learning in all schools.

STRATEGIC PRIORITY 2—HIGH-PERFORMANCE CULTURES:
School and district cultures support sustained collaboration and professional learning.
Assumptions: School cultures affect teacher and student performance. School cultures are shaped by leadership practices and various structural elements.
Goal: To have all educators work in schools whose cultures focus on high levels of learning for all students, rigorous professional learning, and continuous improvement.

STRATEGIC PRIORITY 3—HIGH-POVERTY SCHOOLS:
All schools with high concentrations of low-income and minority students ensure quality professional learning for all educators.
Assumptions: Skillful teaching and leadership is particularly important to students in high-poverty schools; quality professional learning improves teaching and leadership.
Goal: To dramatically improve the quality of professional learning in high-poverty schools.

STRATEGIC PRIORITY 4—ADVOCACY:
Local and state policies promote quality professional learning for all educators.
Assumptions: Local and state policies affect professional learning; sustained, informed advocacy regarding quality professional learning increases the probability of effective policies.
Goal: To have local, state, provincial, and federal policies that promote quality professional learning.

2006 NSDC BOARD OF TRUSTEES
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<th>FRIDAY - December 1, 2006</th>
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<td>Registration</td>
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<td>Tommy Lindsey</td>
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<td>Member Reception</td>
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### TUESDAY - December 5, 2006

- **7 a.m. - 5:30 p.m.** Registration
- **7a.m. - 7:30 a.m.** Breakfast
- **7:30 a.m. - 8:45 a.m.** General Session 3  
  Keynote Address: Mike Schmoker
- **8:30 a.m. - 3 p.m.** Exhibits
- **9 a.m. - 12 p.m.** Concurrent Sessions (G & I)
- **10 a.m. - 12 p.m.** Concurrent Sessions (H & J)
- **10 a.m. - 12 p.m.** Roundtable 3
- **12 p.m. - 12:45 p.m.** Lunch
- **12:45 p.m. - 2:15 p.m.** General Session 4  
  Keynote Address: Cheryl Brown Henderson
- **2:15 p.m. - 3 p.m.** Final Designated Time to Visit Exhibits
- **2:45 p.m. - 5:45 p.m.** Concurrent Session (K)
- **2:45 p.m. - 4:45 p.m.** Concurrent Sessions (G & H continued - L)
- **2:45 p.m. - 4:45 p.m.** Roundtable 4
- **5:15 p.m. - 6 p.m.** NSDC Business Meeting
- **4 p.m. - 12 a.m.** Special Events

### WEDNESDAY - December 6, 2006

- **7 a.m. - 10 a.m.** Registration
- **7:45 a.m. - 9:45 a.m.** Concurrent Session (M)
- **12 p.m. - 5 p.m.** Special Events
- **9:45 a.m. - 10:30 a.m.** Brunch
- **10:30 a.m. - 11:45 a.m.** General Session 5  
  Keynote Address: Sonia Manzano
- **12 p.m. - 3 p.m.** Post Conference Sessions
- **3 p.m.** Conference Closes

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**“NASHVILLE NOTES”**

Special notes are indicated throughout the 2006 Conference program. Please read through all the recommendations before you finalize your conference plans.
NEW SKILLS FOR EXPLORING THE FUTURE

Joel Barker is founder and chairman of the Institute for Strategic Exploration. He earned the nickname “Paradigm Man” when he popularized the scientific concept of paradigm shifts to explain profound change and the importance of vision to drive change in organizations.

Barker was director of the futures studies department of the Science Museum of Minnesota from 1974 to 1978. His book, *Future Edge: Discovering the New Paradigms of Success* (William Morrow, 1992), was listed as one of the most influential business books of that year by the *Library Journal*. His newest book, with co-author Scott Erickson, is *Five Regions of the Future* (Portfolio, 2005). Barker’s videos on the future have been translated into 16 languages and have been international best-sellers for more than two decades.

Barker works with both for-profit and nonprofit organizations around the world, as well as with nations, including Singapore, Venezuela, Canada, Mexico, Peru, and the United States. His honors include an honorary doctorate in visionary leadership from St. Mary’s University and Pi Lambda Theta’s Excellence in Education Award.

He received the 2004 Larry Wilson Award, which is presented by the University of Minnesota’s College of Education and Human Development Department for excellence in educational achievement outside the traditional school environment.

IT DOESN’T TAKE A GENIUS

MacArthur “Genius Award” winner and former California Teacher of the Year Tommie Lindsey has been a public school teacher for 30 years. He began teaching at Alameda County (CA) Juvenile Hall, but is best known for his work as director of the forensics program at James Logan High School in Union City, CA.

The forensics program at Logan began with only 15 students and today numbers more than 200. Logan students are frequently participants in the national forensics championships. The program received national recognition with the documentary “Accidental Hero: Room 408,” which won several film awards. In 2002, the Logan forensics team was profiled on the “NewsHour with Jim Lehrer,” and, most recently, Lindsey appeared on the “Oprah Winfrey Show” accepting a $100,000 Use Your Life Award for the forensic team.

In 1999, Lindsey was elected to the California High School Speech Association Coaches Hall of Fame and recognized as the National Forensics League Coach of the Year. In 2002, Emory University presented Lindsey with the Pelham Award for his contribution to forensics and the community. In 2005, 100 Black Men of Orange County (CA) recognized him for Excellence in Education. Later that year, Lindsey was a Bay Area Portraits: Everyday Acts of Courage honoree for creating a better community environment.

Lindsey is a graduate of the University of San Francisco, where he was the school’s first black valedictorian.

THE OPPORTUNITY: FROM “BRUTAL FACTS” TO THE BEST SCHOOLS WE’VE EVER HAD

Michael Schmoker is a former central office administrator, middle and high school English teacher, and football coach.

As a central office administrator in two Arizona school districts and a senior consultant for the Mid-Continent Regional Educational Laboratory (McREL), Schmoker worked with teachers and administrators to promote and facilitate continuous improvement projects. He has studied and visited numerous schools and districts that demonstrate the effective use of continuous improvement principles.

Schmoker is the author of four books, but is best known for his second book, *Results: The Key to Continuous School Improvement* (ASCD, 1999), which challenged schools and districts to set goals, work collaboratively, and keep track of student achievement. Carl Glickman wrote that *Results* is “one of the most widely used books by school leaders in the United States.”

He also has published *The Results Fieldbook* (ASCD, 2001). His newest book is *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning* (ASCD, 2006).

In addition to his books, Schmoker’s articles have appeared in *JSD, Educational Leadership, Phi Delta Kappan, Education Week*, and *Time*. 
THE LEGACY OF BROWN: ITS IMPACT ON PROFESSIONAL LEARNING

Cheryl Brown Henderson was one of the plaintiffs in the landmark Brown v. the Board of Education of Topeka case, which was decided on May 17, 1954. She was one of three daughters of the Rev. Oliver L. Brown, who joined 12 other families led by attorneys for the NAACP who filed suit on behalf of their children against the local school board in 1951.

Henderson is founder, president, and CEO of the Brown Foundation for Educational Equity, Excellence, and Research. She has an extensive background in education, business, and civic leadership, having served on and chaired various local, state, and national boards. In addition, she has nearly two decades of experience in political advocacy, public policy implementation, and federal legislative development.

Since its establishment in 1988, the Brown Foundation has provided scholarships to 40 minority students, presented awards to local, state, and national leaders, and sponsored programs on diversity and educational issues. In 2001, under Henderson's leadership, the foundation successfully worked with the U.S. Congress to establish the Brown v. Board of Education 50th Anniversary Presidential Commission, which provided a federal presence in the 2004 anniversary celebration of the Brown decision.

In June 1996, Henderson became the first black woman from Kansas to run for the U.S. House of Representatives.

1-2-3 WHO PUT LATINS ON TV AND WHAT STAFF DEVELOPERS CAN LEARN FROM IT

Sonia Manzano is a first-generation American of Latino descent. Born on the Lower East Side of Manhattan, she has become an influential and positive role model for millions of children since the 1970s, when she joined the ethnically expanding production of “Sesame Street” as Maria.

A scholarship took her to Carnegie Mellon University in Pittsburgh, and in her junior year, she came to New York to star in the original production of the off-Broadway show, “Godspell.” Within a year, Manzano was cast as Maria on “Sesame Street.” After 10 years as an actress, Manzano began writing scripts for the series and has shared 14 Emmy Awards as part of the “Sesame Street” writing staff. She recently had the pleasure of writing for the Peabody Award-winning children’s series, “Little Bill,” on Nickelodeon.

She returned to the New York stage in the critically acclaimed “The Vagina Monologues” in summer 2002 and appeared in the Drama Desk winning play, “The Exonerated.” Manzano was twice nominated for an Emmy Award as Outstanding Performer in a Children’s Series.

Manzano is currently featured in the Learning Leaders (volunteers helping students succeed) poster, designed to encourage reading in New York City public schools. She has received awards from the Association of Hispanic Arts, the Congressional Hispanic Caucus in Washington D.C., the National Hispanic Media Coalition, the Committee for Hispanic Children and Families, and the Hispanic Heritage Award for Education in 2003.

BEYOND THE NUMBERS GAME: SUSTAINABLE LEADERSHIP FOR SUSTAINABLE IMPROVEMENT

Hargreaves is the Thomas More Brennan Chair of Education in the Lynch School of Education at Boston College. Before this, he was founder and co-director of the International Centre for Educational Change at the Ontario Institute for Studies in Education (University of Toronto).

His book, Changing Teachers, Changing Times (Teachers College Press, 1994), received the 1995 Outstanding Writing Award from the American Association of Colleges for Teacher Education. Hargreaves’ current research interests include the emotions of teaching and leading, and the sustainability of educational change and leadership.

Should Andy Hargreaves not be called upon during the conference as a back-up keynote speaker he will deliver his prepared keynote during the M01 concurrent session.
CHANGE ONLY
WHAT YOU SHOULD,
NOT EVERYTHING
YOU CAN

National Educational Service is proud to announce that we are now Solution Tree. Yes, we’ve changed our name, but not what’s really important.

We are still the home of Professional Learning Communities at Work™, leading educational institutes and summits, and a world-class variety of on-site professional development workshops for educators and administrators. We continue to publish and represent some of the best and brightest authors and practitioners in education: Rick DuFour, Bob Eaker, Becky DuFour, Larry Brendefro, Lee Canter, Anne Conzemius, Rick Curwin, Michael Fullan, Larry Lazotte, Cheri Loure, Allen Mendler, Jan O’Neill, Mike Schmoker, Dennis Sparks, Rick Stiggins, and more. Visit us at Booth #319 to check out our array of offerings relating to school improvement and youth at risk.

Visit us online at www.solution-tree.com or call 800.733.6786 today to find out more.

Solution Tree (formerly National Educational Service)  www.solution-tree.com
Distinguished Lectures

Aida Walqui – Monday Morning 10 a.m.
QUALITY TEACHING WITH SECOND LANGUAGE LEARNERS: WHAT DOES IT IT ENTAIL?

Aida Walqui joined WestEd in 1999 to initiate the Teacher Professional Development Program. Previously, Walqui taught in the Division of Education at the University of California, Santa Cruz, and the School of Education at Stanford University, where she coordinated the Cross-Cultural, Linguistic, and Academic Development emphasis in the STEP program. She has also taught in universities in Peru, Mexico, England, and the United States. She has authored two books for the study of Spanish for Spanish speakers in American schools; a book for teachers of Spanish as a second language in Andean countries; a book on the teaching of indigenous languages in multicultural, bilingual programs; an ethnographic study of immigrant students in secondary schools in the United States; and a number of articles in journals and edited volumes. A member of several national and international teacher professional development advisory boards, Walqui is frequently invited to speak on teacher growth in school contexts characterized by cultural and linguistic diversity.

A native of Peru, Walqui received her Licenciatura in literature from the Universidad Nacional Mayor de San Marcos, Peru. She holds an M.A. in sociolinguistics from Georgetown University; and a Ph.D. in language, literacy, and culture from Stanford University.

Dennis Sparks – Tuesday Morning 10 a.m.
CULTIVATING OURSELVES AS LEADERS

Dennis Sparks is executive director of the 10,000-member National Staff Development Council. Prior to this position, he served as an independent educational consultant and as the director of the Northwest Staff Development Center, a state- and federally funded teacher center in Livonia, Michigan. Sparks has also been a teacher, counselor, and co-director of an alternative high school. He completed his Ph.D. at the University of Michigan in 1976 and has taught at several universities. Sparks has conducted workshops from coast to coast on topics such as staff development, effective teaching, and teacher stress and burnout.

Sparks writes a monthly column for The Learning Principal and a quarterly column for JSD. His columns regularly appear in Education Week. He has written articles that have appeared in a wide variety of publications, including Educational Leadership and Phi Delta Kappan. Sparks is co-author with Stephanie Hirsh of A New Vision for Staff Development. He has participated in numerous radio and television programs, and was a guest on the “McNeil/Lehrer Report” on PBS. Sparks is a volunteer for Results, an international citizens lobby whose purpose is to create the political will to end hunger and poverty. He also volunteers his time and expertise for the Ann Arbor Public Schools as a mentor, tutor, and education adviser.

Hayes Mizell – Monday Afternoon 2:15 p.m.
WE “WON” — NOW WHAT?

Hayes Mizell is the Distinguished Senior Fellow of the National Staff Development Council. Between 1966 and 1982, Mizell directed the South Carolina office of the American Friends Service Committee. During these years, he advocated and monitored the desegregation of the state’s public schools, and was engaged in a broad range of other community-based activities to improve the education of students from low-income and minority families. He also played key roles in building public and political support for the enactment of state school finance reform legislation, increasing citizen involvement in school governance, and creating South Carolina’s Human Rights Agency. In 1979, he was appointed by President Carter as chairman of the National Advisory Council on the Education of Disadvantaged Children, and he served in that capacity until 1982. During 1970-74 and 1982-86, Mizell served as an elected member of the Richland County School District One (Columbia, SC) Board of Commissioners. In the mid-1980s, he worked with Gov. Richard Riley and others in developing recommendations that became the basis for South Carolina’s historic Education Improvement Act.

Between 1987 and 2003, Mizell was director of the Edna McConnell Clark Foundation’s Program for Student Achievement. In that capacity, he conceived and implemented the foundation’s major initiatives to support middle school reform throughout the United States. During the course of his career, Mizell provided leadership in organizing and developing three national organizations: Grantmakers for Education, National Forum to Accelerate Middle Grades Reform, and the National Coalition of Advocates for Students.
TENNESSEE SCHOLARS FORUM I
Pedro Garcia • James Guthrie • Pearl Sims

Monday Morning 11 a.m.

PROFESSIONAL DEVELOPMENT AND INTERNATIONAL EXCHANGE PROGRAMS

PEDRO GARCIA was born in Cuba. At age 15, he was part of Operation Peter Pan, which brought 14,048 children to the U.S. He lived in a Miami camp for refugees until his parents arrived and relocated to Iowa. He earned his B.A. from Kansas University, his master's degree from San Diego State University, and his Ph.D. from the University of Southern California. He began his teaching career in San Diego County in 1971. He was the youngest high school principal in Los Angeles County and became assistant superintendent for instruction in Santa Barbara, CA. He has served as superintendent of the Carpinteria Unified School District and Corona-Norco Unified School District. Garcia became superintendent for Metropolitan Nashville Public Schools and set an aggressive improvement agenda. For 2004-05, the district received three B's and one A. In addition, the number of students taking and passing advanced placement classes has increased by 57 percent. Garcia serves on a number of boards, and in 2002, President Bush appointed him to the Presidential Commission on Service and Community Participation.

JAMES GUTHRIE is a professor of public policy and education; chair of the Department of Leadership, Policy, and Organizations; and director of the Peabody Center for Education Policy at Peabody College of Vanderbilt University. He instructs both undergraduate and graduate courses, and conducts research on education policy and finance. Previously a professor at the University of California, Berkeley, for 27 years, Guthrie holds a B.A., M.A., and Ph.D. from Stanford University. He is the author or co-author of 10 books and more than 200 professional and scholarly articles.

Guthrie is the founder and chairman of the board of Management Analysis and Planning, a private sector management consulting firm specializing in public finance and litigation support. Guthrie has been a consultant to the governments of Armenia, Australia, Chile, Guyana, Hong Kong, Pakistan, Romania, and South Africa, and has had extensive experience in consulting for the World Bank, UNESCO, and the Organization of American States. He currently is president of the American Education Finance Association, and frequently serves on National Academy of Sciences panels.

PEARL SIMS is the director of Vanderbilt University’s Leadership Development Center and is a faculty member in the Department of Leadership, Policy, and Organizations at Peabody College. She is responsible for initiatives within Peabody College focusing on the personal and professional development of public school and organizational leaders. Sims has her doctorate in educational leadership from Vanderbilt University and has won more than $8 million in research grants in the past five years for her work in the use of technology for the professional development of educational and organizational leaders. She is presently serving as a national facilitator for Microsoft’s Partners in Learning and has facilitated the Bill & Melinda Gates Foundation’s professional development efforts in Tennessee since 2001.

Sims is currently the lead faculty member for a new partnership with South China Normal University and is conducting a $3.9-million research project in using technology as a tool for large-scale organizational change for the state of Tennessee.

TENNESSEE SCHOLARS FORUM II
Rhonda Kennedy • Dawn Werner • Charlotte Britton

Tuesday Afternoon Keynote 2:45 p.m.

ADVOCATING FOR QUALITY PROFESSIONAL LEARNING: THE RESPONSIBILITY OF LEADERS

RHONDA KENNEDY will open Clarksville’s newest school, Barker's Mills Elementary, as principal in August 2006. She served as principal of Hazelwood Elementary School from 1999 to 2005, and as assistant principal at St. Bethlehem Elementary from 1996 to 1999. She began her education career as a special education teacher. In 1993, she was selected the Distinguished Classroom Teacher and was also nominated as Clarksville Jaycee’s Outstanding Young Educator.

Kennedy’s professional and educational organizations and activities are numerous and include memberships in NAEESP, TAESP, NEA, TEA, CMCEA, ASCD, ECC, and PTO. She is a 2003 graduate of the Leadership Clarksville program and a 2004 and 2005 Clarksville Athena Honoree. She is also involved in community activities, including Big Brothers-Big Sisters, American Heart Walk, DARE, Boy Scouts, and Girl Scouts.
DAWN WERNER, the 2006 Tennessee Teacher of the Year, is a Title I teacher at Fairmount Elementary School in the Bristol Tennessee City School District. She has also served as student services coordinator and parent involvement coordinator. Prior to being a Title I teacher, Werner was a kindergarten, 1st-, and 6th-grade teacher. Werner is a talented and compassionate educator who works to motivate her students to reach their full potential, both as scholars and as citizens. As the coordinator of the Corrective Reading Program, full-time member of the Student Support Team, Surrogate Parent for Special Education in the State of Tennessee, member of her school's Planning and Improvement Team for the Southern Association of Colleges and Schools, and member of various other schoolwide and systemwide committees, she demonstrates her dedication to students and teachers.

Werner holds a B.A. degree in Business Technology from Virginia Intermont College in Bristol, Virginia; a Masters degree; and an Ed.D. from East Tennessee State University. Werner is very active in the Parent Teacher Association and Alpha Delta Kappa, a professional women educators sorority.

CHARLOTTE BRITTON is the federal projects coordinator, Title I director, and elementary testing coordinator in Hawkins County in East Tennessee. Britton taught kindergarten for 17 years in Hawkins County and Memphis City Schools. She was also the Title I consulting teacher and supervisor for the county and has served at the district level for 15 years. Britton has chaired the Tennessee Comprehensive Systemwide Planning Process Team in Hawkins County. She plans and organizes staff development for the system and has been trained in using quality tools in education.

Britton graduated from the University of Tennessee in Knoxville in 1973 with a B.S. in education, and received her M.Ed. in early childhood education from Memphis State University in 1976. She completed an additional 45 hours from the University of Tennessee, Knoxville, in supervision and administration. She was named Tennessee Supervisor of the Year in 2006. She has served as the president of the Tennessee Supervisors Association and First District Supervisors Council in East Tennessee.

TENNESSEE SCHOLARS FORUM III
Ric Hovda

Tuesday Morning 11 a.m.

RIC HOVDA serves as dean of the College of Education at the University of Memphis. His areas of expertise include teacher education, urban education, professional development, and leadership. During his tenure with the University of Memphis, the college has increased external funding by more than 90 percent; created a New Teacher Center affiliated with the New Teacher Center at the University of California, Santa Cruz; established a Center for Urban School Leadership with the Memphis City Schools; developed several new partnerships with local organizations, including an early childhood program called Ready, Set, Grow; established new approaches to assessment and evaluation of college programs and operations; and established an office for faculty and staff professional development.

Hovda currently chairs two education task forces for the city and county mayors, serves on the Tennessee Board of Regents Task Force for Teacher Quality, serves as a school board member for a local science/math charter school, and is on the executive committee of the local education foundation, Partners in Public Education. Prior to the University of Memphis, Hovda was the E. Desmond Lee Endowed Professor in Urban Education at the University of Missouri-St. Louis, where he previously served as assistant to the superintendent for St. Louis Public Schools and as district director of professional development.

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CONFERENCE FEATURES

CONFERENCE FEES
Individuals may register for preconference, regular conference, and post-conference programs. Conference fees are set for attendance at a one-day preconference or for one day of the regular conference program, a two-day preconference program, a three-day regular conference program, and the post-conference program. A full five-day registration package includes both preconference days and the three-day program through noon Wednesday. A one-day Wednesday registration entitles participant to select morning and post-conference sessions; all other attendees must pay an additional $50.00 for participation in the post-conference program.

CONFERENCE MEALS AND RECEPTIONS
Individuals who register for a preconference program are invited to the Friday reception and will receive a morning break and lunch. Individuals who register for the three-day regular conference program may attend the Sunday reception, Exhibit Hall, and Affiliate receptions on Monday evening, breakfast and lunch on Monday and Tuesday, and brunch on Wednesday. Conference meals are purposely selected to support a variety of dietary needs and preferences.

FIRST-TIME CONFERENCE ATTENDEES ORIENTATION
First-time NSDC Annual Conference goers will want to attend a special session at 6 p.m. Sunday with NSDC Executive Director Dennis Sparks, NSDC President William Sommers, and Host Committee Chair Janice Shelby. They will share information on NSDC goals, member benefits, and tips on how to get the most from an NSDC Annual Conference. They will then escort participants to the NSDC member reception.

GENERAL SESSIONS, MEALS, AND KEYNOTE PRESENTERS
General sessions begin following breakfast on Monday and Tuesday, lunch on Monday and Tuesday, and brunch on Wednesday. General sessions feature Council leaders, presentation of Council awards, special guest remarks, and student performances. Keynote speakers address the group at the conclusion of each general session. NSDC allows approximately 45 minutes for meal service. Meals will not be served once the general session has begun. NSDC has a long-held tradition in which participants eat meals together in the spirit of camaraderie and networking. We encourage you to come to each general session and sit with different people.

FOR TENNESSEE EDUCATORS ONLY
Professional Development Units for TASL-mandated individuals are available for attending the NSDC Conference. Information for attaining TASL credit will be available onsite at the Tennessee Department of Education booth in the registration area.

Special Session Offerings

DISTINGUISHED LECTURES AND TENNESSEE SCHOLARS FORUM
Distinguished Lectures and Tennessee Scholars Forum feature selected leaders in the field of professional development, school improvement, Tennessee education, and other areas of interest to conference attendees. These special lectures are scheduled for one hour throughout the conference so that individuals have the option of attending all of them.

EXPERT TRACK
Check one box on the Session Registration page and you will be scheduled for all Keynote Q and A sessions, Distinguished Lectures, and Tennesse Scholars sessions. This plan is recommended for those conference attendees who prefer a lecture style of learning.

BEGINNER STAFF DEVELOPER LEARNING COMMUNITY
Register for Session A01 to participate in NSDC’s Beginner Staff Developer’s Learning Community. Session A01 participants meet together all day Monday and Tuesday. Special facilitation and national leaders will provide a unique learning experience for participants in this session.

LEADERSHIP NSDC
When NSDC members contribute their unique value, talents, and expertise through service to NSDC, they make powerful contributions toward the accomplishment of the NSDC goal: All teachers in all schools experiencing high-quality professional learning as part of their daily work by 2007. Explore NSDC leadership service opportunities, make a personal commitment of service, develop an action plan for a selected service option,
and collaborate with colleagues for mutual accountability, follow-up, and support. Register for Session I04 on Tuesday morning to join this important initiative.

ROUND TABLES
NSDC has selected 80 programs to feature in roundtable presentation formats. By selecting to attend a roundtable, conference attendees will choose two 45-minute presentations to attend and then gather information from the other 18-20 presenters in the same room. Roundtables offer attendees access to a large number of programs in a short time period.

POST-CONFERENCE SESSIONS
NSDC is offering specially selected three-hour sessions after the final general session on Wednesday. This is available to participants who register for Wednesday one-day regular conference, or to three-day or five-day registrants who add the Wednesday post-conference for $50.

INDICES
Several indices can help you locate sessions to meet your needs.
- The Topic Index on p. 18 organizes session offerings according to the subject of the session as suggested by the presenter.
- The Audience Index on p. 19 identifies the recommended audience for sessions as suggested by the presenter.
- The Presenter Index on p. 20 helps you locate specific presenters.

CRITICAL ISSUES: This year’s conference strands address NSDC’s four strategic plan priorities.

Critical Issue 1 - Leadership:
School and district leaders create systems of professional learning that ensure the continuous improvement of leadership, teaching, and student achievement.

Critical Issue 2 - High-Performance Culture:
School and district cultures support sustained collaboration and professional learning.

Critical Issue 3 - Race, Class, and Culture:
All schools with high concentrations of low-income and minority students ensure quality professional learning for all educators.

Critical Issue 4 - Advocacy:
Local and state policies promote quality professional learning for all educators.

SESSION DESCRIPTORS
Two additional descriptors are used to help attendees learn more about each concurrent session offering.
- Basic implies the session was specifically chosen because it will be helpful to individuals new to the field of staff development or interested in receiving information to help others with their work.
- Advanced implies the session will expect attendees to have a deeper understanding of the topic as well as complete any presession assignments required by the presenters.

CONFERENCE ICONS
Special symbols provide additional information for conference attendees.

- Sessions with this icon will be audiotaped and will be available for purchase at the conference.
- Sessions with this icon offer strategies for the staff developers toolkit.
- Sessions with this icon are specifically selected for those individuals working with Title I schools and programs.
- Sessions with this icon address issues related to the NCLB definition of high-quality professional development.
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PC 101
STAFF DEVELOPMENT 101: IMPLEMENTING NSDC’S STANDARDS FOR STAFF DEVELOPMENT
Once upon a time, the fundamentals of staff development involved scheduling a workshop. Now, one of the fundamental components of planning professional learning is the analysis of student data. Based on that analysis, we determine what educators need to know and be able to do to accomplish student goals. Professional development plans and designs are created to accomplish those educator goals. Planning also involves a critical analysis of what is working and what is not working. This session will address the new fundamentals of professional development.

Participants will:
• Strengthen their understanding of NSDC’s Standards for Staff Development and their implications for providing high-quality professional development;
• Develop a deeper understanding of the Data-Driven, Evaluation, Design, Learning, and Resources standards;
• Use staff development tools and instruments to plan effective professional development based on staff and student data; and
• Design a mini-professional development plan that includes initial, intermediate, and long-term goals.

Participants will receive a copy of NSDC’s Standards for Staff Development.

Patricia Roy, Chandler, AZ, CoopPat@cox.net
Patricia Roy is the author of many articles and chapters on cooperative learning, effective professional development, and school improvement. Most recently, she authored a new training manual for NSDC’s Standards for Staff Development and earlier co-authored, with Shirley Hord, Moving the NSDC Standards Into Practice: Innovation Configurations. She writes a column on the NSDC standards for two of NSDC’s newsletters, The Learning Principal and The Learning System.

Saundra Rowell, Eden Prairie, MN, Srowell40@aol.com
Saundra Rowell was an educator with Minneapolis Public Schools for 30 years. She was a high school teacher and administrator for Title I programs and magnet schools as well as the district’s staff development coordinator. Most recently, Rowell was Minnesota’s director of professional development and has worked with NSDC to bring its programs and services to Minnesota educators. She writes a column on the NSDC standards for JSD.

PC 102
ELIMINATING THE ACHIEVEMENT GAP: AN IN-DEPTH LOOK AT THE POWER OF THE INTERACTION BETWEEN THEORY OF ACTION AND THEORY OF PRACTICE
Learn from the journey of one principal in Wichita (KS) who closed the achievement gap between the lowest- and highest-achieving students. In the morning, review the theory of action, which laid the foundation for grade-level action plans designed to eliminate the achievement gap. In the afternoon, study the theory of practice that provided the context and direction for the principal and his team to change their professional practice to meet the needs of all children, particularly those identified as “target students.”

Participants will:
• Learn to create professional learning communities to organize and coordinate cooperation among school personnel to accomplish a goal;
• Develop a schoolwide intervention plan in four steps –
  1. Discuss what is going on,
  2. Explain what is going on,
  3. Predict under given circumstances what outcomes might be,
  4. Enact the professional practice needed to reach desired outcomes; and
• Analyze the leader behavior that creates real change.

Kay Lovelace Taylor, Scottsdale, AZ, lovelacetaylor@aol.com
Kay Lovelace Taylor has served in executive positions in both the Detroit and Philadelphia public schools. Taylor has been associate professor for educational leadership and policy studies for the College of Education at Temple University in Philadelphia. Taylor serves on a number of advisory boards, including the External Coordinating Council for Michigan State University’s Teachers for a New Era program. She is the author of Through Their Eyes: A Strategic Response to the National Achievement Gap.

Robert Garner, Hamilton Middle School, Wichita, KS, rgarner@usd259.net
Robert Garner is principal of Hamilton Middle School in Wichita, Kansas. Before becoming principal, Garner taught junior and senior high school students and served as an assistant principal. As principal, his school has received the Most Improved Middle School Award, Two-Year Double Digit Gains in Reading and Math Award, and the Challenge Award. Garner has also been recognized for his successful work with Title I students and on closing the achievement gap.

PC 103
INTRODUCING EVALUATION OF PROFESSIONAL DEVELOPMENT INTO YOUR ORGANIZATION
Every organization has its own challenges and opportunities, and every professional development leader can benefit from techniques to help build a culture that values thorough professional development evaluation. This workshop is designed to help participating staff development leaders increase their knowledge and skill in designing and using four specific culture-building approaches: 1) a collegial study group on program evaluation, 2) an introductory workshop on program evaluation, 3) a concrete
example of an evaluation design for one of your programs, and 4) easing key program evaluation concepts into informal conversations and committee meetings.

Participants will:
• Learn four strategies for promoting and conducting program evaluation;
• Practice the four techniques introduced;
• Debrief together about the technique’s applicability to their organization’s context; and
• Receive job aids, including an annotated bibliography, journal articles, study group guide, framework for a program evaluation design, and trainer’s template for a program evaluation workshop agenda.

Robby Champion, Staunton, VA, robbychampion@earthlink.net
Robby Champion has taught adult learners for 25 years and has been an educator for more than three decades. For 15 years, Champion has been an independent educational consultant serving more than 250 organizations as a trainer, planning facilitator, professional development advisor, and program evaluator. Champion authored a JSD column for the Council for several years. She is the author of Learning the Craft of Training.

PC 104
STANDARDS-IN-PRACTICE: A STRATEGY FOR ALIGNING CURRICULUM AND INSTRUCTION WITH STANDARDS AND ASSESSMENTS TO IMPROVE STUDENT ACHIEVEMENT
Standards-in-practice is a job-embedded, ongoing professional development strategy designed to increase the rigor of teachers’ assignments and develop appropriate instructional strategies to raise achievement for all students. Participants work in teams analyzing the teacher end of unit assessments and/or assignments against the requirements of their state standards and assessments. In addition, they identify teaching gaps and instructional strategies for teaching struggling students while still challenging students that are at or above proficiency.

This session will provide a hands-on experience with the standards-in-practice process. Participants will work through a shortened version of the process using authentic classroom assignments and student products.

Participants will:
• Understand the theory of action and research on which standards-in-practice is based;
• Learn how to implement the process to align classroom instruction with standards and assessments;
• Work in groups to analyze student assignments for rigor and appropriate grade-level complexity and develop instructional strategies; and
• Become familiar with the standards-in-practice process and gain a beginning understanding of how the process works to identify teaching gaps.

Stephanie Robinson, Education Trust, Washington, DC, Srobinson@edtrust.org
Stephanie Robinson, a principal partner at the Education Trust, has more than 30 years of experience working with communities to ensure that all students reach high standards. Previously, she was a teacher and administrator in the Montclair (NJ) School System and deputy superintendent for the Kansas City (MO) School District. Robinson also served as education director for the National Urban League. She has authored several publications, including, Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students and Standards: A Vision for Learning.

Amy Stempel, Education Trust, Washington, DC, Astempel@edtrust.org
Amy Stempel, a senior associate in curriculum and instruction at the Education Trust, has been involved in education and education reform since 1989. She has led standards and curriculum development projects for Edison Schools and standards development efforts for the Council for Basic Education. Her publications include Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students; Standards for Excellence in Education (contributor); Where in the World Are We? The Need for International Benchmarking; Six Case Studies of Performance Assessment, and Standards: A Vision for Learning.

PC 105
LEADING PROFESSIONAL DEVELOPMENT IN CLASSROOM ASSESSMENT FOR LEARNING
Gain strategies and resources needed to provide effective professional development in classroom assessment for learning. This session will provide an advanced experience for those already somewhat knowledgeable about assessment and who have ongoing responsibilities for professional development in classroom assessment. Participants complete a presession assignment by familiarizing themselves with various Educational Training Service materials.

Participants will:
• Learn how to organize and facilitate learning teams for developing assessment literacy;
• Design introductory workshops for teachers to help them understand the need for assessment literacy;
• Increase personal knowledge about classroom assessment;
• Hone professional development skills in assessment; and
• Share ideas and learn from each other as they increase their skill base.

Participants will receive a copy of Classroom Assessment for Student Learning: Doing It Right-Using It Well.

Rick Stiggins, Educational Training Service, Portland, OR, ati@assessmentinsti.com
Rick Stiggins is founder of the Educational Training Service in Portland, Oregon. His work with Educational Training Service improves student learning by helping teachers face the challenges of classroom assessment and helping school leaders understand how to balance classroom and standardized assessment. Previously, Stiggins served as director of test development at the American College Testing Program in Iowa City and as senior program director at the Northwest Regional Educational Laboratory in Portland.
PC 106
KEYS TO SUCCESSFUL MEETINGS
Are you attending more meetings and getting less done? Are you tired of an "us vs. them" approach to problems? Are you discouraged about how decisions are made and problems are solved? Do you need a plan to overcome resistance to the implementation of new ideas? Are you struggling to resolve differences in position, perspective, and interest? Want to get something done rather than hosting more unproductive meetings? If you are answering yes to any of these questions, plan to attend this session. We will practice using tools to support collaborative work and to improve the quality of your meetings, your decisions, and your problem solving. Be prepared to participate actively, practice using new strategies, and have fun learning together.

This session will be based on the second edition of the NSDC/Corwin Press book, Keys to Successful Meetings. You will receive a copy of the new publication, filled with tools and ideas to help you make productive use of your valuable meeting time.

Participants will:
• Practice using a variety of tools that will ensure productive use of meeting time;
  • Identify ways to organize the work of their team, start to finish;
  • Practice using a variety of tools to make decisions, solve problems, and resolve conflicts;
  • Review four ways to make decisions and discuss appropriate uses of each style; and
  • Clarify who gets to make what decisions.

Marcia Tate, Conyers, GA, marciata@bellsouth.net
Marcia Tate is an educational consultant and a member of the Speaker's Bureau for the Teacher's Workshop. During her 30-year career with the DeKalb (GA) County School System, she served as classroom teacher, reading specialist, language arts coordinator, and staff development director. She is the author of Worksheets Don’t Grow Dendrites: 20 Instructional Strategies that Engage the Brain and “Sit and Get” Won’t Grow Dendrites: 20 Professional Learning Strategies That Engage the Adult Brain.

Shelley Zion
Shelley Zion is employed by the University of Colorado at Denver as the associate director of the Urban School Alliance, which houses the National Institute for Urban School Improvement and the National Center for Culturally Responsive Educational Systems, and is an instructor in the School of Education. She is the education policy advisor for Urban Learning Communities, which provides alternative educational settings for grades 6-12, and is a founding member of the Denver Juvenile Court Psychological Services Board.

PC 107
UNDERSTANDING CULTURE AND DIVERSITY
Examine culture and diversity by exploring its influence on everyday activity, on individual identity development, and on systems of power and privilege in our education systems. In education, what works for some students may not work for others. By understanding the lives of the students and what they bring to their education, educators can build on their strengths. Learn to be culturally sensitive and attentive to all students’ needs.

Participants will:
• Define culture — what it is and what it is not;
• Understand the development of a culturally responsive perspective and pedagogy;
  • Consider the impact of culture on individuals and systems — why it matters;
  • Learn what happens when we are NOT culturally responsive;
  • Understand the power of words and labels; and
  • Develop a diversity perspective—understanding the developmental process of becoming a culturally responsive educator.

Shelley Zion, National Center for Culturally Responsive Educational Systems, Denver, CO, shelley.zion@ucdenver.edu
Shelley Zion is employed by the University of Colorado at Denver as the associate director of the Urban School Alliance, which houses the National Institute for Urban School Improvement and the National Center for Culturally Responsive Educational Systems, and is an instructor in the School of Education. She is the education policy advisor for Urban Learning Communities, which provides alternative educational settings for grades 6-12, and is a founding member of the Denver Juvenile Court Psychological Services Board.

PC 108
“SIT & GET” WON’T GROW DENDRITES: 20 PROFESSIONAL LEARNING STRATEGIES THAT ENGAGE THE ADULT BRAIN
Have you ever attended a boring class and found yourself looking at your watch every five minutes? Chances are, you recollect very little of what you learned and any new learning did not result in meaningful behavior change. Like students, adults learn when actively engaged. Experience 20 brain-compatible strategies for effectively presenting to adult audiences. Learn to use music, storytelling, and movement to enhance your presentation of information. Ensure that teachers and administrators apply your message through strategies such as action research, study groups, and peer coaching. This workshop has been called both personally and professionally life changing and lots of fun.

Participants will:
• Recall more than 20 facts about the brain as they relate to the ways adults acquire information and live a longer life;
  • Explore six precepts of adult-learning theory;
  • Experience five strategies for making learning memorable;
  • Generate 10 characteristics of a brain-compatible speech, workshop, or course; and
  • Develop a professional learning lesson plan that will result in behavior change.

Ann Delehant, Pittsford, NY, ADelehant@aol.com
Ann Delehant has been a training and development professional for more than 20 years. She has worked as an external consultant for national consulting firms, for professional associations, at the university level, and in several school districts. She has experience as a facilitator, staff developer, teacher, guidance counselor, government relations specialist, curriculum developer, and university instructor. She was director of staff development for the City School District in Rochester (NY) for seven years.

Marcia Tate, Conyers, GA, marciata@bellsouth.net
Marcia Tate is an educational consultant and a member of the Speaker's Bureau for the Teacher's Workshop. During her 30-year career with the DeKalb (GA) County School System, she served as classroom teacher, reading specialist, language arts coordinator, and staff development director. She is the author of Worksheets Don’t Grow Dendrites: 20 Instructional Strategies that Engage the Brain and “Sit and Get” Won’t Grow Dendrites: 20 Professional Learning Strategies That Engage the Adult Brain.
PC 201
TRANSLATING THE STAFF DEVELOPMENT STANDARDS INTO ACTION: NSDC STANDARDS INNOVATION CONFIGURATIONS

NSDC’s Standards for Staff Development established the benchmark for effective professional development. Reading about the purpose and rationale that undergird the standards is only the first step in creating effective professional development that impacts student learning. Translating the standards into daily practice is essential, and innovation configurations can help accomplish that goal. Five innovation configurations for the NSDC standards have been developed that translate the standards into actions for five role groups: teachers, principals, central office personnel, superintendents, and school board members. This session is designed to help participants use the innovation configurations to strengthen local professional development efforts. Participants must be familiar with the standards.

Participants will be able to:
• Explain the purpose of an innovation configuration;
• Explain the multiple uses of an innovation configuration in the development of a comprehensive standards-based professional development program;
• Use the NSDC standards innovation configurations to leverage change and improvement of local professional development programs; and
• Create plans to increase the power of professional development to impact student achievement.

Participants will receive a copy of Moving NSDC’s Staff Development Standards Into Practice: Innovative Configurations.

Patricia Roy, Chandler, AZ, Cooppat@cox.net
Patricia Roy is the author of many articles and chapters on cooperative learning, effective professional development, and school improvement. Most recently, she authored a new training manual for NSDC’s Standards for Staff Development and earlier co-authored, with Shirley Hord, Moving the NSDC Standards Into Practice: Innovation Configurations. She writes a column on the NSDC standards for two of NSDC’s newsletters, The Learning Principal and The Learning System.

Shirley Hord, Southwest Education Development Laboratory (SEDL), Austin, TX, Shord@sedl.org
Shirley Hord is scholar emerita at the Southwest Educational Development Laboratory in Austin, Texas. Hord leads long-term planning projects comprising the Strategies for Increasing School Success Program. She monitors and supports the Leadership for Change Networks and the Concerns-Based Adoption Model constituencies and designs and delivers professional development that nurtures school leadership.

PC 202
TRANSFORMING SCHOOLS THROUGH POWERFUL PLANNING

An effective school planning process can be powerful in focusing the efforts of a school community on a compelling mission and vision. As school teams clarify their core values and mission, analyze their data, and establish a plan to move toward their vision, they become a united community with hope and passion for their work with young people. Using strategies from the NSDC book, Transforming Schools Through Powerful Planning, participants will explore effective strategies and processes that lead to the development of a mission-driven school plan. The planning manual will be shared, and participants will have ample opportunities for group work to explore their own ideas and questions.

Participants will:
• Gather strategies for engaging multiple stakeholders in the school improvement process;
• Apply new tools and strategies to their school improvement efforts;
• Identify benefits and costs associated with various components of a school improvement process; and
• Initiate a plan for strengthening their current school improvement efforts.

Participants will receive a copy of Transforming Schools Through Powerful Planning.

Kay Psencik, Cypress, TX, Kpsencik@msn.com
Kay Psencik has dedicated more than 30 years to education as a teacher, principal, and central office administrator in school systems in Texas. Her consultation and long-term support work in urban and rural school systems have been associated with significant improvements in student learning. Psencik is co-author with NSDC Deputy Executive Director Stephanie Hirsh of Transforming Schools Through Powerful Planning.

“NASHVILLE NOTES”

Proposals to present at the 2007 Annual Conference in Dallas are due Friday, Feb. 2, 2007. All proposals must be submitted online. See the NSDC web site at www.nsdc.org in October for more details.
PC 203

SCHOOL LEADERSHIP TEAMS: DEBUNKING THE “LEADER-AS-HERO” MODEL

School leadership has been identified as second only to classroom instruction as the critical factor in improving student learning. Effective principals engage teachers, parents, students, and the community in ongoing learning — bringing a razor-sharp focus on instruction and setting high expectations for all students. The attributes of a successful school are embodied in a team approach, in which many administrators, teachers, students, and parents play key roles in developing a vision and making it happen. This workshop will simulate real-life experiences from the innovative leadership work of states and districts participating in the Wallace Foundation network.

Participants will:
• Understand the concept of “distributive leadership” and its implications for improving student learning;
• Examine simulated school-based problems and how leadership teams successfully address those to improve student learning;
• Study effective methods of successful leadership teams;
• Learn ways to train aspiring leaders; and
• Apply techniques to improve leadership team functioning at their own sites.

Jody Spiro, The Wallace Foundation, New York, NY, JSpiro@wallacefoundation.org
Jody Spiro is senior education program officer at The Wallace Foundation. Her areas of specialization are leadership, facilitating active learning, and organizational change processes. Her career has included senior positions in the private, public, nonprofit, foundation, and international sectors. Spiro also teaches graduate management courses at New York University's Wagner Graduate School of Public Service. She has a doctorate in adult and higher education from Columbia University's Teachers College.

Lois Adams-Rodgers, Council of Chief State School Officers, Washington, DC, losar@ccsso.org
Lois Adams-Rodgers’ career as a public school educator spans 32 years. She has been a teacher, special education coordinator, elementary and middle school principal, assistant superintendent, and superintendent of schools in urban, suburban, and rural schools in Kentucky. Adams-Rogers also was a senior official in the Kentucky Department of Education. She joined the Council of Chief State School Officers (CCSSO) in 2003 and is the Council’s chief operating officer. Adams-Rogers leads CCSSO’s partnership with The Wallace Foundation’s leadership initiatives.

Jacqueline Wilson, Wallace Initiative, Georgetown, DE, jowilson@UDel.edu
Jacquelyn Wilson is director of southern programming and associate director of the Delaware Academy for School Leadership at the University of Delaware. Wilson has 28 years of experience in the Delaware public schools as a teacher, reading specialist, and administrator. Wilson has been working with the Delaware Department of Education and Delaware’s 19 school districts to develop a cohesive leadership development system for aspiring and practicing school leaders as part of work funded by The Wallace Foundation.

Andrew Cole, Fairfax County Schools, Falls Church, VA
Andrew Cole is director of the Office of Employee Performance and Development for Fairfax County (VA) Public Schools. He is responsible for guiding the performance evaluation process for more than 36,000 employees. He also oversees the district’s career development programs, new hire orientation, succession management planning, and labor relations policies and operations. Cole also directs LEAD Fairfax, an innovative leadership development program.

PC 204

UNLOCKING THE POTENTIAL OF UNDERACHIEVING URBAN STUDENTS OF COLOR: ENGAGING AND NURTURING HIGH INTELLECTUAL PERFORMANCE

Every student can achieve high intellectual performance when the right conditions are present. Explore how students can be motivated to engage in their own learning. Learn how teachers working with the National Urban Alliance for Effective Education (NUA) succeeded in reversing underachievement when they took into consideration how students’ culture and language affect cognition.

Participants will:
• Learn ways of motivating and engaging urban students in the learning process;
• Understand the influence of language and culture in students’ cognition;
• Acquire strategies that develop literacy skills that meet high standards; and
• Connect concepts and themes from real-life experiences to enhance how students construct meaning from text.

Yvette Jackson, National Urban Alliance for Effective Education, Lake Success, NY, DRJNUA@aol.com
Yvette Jackson is executive director of the National Urban Alliance, founded at the College Board and Columbia University’s Teachers College. She works with school districts across the country to accelerate student learning and achievement through literacy development and instructional practices that integrate culture, language, and cognition. Her research is in literacy, gifted education, and the cognitive mediation theory of Reuven Feuerstein. She has applied the research to motivating and eliciting potential in underachievers.

“NASHVILLE NOTES”

Join an NSDC Network and meet attendees with a common interest or job.
Networks will meet from 4 p.m. to 5:30 p.m. Sunday.
PC 205
WHAT IT MEANS TO BE A PROFESSIONAL LEARNING COMMUNITY
Learn strategies for transforming schools into professional learning communities. The professional learning communities concept is one of the most promising strategies for substantive school improvement. Specifically, topics including characteristics of professional learning communities, functions of professional learning communities, and how they are different from more traditional schools will guide the work of the day.

Participants will:
• Examine the characteristics of schools that function as professional learning communities;
• Assess their own school culture in relation to the professional learning community model; and
• Develop short-term goals for implementing professional learning community concepts.

Robert Eaker, Murfreesboro, TN, reaker@mtsu.edu
Robert Eaker is a professor of education at Middle Tennessee State University. He has served as executive vice-president, provost, and dean of the College of Education. He has written widely on the issues of effective teaching, effective schools, and helping teachers use research findings. Eaker and Richard Dufour co-authored Creating the New American School and Professional Learning Communities at Work. Along with Rebecca Dufour, they also co-edited On Common Ground: The Power of Professional Learning Communities.

PC 206
INDUCTING AND SUPPORTING NEW TEACHERS: THEORY INTO PRACTICE IN CLARK COUNTY
Research suggests that a significant number of new teachers leave the education profession each year. This reality has become a serious matter for both large and small school districts across the nation. In a well-designed induction program, all district personnel have a role in ensuring that there is an effective and successful teacher in each classroom. Many districts have now proven that a period of focused induction is vital for the retention of new teachers. Comprehensive induction programs that are designed to support both the emotional and professional growth of new teachers can assist with retaining quality teachers. The nation’s fifth-largest school district has offered a successful induction program for more than 10 years. By reviewing the essential components and discussing the results of the program, participants will be able to begin to design a program to meet the specific needs of new teachers entering their systems.

Participants will:
• Discuss current research regarding effective new teacher induction programs;
• Clarify necessary roles that can be played by various district personnel to ensure quality classroom teaching;
• Determine necessary components of comprehensive induction programs that assist with teacher retention;
• Examine all aspects of the induction program of the Clark County School District;
• Apply strategies for expansion or extension of current induction programs; and
• Identify steps toward the development of a comprehensive, districtwide new teacher induction program.

Karyn Wright, Clark County School District, Las Vegas, NV, wrightkf@interact.ccsd.net
Karyn Wright is the director of the K-12 Teacher Development Department in the Clark County (NV) School District. She places all preservice teachers into schools across the district and directs the district’s new teacher induction program for approximately 2,500 new teachers each year. Her program is showcased in New Teacher Induction: How to Train, Support, and Retain New Teachers by Annette Breaux and Harry Wong.

PC 207
SCAFFOLDING THE DEVELOPMENT OF PROFESSIONAL DEVELOPERS’ EXPERTISE TO WORK WITH ENGLISH LANGUAGE LEARNERS
Learn about a model for the development of district personnel capacity to prepare all teachers to work with English language learners. Study the theoretical framework on which the model was built, and then hear how the model was applied, refined, and evaluated in large-scale implementation with the New York City Department of Education. Specific tools and processes developed for the work will be modeled and experienced, and video exemplars will anchor the ideas presented.

Participants will:
• Examine a professional development model for supporting teachers working with English language learners;
• Learn the five principles that underlie quality language and subject matter teaching;
• Gain tools and strategies for supporting teachers to develop classrooms characterized by “high challenge and high levels of support”; and
• Determine plans for transferring key ideas to their own settings.

Aida Walqui, WestEd, San Francisco, CA, awalqui@wested.org
Aida Walqui, director of teacher professional development at WestEd, is responsible for coordinating teacher professional development and leading the organizational effort to support teachers throughout their careers, from recruitment and preservice through induction and lifelong learning. Previously, Walqui taught at the University of California, Santa Cruz, and at Stanford University, where she coordinated the cross-cultural, linguistic, and academic development emphasis in the STEP program. She has also taught at universities in Peru, Mexico, and England.
PC 208
LEADERSHIP FOR ADULT GROWTH AND DEVELOPMENT: PROMISING PRACTICES
Today's educational challenges place new, complex demands on leaders. This calls for changes in how we work and learn together. How can you, as principal, assistant principal, teacher leader, professional developer, or curriculum developer, create opportunities that support teachers and other adults with different needs, preferences, and developmental orientations in your school or district? Hear about a new learning-oriented model of school leadership. This model is based on research that focused on how 25 principals from diverse schools across the U.S. shaped positive school climates and employed practices that support and sustain teacher learning and development.

Participants will:
• Learn about adult-development theory and its practical application to supporting adult learning;
• Examine four robust practices and how and why they support adults with a diversity of developmental orientations;
• Enhance their capacities for shaping positive school climates that sustain continuous learning;
• Implement practices that help adults with different developmental orientations to grow; and
• Apply learning principles and lessons to practices that can be shaped for their contexts.

Eleanor Drago-Severson, Columbia University’s Teachers College, New York, NY, drago-severson@tc.columbia.edu
Eleanor Drago-Severson is an associate professor of school leadership at Columbia University’s Teachers College in New York City. Her research and teaching passions include school leadership, adult development, and qualitative research. She was lead researcher on the adult development team of the National Center for the Study of Adult Learning and Literacy at Harvard University. Drago-Severson is author of two recent books: Becoming Adult Learners: Principles and Practices for Effective Development and Helping Teachers Learn: Principal Leadership for Adult Growth and Development.

PC 209
CREATING CULTURALLY RESPONSIVE EDUCATIONAL SYSTEMS
To engage in substantive transformation of our current educational systems requires changes in fundamental assumptions, practices, and relationships, both within the organization, and between the organization and the outside world. These changes will lead to enhanced student outcomes. Culturally responsive educational systems instill ethics of care, respect, and responsibility in the professionals who serve culturally and linguistically diverse students. Culturally responsive educational systems potentially benefit all children. When educators strive to develop the individual self-worth of each child, everyone gains.

Participants will:
• Identify opportunities and resources for understanding culture and culturally responsive practices;
• Examine the impact of federal policies (NCLB and IDEA);
• Identify characteristics of culturally responsive policies;
• Examine the impact of allocation of resources, policies regarding teacher quality, and accountability;
• Learn elements of effective school leadership to support culturally responsive practice; and
• Leave with a conceptual framework and plan for advancing culturally responsive practices at the school and system level.

Shelley Zion, National Center for Culturally Responsive Educational Systems, Denver, CO, shelley.zion@cudenver.edu
Shelley Zion is employed by the University of Colorado at Denver as the associate director of the Urban School Alliance, which houses the National Institute for Urban School Improvement and the National Center for Culturally Responsive Educational Systems, and is an instructor in the School of Education. She is the education policy advisor for Urban Learning Communities, which provides alternative educational settings for grades 6-12, and is a founding member of the Denver Juvenile Court Psychological Services Board.

PC 210
AWAKENING THE LEADER IN YOU: BUILDING A LEADERSHIP PROGRAM THAT SUPPORTS COLLABORATIVE CULTURES
Provide all staff — teachers and classified staff — the opportunity to explore leadership, their own leadership potential, and opportunities for leadership application. Learn how the “Awakening the Leader in You” leadership program develops informal leaders to support school and department improvement. Hear how the involvement of formal leaders — principals, assistant principals, managers, supervisors — who facilitated small groups within the program continues to provide mentoring support and contribute to program success.

Participants will:
• Explore how these beliefs and assumptions form a plan of their own;
• Identify program objectives appropriate for their own leadership programs;
• Examine the content of the program with the intention of identifying the components appropriate for their own leadership program;
• Consider the potential of activities used to deepen understanding of specific objectives; and
• Initiate a program design that will support their system needs.

Jan Nobuto, Toronto District School Board, Toronto, ON, Canada, Jan.Nobuto@tdsb.on.ca
Jan Nobuto has worked for the last 17 years as the staff development consultant/co-coordinator for the Etobicoke (ON) Board of Education and most recently the Toronto District School Board. In 2005, Nobuto received the Shirley Havens Support and Classified Staff Award for leadership in the design and delivery of professional development programs for classified and support staff in Toronto. She consults on topics of leadership, team building, and school improvement in Canada and the United States.

Mark Valcic, Stouffville, ON, Canada, m.calcic@lsrca.on.ca
Mark Valcic is director of corporate operations for the Lake Simcoe Region Conservation Authority in Ontario. Previously, he was superintendent of business for the Simcoe County (ON) District School Board and has more than 10 years of senior management experience. Valcic promotes a philosophy of “working smarter, not harder, together” and develops and delivers professional development programs to build organizational capacity and enhance team performance.

David Niven, Toronto District School Board, Toronto, ON, Canada, David.Niven@tdsb.on.ca
David Niven is responsible for risk management for the Toronto District School Board. His strong belief in the importance of professional development for all classified staff has resulted in his active involvement in developing great leaders and sound succession planning. Niven has also contributed to the development of the TDSB Professional Managers’ Support Staff Network, which promotes supervisors’ and managers’ professional development and interests.

PC 211
IMPLICATIONS AND APPLICATIONS OF THE RESEARCH ON THE BRAIN
The more educators know about how the brain learns, the more effective they can be. This interactive workshop reviews some of the fascinating research about the brain. We will explore the latest information on attention, working memory, long-term memory, creativity, and learning language and reading. The workshop also examines the implications and applications of this research to educational practice and working with diverse learners. There definitely will be some surprises.

Participants will:
• Understand how the brain of today's student is changing, and what teachers can do about it;
• Explore the latest research on how the brain learns, including what can go wrong, and how we deal with it; and
• Assess strategies that apply this knowledge to the teaching/learning process.

David Sousa, Palm Beach, FL, Davidsnj@aol.com
David Sousa is an educational consultant and author of five books. He has taught science, served as a K-12 director of science, and as supervisor of instruction for the West Orange (NJ) School System. He was superintendent of the New Providence (NJ) School System and has been an adjunct professor of education at Seton Hall University. Sousa has been interviewed by Matt Lauer on NBC's “Today” show and by National Public Radio about his work on brain research and strategies for improving learning.

PC 212
USING CURRICULUM MAPPING TO BECOME A 21ST-CENTURY LEARNING COMMUNITY
The effective use of curriculum mapping transforms schools and districts into 21st-century learning communities. Learn how leadership teams are using curriculum mapping software not only to improve student performance, but also to improve the quality of professional development. Examine professional development maps from around the nation and overseas. View online curriculum mapping technology used in schools throughout the U.S. and the world.

Participants will:
• Understand how maps are used by staff developers and school administrators to monitor progress on school initiatives;
• Consider how to use maps to support personal improvement plans;
• Hear how school sites are shifting to collaborative reviews of data and how state-of-the-art software is revolutionizing the process;
• Learn to apply this striking and effective alternative to old-style curriculum decision making to become a working team for teaching and learning; and
• Expand your professional development community to a global network of mappers.

Heidi Hayes Jacobs, Curriculum Designers, Rye, NY, CurricMAPPING@aol.com
Heidi Hayes Jacobs, president of Curriculum Designers, is an education consultant who works with schools and districts on issues and practices pertaining to curriculum reform, assessment analysis, and strategic planning. She also serves as an adjunct associate professor in the Department of Curriculum and Teaching at Columbia University's Teachers College. Jacob's most recent book is Getting Results With Curriculum Mapping.
PC 301
THE ABCS AND XYZS OF RELATIONAL LEADERSHIP: CHANGING THE FOCUS FROM ME TO WE

Educational leaders at all levels are being challenged to produce results in terms of improved teaching and learning for students and adults. To meet this end, should an organization invest in the maverick leader who astutely uses data or is it better to promote more “leaderful” organizations where roles and responsibilities are diversely distributed? Our premise is that “either/and” is a leadership formula that can well serve organizations to bring about desired results. Whether you are an experienced or aspiring leader, learn specific strategies for leading the transformation of others into highly effective, results-driven teams. Using the authentic reality of your current organization, engage in activities requiring the exploration of relevant research, self-assessment, reflection, analysis, design, and dialogue.

Participants will:
• Explore relational leadership as a tool for enhancing the effectiveness of a learning community working towards common goals;
• Explore the role values and beliefs play during the establishment of a common vision for a team;
• Develop an understanding of the leader’s role in structuring high-performance teams;
• Deepen awareness of the impact of varied team member participation styles; and
• Apply an organizational development framework to leading teams.

Jacqueline Carothers, Chicago Academy for School Leadership/CLASS, Chicago, IL jackiec@bcbglobal.net
Jacqueline Carothers is executive director of the Chicago Academy for School Leadership. She has been a director of the organization since its inception. Previously, Carothers served as principal at two Chicago elementary schools and as a central office administrator for the Chicago Public Schools. She had been coordinator for Chapter 1 programs, Chapter 1 reading, and instructional programs.

Karen Dyer, Center for Creative Leadership, Greensboro, NC, dyer@leaders.ccl.org
Karen Dyer is the manager of the education and nonprofit sectors for the Center for Creative Leadership in Greensboro, North Carolina. Prior to this appointment, Dyer was executive director of the Chicago Academy for School Leadership, which was responsible for providing rigorous results-based professional development for Chicago Public School principals and administrators. Previously, she served as executive director of the Bay Area and North Bay Area School Leadership Centers. Dyer is co-author, with Jacqueline Carothers, of The Intuitive Principal: A Guide to Leadership.

PC 302
TRI-LEVEL REFORM: STRATEGIES AND STORIES

Changes at the school and classroom level are directly affected by decisions and actions at the district level. District reform is in turn supported or constrained by state or provincial policies, structures, and decision making. To move change and reform work to scale requires changing the system and policy context to support student learning. In order for educational reform to be sustainable, we must focus on tri-level development: the school and community level, the district level, and the state level.

Participants will:
• Engage in a range of learning strategies including case studies, small group discussions, assessment activities, reflection, video analysis, and planning;
• Examine guidelines for change at the school, district, and state levels;
• Learn high-yield strategies for coordinating learning and change at multiple levels;
• Review cases of live experiments of tri-level reform; and
• Discuss leadership for sustainability.

Ann Kilcher, Paideia Consulting Group, Halifax, NS, Canada, akilcher@perfchattanooga.org
Ann Kilcher consults with educators throughout the world on the subjects of educational change and leadership development. She divides her time among facilitating, training, research, and writing. Kilcher has been director of a leadership center for five years in Chattanooga (TN). She is a lead consultant for the Leading Change Initiative of the Microsoft Partners in Learning Partnership.

Lawrence Ryan, Chignecto-Central Regional School Board, Truro, NS, Canada, ryanl@ccrsb.ednet.ns.ca
Lawrence Ryan is coordinator of planning, leadership development, and school accreditation with the Chignecto Regional School District in Truro, Nova Scotia. He has worked at the school level as a teacher, at the district level as a psychologist and coordinator, and as a consultant at the provincial and state levels. He works with Ann Kilcher on change and leadership development initiatives.

PC 303
CULTURALLY RELEVANT TEACHING: A STRATEGY FOR ELIMINATING RACIAL ACHIEVEMENT DISPARITIES AND IMPROVING LEARNING FOR ALL STUDENTS

Powerful learning and teaching are essential for underserved student populations: children of color, children of poverty, and English language learners. Enter into deep inquiry around why popular “best” pedagogical practices fail to meet the needs of predictable student groups. Learn culturally relevant instructional strategies specifically designed to meet the needs of marginalized student populations and eliminate racial, economic, and linguistic achievement disparities. With practice and persistence, participants will feel confident in their ability to engage others in courageous conversations and courageous instructional practices that truly support the elimination of predictable race, culture, and class achievement disparities.
Participants will:
• Develop requisite skills, knowledge, and capacity for examining four complex themes: racial identity development, critical race
  theory, instructional racism, and culturally relevant teaching;
• Review the agreements, conditions, and compass of courageous conversation;
• Investigate a framework for systemic equity transformation used by districts in addressing the impact of race on student
  achievement; and
• Understand and be able to converse about the vital role institutional racism plays in the educational failure of all students.

Jamie F. Almanzán, Pacific Educational Group, San Francisco, CA, jamie@pacificeducationalgroup.com
Jamie Almanzán is associate director of teacher development for the Pacific Educational Group (PEG). Almanzán has designed and
facilitated numerous equity-focused professional development seminars and training for teachers and administrators around the nation.
Almanzán and his associates design and deliver individualized, comprehensive support for school districts in the form of leadership
training, coaching, and consulting. At PEG, he leads the Collaborative Action Research for Equity program for teachers working to
close the achievement gap.

David Gonzales, Cherry Creek Schools, Aurora, CO, dgonzales5@cherrycreekschools.org
David Gonzales has worked for Cherry Creek (CO) School District for six years. Currently, Gonzales teaches 4th through 6th grades
at Highline Community School. Gonzales has participated in Pacific Educational Group's Excellence & Equity work since its inception in
the Cherry Creek School District. He is a member of Highline's Equity Team. Gonzales is also a member of CARE (Collaborative Action
Research for Equity) and PASS (Partnership for Academically Successful Students) teams at his school.

Elliott Asp, Cherry Creek Schools, Greenwood Village, CO, easp@cherrycreekschools.org
Elliott Asp is assistant superintendent for performance improvement in the Cherry Creek (CO) School District. He has been a classroom
teacher in both traditional and alternative settings, curriculum developer, university professor, and an administrator at the building and
district levels. Asp has consulted with school districts and educational agencies in a number of states on standards-based education and
assessment design. His professional interests include the relationship between curriculum, assessment, and instruction in promoting
student achievement.

PC 304
SUSTAINING LEADERSHIP IN EDUCATION
Our leaders are changing and so, too, is leadership. We have a one-time opportunity to redefine the future of leadership in
education for the next two decades. We must create leadership that matters and leadership that lasts. This session addresses
successful leadership that is also sustainable leadership: leadership that spreads success to everyone and keeps it going over time.
The workshop will provide opportunities for all participants to share their expertise, suggest resources, and engage in discussions
through a variety of individual and group activities.

Participants will:
• Review key concepts embedded in the book Sustainable Leadership;
• Understand and learn how to implement the seven principles of sustainable leadership –
  Leadership for learning,
  Leadership that lasts,
  Leadership that does not damage the surrounding environment,
  Leadership that can be supported by available or achievable resources,
  Leadership that is a shared responsibility,
  Leadership that is self-sustaining, and
  Leadership that promotes diversity and builds capacity; and
• Apply the seven dimensions of sustainable leadership to their practice by developing key indicators of sustainability.

Andy Hargreaves, Lynch School of Education, Boston College, Chestnuthill, MA, hargrean@bc.edu
Andy Hargreaves holds the Thomas More Brennan Chair of Education in the Lynch School of Education at Boston College. He was
founder and co-director of the International Centre for Educational Change at the Ontario Institute for Studies in Education at the
University of Toronto. His book, Changing Teachers, Changing Times, received the 1995 Outstanding Writing Award from the
American Association of Colleges for Teacher Education. Hargreaves’ current research interests include the emotions of teaching
and leading and the sustainability of educational change and leadership.

Dean Fink, Ancaster, ON, Canada, dfink@enterlynx.net
Dean Fink is a former teacher, principal, and superintendent with the Halton (ON) Board of Education. Currently, he is a visiting fellow
at the University of Hull, England. He has taught at all levels of education from primary grades to graduate school and has published
numerous book chapters and articles on topics related to school effectiveness, leadership, and change in schools. Fink’s most recent
books are Sustainable Leadership with Andy Hargreaves and Leadership for Mortals: Developing and Sustaining Leaders of Learning.
PC 305
PARTNERSHIPS FOR ACADEMICALLY SUCCESSFUL STUDENTS (PASS): EXAMINING EFFECTIVE STRATEGIES FOR ENGAGING FAMILIES AND COMMUNITIES OF COLOR IN THE PROCESS OF SCHOOLING

Partnerships for Academically Successful Students (PASS) is a comprehensive family engagement professional learning program. Strategies are designed to assist school districts in establishing home-school-community partnerships that foster welcoming school cultures and indirect the life trajectories and academic achievement of lower-performing student groups of color. School teams comprised of educators and family and/or community representatives of African-American or Latino students engage in courageous conversations concerning the racial climate of schools and how best to engage family and community members in the elimination of racial achievement disparities.

Participants will:
• Explore the social construction of the families/communities of underserved students of color;
• Explore the role of passion, practice, and persistence in establishing equitable, effective, and sustainable relationships between schools/districts and the families/communities of lower-performing students of color;
• Examine why, in addition to transformational leadership and culturally responsive learning and teaching, community engagement is essential to eliminating academic achievement disparities; and
• Be equipped with tools to engage families/communities of lower-performing student groups in courageous conversations about the impact of race on achievement.

Will Walker, Pacific Educational Group, San Francisco, CA, will@pacificeducationalgroup.com
Will Walker is director of parent development and community engagement at the Pacific Educational Group. Previously, Walker served as a program officer with Public/Private Ventures, a research and program development organization that designs and evaluates youth programs. He was responsible for providing technical assistance to community-based organizations, schools, and justice agencies in Denver, Fresno, Oakland, Los Angeles, and San Francisco. Walker also conducted research in the areas of cross-cultural leadership and community partnerships for the Rockefeller Foundation.

Russell Little, Monterey Heights Elementary, Lemon Grove School District, San Diego, CA, rlittle@lgpd.k12.ca.us
Russell Little is principal of Monterey Heights Elementary School in Lemon Grove (San Diego). Little's work has focused on school climate issues, educational equity, and social justice. He has taught high school, middle school, and elementary school. Little studied linguistic analysis, political science, and second language pedagogy in graduate school. He collaborates with the Pacific Education Group on increasing parent and community involvement in schools.

PC 306
CRITICAL PRIORITIES IN BUILDING PROFESSIONAL LEARNING COMMUNITIES

The research is clear: The most promising strategy for sustained, substantive school improvement is developing the capacity of school personnel to function as a professional learning community (PLC). Educators who attempt to act on this research will confront formidable barriers in their efforts to transform their schools. Consider the priorities that must be addressed if schools are to operate according to PLC principles. More importantly, examine practical strategies for creating PLCs that have been proven in the real world of schools.

Participants will:
• Learn to focus the attention of a school on learning rather than teaching;
• Be able to create a collaborative culture;
• Identify ways to provide teacher teams with the time, parameters, and support essential to high performance;
• Acquire skills in providing each teacher and team with relevant feedback that will inform teaching practice; and
• Develop systematic responses in order to provide students who are struggling with additional time and support.

Richard DuFour, Moneta, VA, Rdfour@district125.k12.va.us
Richard DuFour was a public school educator for 34 years, serving as a teacher, principal, and superintendent. He was principal of Adlai Stevenson High School in Lincolnshire, IL, from 1983 to 1991 and superintendent of the district from 1991 to 2002. DuFour has consulted with school districts, state departments, and professional organizations throughout North America on strategies for improving schools. He is the author of seven books and more than 40 professional articles and wrote a quarterly column for JSD for almost a decade.

Rebecca DuFour, Moneta, VA, Mtprinci@cabelnet-va.com
Rebecca DuFour has served as teacher, school administrator, and central office coordinator. As a former elementary principal, DuFour helped her school earn state and national recognition as a model professional learning community. DuFour was a book reviewer for JSD and wrote a quarterly column for the National Association of Elementary School Principals' publication, Leadership Compass.

With Richard DuFour, she is co-author of Getting Started: Reculturing Schools to Become Professional Learning Communities and Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn.

“NASHVILLE NOTES”
This is an intense conference. Schedule a break to process your learning! Make a date with others to meet and debrief implications for your work.
PC 307
MOVING FROM WHAT’S WRONG TO WHAT’S POSSIBLE: CHANGING CONVERSATIONS IN SCHOOLS

In *The World is Flat*, research and experience support strength-based methods and strategies that are being implemented successfully at every level of the educational system to achieve results. These strategies are impacting how teachers look at instruction and assessment, how curricula are constructed, and how districts strategically plan. At the heart of these methods is engagement — engagement that leads to ownership and action by shifting the conversation from “Who’s to blame?” to “Who can we partner with to make things better?” Examine ways to flatten the world of school. Explore and experience ways to shift traditional school practices so the conversations we have in school increase engagement and collegiality for students and the adults who teach them.

Participants will:
- Engage in individual, paired, small-group, and whole-group activities;
- Leave with tools they can use immediately to shift the conversations in their own school settings;
- Use timelines, appreciative interviews, structured conversations, case studies, journaling, and future scenarios;
- Apply coherence and group engagement frameworks in the session design; and
- Draw from strength-based organizational models, including inquiry, future search, open space technology, and professional learning communities.

Chris Kingsbery. Bryn Mawr, PA, ckingsbery@aol.com
Chris Kingsbery has worked in education for 25 years. Her experience spans the K-16 spectrum working in public, private, and charter schools. She is certified in such strategies as Future Search, Appreciative Inquiry, and Open Space Technology. She is currently working as a capacity coach in a public technical high school, a product implementation coach in a charter elementary school, and a literacy mentor in a statewide high school coaching initiative. Kingsbery is also an adjunct professor at Rosemont College and Lehigh University, working with aspiring school leaders.

Angela Davis-Livingston. Seminole, Fl, Missteach10@aol.com
Angela Davis-Livingston is an educational consultant. She has worked in many positions throughout her 14-year career in early childhood and elementary education. Her experiences include administrative assistant, curriculum director, academy and program director, mentor teacher, lead teacher, and classroom teacher. She is currently supporting work in schools in Pennsylvania and Florida. She has been recognized by the offices of state Senator Vincent Hughes, the Philadelphia City Council, and the U.S. Congress for her exemplary leadership and work in education.

PC 308
PROFESSIONAL LEARNING FOR INSTRUCTIONAL LEADERS

In this period of heightened accountability, school leaders (principals, assistant principals, teacher leaders, coaches) have increased responsibility for improving and maintaining student achievement. Learn about and analyze the various instructional leadership functions that contribute to improved student achievement. Experience case studies, video examples, analytic protocols, and other tools that have proven useful in professional learning systems for instructional leaders. Expect a short reading list in advance of the session.

Participants will:
- Learn how to assist school leaders in key instructional functions;
- Improve classroom visitations for the purpose of analyzing the quality and appropriateness of instruction;
- Strengthen school leaders’ skills in mining various forms of data to adapt instruction to student needs and provide powerful interventions where needed;
- Improve the design and implementation of coherent professional development within a school;
- Be able to support teachers in the analysis of curriculum and student work; and
- Gain strategies for helping teachers align their instruction to both student accountability standards and standards of professional practice.

Lauren Resnick. Institute for Learning, University of Pittsburgh, Pittsburgh, PA, resnick@pitt.edu
Lauren Resnick is the founder and director of the Institute for Learning. Her recent research has focused on school reform, assessment, effort-based education, the nature and development of thinking abilities, and the relation between school learning and everyday competence. She is co-founder and co-director of the New Standards Project, which has developed standards and assessments that have widely influenced state and school district practice. Resnick is professor of psychology at the University of Pittsburgh, where she directs the prestigious Learning Research and Development Center.

Judy Johnston. Institute for Learning, University of Pittsburgh, Pittsburgh, PA, Judy@pitt.edu
Judy Johnston specializes in professional development and school leadership. She was the founding and only director of the Schenley High School Teacher Center in Pittsburgh. Johnston was principal of Taylor Allderdice High School in Pittsburgh, a recipient of the 1996 Blue Ribbon for Excellence Award. In August 1996, she joined the Institute for Learning at the Learning Research and Development Center, University of Pittsburgh. As resident fellow, she develops programs for leaders of nested learning communities.

Nancy Owen. Institute for Learning, University of Pittsburgh, Pittsburgh, PA, nowen513@comcast.net
Nancy Owen is a fellow of the Institute for Learning at the University of Pittsburgh. Currently, Owen chairs the Institute’s Disciplinary Literacy Team that works to improve subject-matter learning, the design and delivery of instruction, and the institutional culture of secondary schools. Owen recently retired from the Providence (RI) School District, where she worked for 31 years. She was the principal of the New Feinstein High School in Providence, and Providence’s first administrator to lead a site-based managed school on the elementary level as well as high school.
PC 309
USING DATA/GETTING RESULTS: IMPROVING STUDENT ACHIEVEMENT THROUGH COLLABORATIVE INQUIRY

In one year, schools serving poor students in a rural county in Tennessee doubled the percentage of special needs students reaching proficiency in mathematics. Four urban middle schools in Ohio demonstrated steady progress on their quarterly mathematics assessment and significant improvement in the percentage of students proficient in mathematics on the state assessment in the same time frame. Learn about a structured process of collaborative inquiry that is contributing to these and other examples of gains in student achievement. Explore the critical conditions for success of such an effort, including the central role of the data coach and data team. Through a data simulation, experience firsthand a set of data and collaborative tools for pinpointing student learning problems and generating solutions that are culturally responsive and improve teaching and learning for diverse students. Learn how to unleash the creativity and resourcefulness of educators to solve the biggest problems schools face.

Participants will:
- Understand the underlying assumptions and logic model that lead from data analysis to improved student achievement;
- Gain skills in facilitating data-driven dialogue and making work with data a positive, collaborative learning experience;
- Acquire tools for responding to systemic causes of achievement gaps and shifting conversations from blame to collective responsibility; and
- Learn how to lay the foundation for successful implementation of collaborative inquiry, including developing data coaches and data teams.

Nancy Love, Using Data Project, TERC, Cambridge, MA, Nancy_Love@terc.edu

Nancy Love is director of the Using Data Project at TERC in Cambridge, where she works with schools nationally to improve teaching and learning through effective and collaborative use of multiple sources of school data. She is author of Using Data/Getting Results: A Practical Guide to School Improvement in Mathematics and Science and several articles on the process of data-driven decision making. Love consults with schools to implement the process of collaborative inquiry, design effective professional development, and establish high-performing cultures.

Aminata Umoja, Decatur, GA, aumoja@earthlink.net

Aminata Umoja has been an educator for more than 25 years. She began her career in 1980 as an elementary-school teacher for the Los Angeles Unified School District. She was also twice chosen to be Teacher of the Year for the Atlanta Public Schools. Umoja became a model teacher leader responsible for facilitating professional development in science, mathematics, and technology for the Atlanta Systemic Initiative. She continues to lead professional development on issues including equity and professional learning communities.

PC 310
TEACHER QUALITY SQUARED: INDUCTION PROGRAMS THAT MAKE A DIFFERENCE

Boldly conceived induction programs capitalize on the knowledge and expertise of veteran teachers to accelerate new teacher development and influence the instructional practice of an entire generation of new teachers. At the heart of such programs are a deep understanding of the importance of the veteran teacher’s role and a focus on classroom-based mentoring that promotes inquiry, content pedagogy, reflection, and ongoing assessment of practice. Examine the elements of an instructional mentoring model with a particular emphasis on developing the knowledge, skills, and dispositions of mentor leaders.

Participants will:
- Consider elements of induction programs that support intensive, instruction-based mentoring;
- Analyze the role, dispositions, and skills of an instructional mentor;
- Learn and practice mentoring strategies that focus on classroom instruction and student learning;
- Examine how formative assessment guides mentoring and new teacher development; and
- Consider how an instructional mentoring model can impact teacher practice and the professional roles of veterans and novices.

Ellen Moir, New Teacher Center, UCSC, Santa Cruz, CA, moir@cats.ucsc.edu

Ellen Moir is executive director of the New Teacher Center at the University of California, Santa Cruz, a national resource for high-quality new teacher and new administrator induction programs. Moir is recognized throughout the state and nation for her work in beginning teacher development and addressing issues of new teacher support. She has authored several book chapters and videos on teacher induction and bilingual education. She is a recent recipient of the Harold W. McGraw Jr. Prize in Education.

Janet Gless, New Teacher Center, UCSC, Santa Cruz, CA, jgless@cats.ucsc.edu

Janet Gless is associate director of the New Teacher Center at the University of California, Santa Cruz, working with educational organizations and teacher leaders to design and implement teacher induction programs. Gless has 25 years of experience as a classroom teacher. She has co-authored book chapters, articles, and training on various topics related to new teacher induction, mentoring, and teacher leadership.

“NASHVILLE NOTES”

FOR TENNESSEE EDUCATORS ONLY

Professional Development Units for TASL-mandated individuals are available for attending the NSDC Conference. Information will be available on site.
**PC 311**

**FACILITATIVE SKILLS FOR GROUP EFFECTIVENESS**

Of all the support tools professional developers access, facilitation is key to supporting student learning. Examine important aspects of facilitation to increase your effectiveness. Learn ways to hold conversations together — in small groups or large, in dialogue or discussion. Discover four support structures that improve meeting success. Extend personal skills for managing group energy, focus, and information flow. This session will be helpful to educators who serve on committees, leadership and work teams, participate in or conduct meetings, and collaborate for purposes of studying student work, dialoguing about data, planning, decision making, or problem solving.

Participants will:
- Increase flexibility, confidence, and authenticity as a facilitator;
- Gain structures that promote success in decision-making meetings;
- Expand their repertoire of practical facilitation tools;
- Explore ways to developmentally enhance group productivity;
- Use conversation structures that increase understanding and shared meaning among group members;
- Learn ways to work with difficult people; and
- Gain strategies for converting negative energy.

Participants will receive a copy of *The Adaptive School: A Sourcebook for Developing Collaborative Groups* by Robert Garmston and Bruce Wellman.

Robert Garmston, El Dorado Hills, CA, FABob@aol.com

Robert Garmston is devoted to developing the capabilities and potential within each person and group. He is director of Facilitation Associates, an educational consulting firm specializing in leadership, learning, and organization development for schools throughout North America, Africa, Southeast Asia, Eastern Europe, South America, and the Middle East. He has written books and articles dealing with educational leadership, learning, coaching, and staff development. Garmston has also served as a teacher, principal, superintendent, and curriculum director.

Carolyn McKanders, Belleville, MI, Kmckanders@aol.com

Carolyn McKanders is an educational consultant specializing in individual, group, and organization development. Her passion is promoting quality human relationships through communication, collaboration, and leadership skills development. McKanders has 28 years of experience in the Detroit Public Schools as a teacher, counselor, and staff development specialist. She consults, presents, and facilitates nationally for Michigan Middle Start, an initiative that focuses on developmentally appropriate curriculum and instruction for young adolescents.

**PC 312**

**CONTINUING DIFFERENTIATED INSTRUCTION: ONE SIZE DOESN'T FIT ALL**

Continue the journey of differentiating instruction in your classroom, school, district, or state. Explore tools and models for curriculum planning for the diverse student populations in today’s classrooms. Discover quality experiences for learning. Create designs for learning tasks that are interesting, relevant, meaningful, and powerful. Examine various models of instruction to enable teachers to reach more students. This workshop offers a train-the-trainer model for delivering the information.

Participants will:
- Define and discover characteristics of differentiated instruction;
- Examine what is already in place and what is needed next to meet the diverse needs of teachers and students in differentiated settings;
- Learn formal and informal assessment tools to use before, during, and after the lessons for the diverse needs of students and teachers;
- Examine the effective uses and management techniques of learning zones, independent and group assignments, agendas, contracts, and problem-based learning; and
- Leave with modeled tools, activities, strategies, and tips to use at the school, district, or state level for future professional development opportunities.

Carolyn Chapman, Creative Learning Connection, Thompson, GA, cchapman@carolynchapman.com

Carolyn Chapman is an international educational consultant, author, and teacher. She supports educators in their process of change for today’s students. She has taught classes from kindergarten to college. Her interactive, hands-on professional development opportunities focus on challenging the mind to ensure success for learners of all ages. Chapman authored *If the Shoe Fits …: How to Develop Multiple Intelligences in the Classroom* and has co-authored several other publications on differentiated instruction.
PC 313
LEADERSHIP DEVELOPMENT: BUILDING 21ST-CENTURY SKILLS
Instructional leadership is a real issue in our schools today and Microsoft’s U.S. Partners in Learning Initiative has called on one of the leading learning scientists to create a program that focuses the conversation on instructional practices that fit all students’ learning needs. This simulation created by John Bransford and Little Planet Learning may provide the impetus to help you reach educators and community partners at all levels.

Come listen to the challenges of high school Principal Jim Forester as he contemplates the advice of former high school students when they return to speak to the student body. Provide guidance as you work through the four modules in an interactive fashion, sharing your thoughts with other participants while at the same time learning from experts. Please bring a laptop and headphones.

Participants will:
• Clarify their thoughts and reactions to a number of issues raised by Principal Forester;
• Share their thinking with other participants and learn from experts;
• Experience four learning modules — Dimensions of Change, New Visions, Some Educational Possibilities, and Leadership;
• Think about how they could facilitate the materials in their own organization; and
• Take home the CD to use with other groups back in their settings.

Toby Herrera, Albuquerque Public Schools, Albuquerque, NM, Herrera_toby@aps.edu
Toby Herrera is director of the Albuquerque (NM) Public School’s Student, School, and Community Service Center. Previously, he was professional development coordinator with the New Mexico Coalition of School Administrators, an administrative umbrella organization for the state of New Mexico. During his 31 years as an educator, Herrera has worked as a math teacher, tennis and cross-country coach, activities director, high school assistant principal, and high school principal.

Kathy Klock Persing, Redmond, OR, Kathy.klock@bendbroadband.com
Kathy Klock Persing is a consultant involved with a variety of education change programs. Currently, she consults with Microsoft Partners in Learning and serves as a commissioner for the National Commission on Teaching and America’s Future. She spent six years as a program officer with the Bill & Melinda Gates Foundation in Seattle and was responsible for the foundation’s original professional development programs. Previously, Pershing was executive director of curriculum, instruction, and assessment for the Snohomish (WA) School District.

PC 314
DEEP PROCESSING PROTOCOLS: ACCESSING FROM TEXT, EXPERIENCE, AND EACH OTHER
In addition to cognitive protocols, experience visual, kinesthetic, and “more than rational” processes. Engage in a sequence of powerful, structured activities and protocols that will allow you to feel the impact and power of meaningful, deep learning that is directly linked to your own concerns, challenges, and experiences. Gain a deeper understanding of change and of advanced communication processes. You will have the opportunity to engage in a number of problem-defining and problem-solving protocols, intrapersonal and interpersonal learning experiences, and “other than rational” structures for individual and group learning and development.

Participants will:
• Understand procedures and protocols for facilitating at least six specific transformational activities and ways to incorporate these protocols into their own work;
• Apply precise distinctions and skills of advocacy and inquiry to foster reflection and transderivational search;
• Gain strategies for dealing with resistance;
• Reflect on the link between personal beliefs and behaviors and the outcomes of interventions; and
• Develop a deeper understanding of themselves and their work and their own “other than rational” ways of integrating the work of systems change.

Rob Bocchino, Heart of Change, Change of Heart Associates, Hoboken, NJ, rob@heartofchange.com
Rob Bocchino is founder and director of Heart of Change: Change of Heart, Associates, a team of consultants and change agents serving educational, business, and governmental systems. A specialist in human learning and development, Bocchino has designed and implemented seminars and workshops for teachers and school and business administrators in the U.S., Europe, and Japan. Bocchino writes about individual and system change and his latest book is Emotional Literacy: To Be a Different Kind of Smart.
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NSDC Network: The Big 21 School Districts
Representatives from the largest school districts in the U.S. will meet to discuss the major issues facing their departments and to establish an agenda for dialogue and action during the year. This session is limited to Big 21-designated school districts that received invitations.
Lea Arnau, Gwinnett County Public Schools, Suwanee, GA, lea_arnau@gwinnett.k12.ga.us
Critical Issue 3: Race, Class, and Culture

NSDC Network: Superintendents
Meet superintendents of like mind and heart. Join us to network and share successful practices of professional development in districts throughout the country. Hear about NSDC’s strategic initiatives and how superintendents can lead districts to quality teaching and learning. Learn what district leaders can do to support and infuse NSDC’s Standards for Staff Development in district work and thinking.
Mike Ford, Phelps-Clifton Springs Central School District, Clifton Springs, NY, Mikejford@aol.com
Critical Issue 1: Leadership

NSDC Network: Principals and Assistant Principals
The principal continues to be the critical link in school reform. Principals’ roles as staff developers and facilitators of school improvement are the focus of this network. Come and join us in dialogue and share effective practices with an expanding international network of school-based administrators.
Gustava Cooper-Baker, Sanford B. Ladd Elementary School, Kansas City, MO, gcooperb@kcmsd.net
Critical Issue 1: Leadership

NSDC Network: Classified and Support Staff Development
Join this NSDC network to enhance your ability to deliver and provide programs for classified and support staff and to gain access to new information throughout the year.
Marsha Owen, Tulsa Public Schools, Tulsa, OK, owenma@tulsaschools.org
Critical Issue 2: High-Performance Culture

NSDC Network: School Improvement Facilitators
Share and exchange ideas on how to facilitate school improvement through the support of school improvement teams, administrators, community advocates, teachers, and other educators. Swap ideas and resources related to change, team building, fostering collaboration, maintaining energy, continuous improvement, and professional development. Principals, staff developers, trainers, teachers, and consultants are all welcome to attend and contribute ideas. Please bring copies of available school improvement plans, lists of resources, and models of projects that lead to high achievement of schools, teachers, and students.
Linda Munger, Munger Education Associates, Urbandale, IA, linda@mungeredu.com
Critical Issue 2: High-Performance Culture

NSDC Network: Regional Laboratories, Math and Science Consortia, and Technical Assistance Agencies
Colleagues employed at Regional Education Laboratories, Comprehensive Centers, and the Regional Technology in Education Consortia are invited to meet to share resources and plan further networking opportunities.
D’Ette Cowan, SEDL, Austin, TX, dcowan@sedl.org
Critical Issue 4: Advocacy

NSDC Network: State Education Agencies
Join the oldest NSDC network, a group of supportive colleagues from state and provincial agencies across North America. The session is limited to individuals who work in staff development at the state level. Current issues, activities, and materials will be shared during the meeting.
Eileen Aviss-Spedding, New Jersey Department of Education, Trenton, NJ, eaviss@soestate.nj.us
Critical Issue 4: Advocacy

NSDC School-Based Staff Developers Network
Join NSDC’s newest network for individuals who work in schools as staff developers. School-based staff developers serve under various titles: literacy coach, site-based staff developer, instructional specialist, etc. Contribute to the planning for ongoing networking and support the fastest-growing group of staff developers and teacher leaders.
Terry Greene, Literacy Initiatives, Richardson, TX, tgreenephd@earthlink.net
Critical Issue 2: High-Performance Culture
N09
NSDC Network: Action Research
Growing communities of educators are conducting inquiry on their practice. Their study and research inform their practice, improve student learning, contribute to their own and to their colleagues’ professional development, assess programs, and help shape school improvement efforts. What are the characteristics of these learning communities? How do these communities live within and impact the culture of the schools? What supports communities of inquiry and what are the implications for teachers, principals, central office staff, educators, and staff developers? Bring your own experiences, stories, research, questions, and documents.
Linda Ferguson, Fairfax County Public Schools, Falls Church, VA, linda.ferguson1@fcps.edu
Critical Issue 3: Race, Class, and Culture

N10
NSDC Network: Coordinators of Professional Development Centers
Coordinators of professional development centers and intermediate/regional service agencies work with both building-level and districtwide initiatives. Exchange resources, identify challenges, and share promising practices unique to your service delivery responsibilities. Network with job-alike colleagues and tap their expertise on school improvement, assessment, diversity, capacity-building, and the changing roles of districtwide service providers. As shrinking resources, legislative mandates, changing expectations, and downsizing within organizations continue, we are our own best resource.
Danny Walden, Dyersburg City Schools, Dyersburg, TN, waldend1@dcs.k12tn.net
Critical Issue 2: High-Performance Culture

N11
NSDC Network: Portfolios – A New Vision
Meet with educational leaders to explore the expanding vision of portfolio models. This network is dedicated to the ongoing collaboration of professional educators to share and refine the tools, structures, and processes they use for performance evaluation.
Mary Dietz, San Ramon, CA, mdietz@frameworks.us
Critical Issue 2: High-Performance Culture

N12
NSDC Network: Mentoring and Its Application
Learn about and share aspects of the mentoring experience as it applies to new teachers and new administrator induction. Dialogue will focus on practical examples of successful mentoring programs. Helpful hints and tips about program organization and the interaction between a mentor and new staff members will be explored.
Janet Gless, New Teacher Center at UCSC, Santa Cruz, CA, jgless@ucsc.edu
Jan Miles, New Teacher Center at UCSC, Santa Cruz, CA, jmiles@ucsc.edu
Critical Issue 2: High-Performance Culture

N13
NSDC Network: Technology and the Internet
Join staff developers and others to discuss the use of technology as a tool for staff development. Dialogue and share ideas for multimedia presentations, telecommunications, and other topics related to the implications for technology in staff development. Discuss how staff developers can assist educators in moving beyond the classroom walls to establish a worldwide community of lifelong learners.
Bobb Darnell, Township School District 214, Arlington Heights, IL, bdarnell@dist214.k12.il.us
Critical Issue 2: High-Performance Culture

N14
NSDC Network: After-School Program Professional Development
What is the best way to provide professional development for staff of both after-school programs and school day staff that work with these programs? Learn how the National Partnership for Quality Afterschool Learning is working to embed academic content into after-school enrichment activities. Discuss after-school issues and how to best address them. Learn how to meet the training and development needs of both after-school providers and school day staff and how to establish links and collaboration between them.
Jerry Elder, Southwest Educational Development Laboratory, Austin, TX, jelder@sedl.org
Critical Issue 2: High-Performance Culture
Attend the conference with a group of equally committed new staff developers. This session is designed for new district and school-level staff developers. For two days, you will review some of the fundamental knowledge and research on staff development, and you will be exposed to many of the significant leaders in the field. Topics to be addressed include using the NSDC standards to guide your work, planning effective professional development, working with adult learners, and documenting the impact of your work. Your learning will be facilitated by members of the Tennessee Staff Development Council and other NSDC leaders. Following the session, you will have the opportunity to stay connected to this unique learning community. Session presenters include Michael Murphy, Linda Munger, Kay Pscencik, and Marcia Tate.

This session takes place during the five-hour concurrent set on Monday and Tuesday and precludes selecting any other concurrent sessions on Monday and Tuesday. Individuals may select a session from Set M for Wednesday to complete the registration process.

Critical Issue 1: Leadership Basic

A02 Facilitating the Journey: Structured Tools to Transform Professional Learning

Facilitating quality staff development can produce phenomenal results. Structured tools and strategies used in a variety of group formats can transform learning and create community. Participants will sharpen their self-awareness, develop knowledge, and hone skills. As participants practice processes to use in their own work, they will gain a deeper understanding of the impact and power of transformative learning.

Sue Elliott, School District 45, West Vancouver, BC, Canada, selliott@sd45.bc.ca
Nancy Hinds, BC Teachers’ Federation, Vancouver, BC, Canada, nhinds@bctf.ca

Critical Issue 1: Leadership

A03 Developing a Systems Lens: Understanding Power and Partnership

Think back on how many times you or others have attempted to bring about critical change in a system, only to be faced with misunderstandings across organizational lines, unproductive conflict, or misdirected energy. This session will unravel some of the mysteries of organizational culture and open up creative options for leadership and partnership with all key stakeholders. Participants will not only talk about issues of power and partnership; they will actually experience them.

Nancy Aronson, Aronsch-Aronson Consulting, Bryn Mawr, PA, naronson1@aol.com
Chris Kingsbery, Acknowledging the Knowledge Consulting, Bryn Mawr, PA, ckingsbery@aol.com

Critical Issue 2: High-Performance Culture

A04 Culturally Proficient Leadership: A Systemic Staff Development Approach

Learn the four tools of cultural proficiency and how to apply them to your practice as teachers, counselors, and administrators. In applying the tools of cultural proficiency, learn how assumptions about race, gender, class, sexual orientation, and other manifestations of culture are used to impede or facilitate student learning.

Delores Lindsey, California State University San Marcos, Escondido, CA, dblindsey@aol.com
Randall Lindsey, California Lutheran University, Escondido, CA, randallblindsey@aol.com
Kikanza Nuri Robins, Robins Group, Beverly Hills, CA, nurirobins@earthlink.net
Raymond Terrell, Miami University, Woodlawn, OH, terrelr@muohio.edu

Critical Issue 3: Race, Class, and Culture

A05 Coaching: Professional Learning for School Reform and Improved Classroom Practices

As a literacy coach, math coach, instructional leader or school-based staff development specialist, your responsibility is to provide professional learning opportunities and ongoing support for teachers. Learn basic concepts of coaching and a step-by-step approach to coaching skills. Learn how to establish conditions that make coaching effective and sustainable. Effective professional development designs for coaches working with individuals, small groups, and/or entire faculty such as peer/school coaching, learning communities, team building, and the use of protocols will also be introduced.

Hilda Rosario, Center for Effective School Practices at Rutgers University, Matawan, NJ, hrosario@rci.rutgers.edu
James DeLaney, Chesapeake Coalition of Essential Schools, Easton, MD, jdelaney@verizon.net

Critical Issue 1: Leadership
A06 Franchising to Teaming: Promoting Job-Embedded Teacher Collaboration

Most schools today schedule teachers for team meetings in a franchise structure. The lack of team design generates much teacher disinterest and leadership frustration. Discuss team structures based on shared student responsibilities and high school, middle school, and elementary models for small learning communities. Connect staff development to student achievement.

Stephen Barkley, Performance Learning Systems, New Hope, PA, sbarkley@plsweb.com

Critical Issue 2: High-Performance Culture

A07 A Modified GLSEN Training of Trainers Workshop

Gain tools and resources to aide in developing affirming and supportive learning environments for lesbian, gay, bisexual, and transgender (LGBT) students. Experience a variety of training activities from the GLSEN’s Lunchbox, a comprehensive, 45-exercise training resource kit aimed at providing all the instructions and materials necessary to conduct complete LGBT trainings.

Monroe France, Gay, Lesbian, and Straight Education Network (GLSEN), New York, NY, mfrance@glsen.org
Katie Moeller, GLSEN, New York, NY, kmoeller@glsen.org
Brooke Wiese, GLSEN, New York, NY, bwiese@glsen.org

Critical Issue 2: High-Performance Culture

A08 Vital Signs Revisited: Improving Literacy and Numeracy Results

Making a difference in student achievement depends on the decisions made at the classroom level. Learn to use school improvement, action research, and problem-solving models to develop teachers’ use of classroom evidence to improve literacy and numeracy results. Using the problem of boys’ lower reading scores, you will brainstorm reasons, determine root causes, develop deeper questions, intersect data, analyze evidence, determine goals, set targets, and select relevant teacher strategies.

Sharon Speir, Ontario Principals’ Council, Upper Thames Elementary, Avon Maitland District School Board, Mitchell, ON, Canada, sspeir@fc.amdsb.ca

Critical Issue 2: High-Performance Culture

A09 Worksheets Don’t Grow Dendrites: 20 Strategies That Engage the Brain

It stands to reason that if students don’t learn the way we teach them, then we must teach them the way they learn. Experience 20 instructional strategies that maximize memory and minimize forgetting. Increase learning for both students and adults when strategies like drawing, metaphor, music, and storytelling are used to teach curricular objectives and meet national standards. Ensure that people retain key concepts, not just for tests, but for life.

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

Critical Issue 2: High-Performance Culture

A10 Data Facilitation: Keys to Culture Shifts Linked to Schools Closing Achievement Gaps

What are the processes, facilitation, strategies, data management, and analysis skills, through which low-performing schools become engaged, high-performing schools? Experience critical steps for using evidence to support a culture of continuous learning. Review multiple examples from schools and experience firsthand the process and techniques of data facilitation.

Diana Nunnaley, TERC, Cambridge, MA, Diana_Nunnaley@terc.edu
Pam Bernabei-Rorrer, Canton City School District, Canton, OH, rorrer_p@ccsdistrict.org

Critical Issue 3: Race, Class, and Culture

A11 A Practitioners Guide to Facilitate Positive Deviance Approaches in Learning Environments

Explore the many possibilities of positive deviance approaches that surface workable solutions for the most complex and unsolvable challenges in education. Understand the conceptual model and the delivery methods. Replicate the measurable success it continually demonstrates. Break away from the traditional notions and learn a radically new method to create lasting change.

Rob Abernathy, Anaheim, CA, robomagic@aol.com
Larry Brown, Work, Achievement, Values & Education (WAVE), Washington, DC

Critical Issue 4: Advocacy

“NASHVILLE NOTES”

Are you a newly appointed school-based staff developer, coach, or facilitator? Watch for sessions labels with a icon. These sessions are selected just for you.
B01
Black Students, White Teachers: We Can Do It!
This workshop for pre-K through college teachers and administrators outlines the cultural discontinuities that exist between black students and the white mainstream culture and describes how these differences play out in school settings. Learn practical strategies to help overcome these discontinuities in order to reach the learner and raise student achievement.

Tania Chance, White Bear Lake Area School District, Maple Grove, MN, zaverta@yahoo.com
Critical Issue 3: Race, Class, and Culture

B02
Strategic Assessment for Student Achievement
Examine a comprehensive assessment system that aligns assessment methods with intended outcomes. As a thoughtful designer of assessment, learn to gather and use evidence of student achievement to drive instruction. Explore innovative diagnostic, formative, and summative assessment methods aimed at engaging students, both informally and formally, in meaningful activities that both teachers and students can use to improve teaching and learning.

Michael Moody, LEAP Academy, Encino, CA, moody@insigh teducationgroup.com
Jason Stricker, LEAP Academy, Encino, CA, stricker@insigh teducationgroup.com
Critical Issue 2: High-Performance Culture

B03
School Leadership for Professional Learning: Charting the Journey
Implementing meaningful professional development is a challenge for school leaders. Use this session to frame an action plan to enhance professional learning at the school level. Develop a foundation for the plan based on appreciative inquiry, essential professional development concepts, analysis of critical implementation issues, personal reflection, dialogue, and teachable points of view.

Robert Scott, Oregon School District, Oregon, WI, rds@oregon.k12.wi.us
Ann Marie Keskonis, Gwinnett County Public School, Norcross, GA, anne_marie_keskonis@gwinnett.k12.ga.us
Shelley Sweatt, Burk Burnett Independent School District, Burk Burnett, TX, shelley.sweatt@burk Burnettisd.org
Critical Issue 4: Advocacy

B04
Using Reflective Practice to Build Assessment-Centered Teaching
Hear about new methods and approaches for creating high-performance cultures of professional learning through reflective practice. Learn how the professional development strand of the Center for Assessment & Evaluation of Student Learning (CAESL), a collaborative partnership of WestEd; UC Berkeley's Lawrence Hall of Science and Graduate School of Education; UCLA; Stanford University; and San Jose State University has helped teachers reflect on their practice as they develop quality assessment systems.

Kathy DiRanna, K-12 Alliance, WestEd, Santa Ana, CA, kdirann@wested.org
Lynn Barakos, Lawrence Hall of Science, Berkeley, CA, lbarakos@berkeley.edu
Sylvia Brown, Vista Unified School District, Vista, CA, sweetjog35@cox.net
Jo Topps, K-12 Alliance, WestEd, Long Beach, CA, jtopps@wested.org
Critical Issue 2: High-Performance Culture

B05
Taking Instructional Walk-Throughs to the Next Level
Once instructional walk-throughs (IWT) have become a part of your district's culture, where does it go from there? How do you move it to the next level? Learn how Edmonton Public Schools moved its 207 schools from working in isolation to organizing trios and coordinating their own IWTs to improve student achievement.

Corrie Ziegler, Edmonton Public Schools, Edmonton, AB, Canada, Corrie.Ziegler@epsb.ca
Louise Osland, Edmonton Public Schools, Edmonton, AB, Canada, Louise.Osland@epsb.ca
Critical Issue 1: Leadership

“NASHVILLE NOTES”
Arrive on time for general sessions. Meals will only be available for the first 30 minutes. Meal service stops when the general session begins.
B06 Aligning State and Local Policies and Practices for Paraprofessionals

The Summer 2005 JSD highlighted state and local strategies to meet NCLB paraprofessional requirements and links between paraprofessional staff development and student achievement. Learn strategies to align state and local paraprofessional policy, practice, and staff development infrastructures. Learn from other participants how other states and districts are addressing this challenge. Receive materials and access to web-based resources to build your capacity to implement session learnings.

Peggy Hayden, Rhode Island Technical Assistance Project at Rhode Island College, Bristol, RI, phayden@fctvplus.net
Anne DeFanti, Barrington Public Schools, Barrington, RI, DeFantiA@bpsmail.org
Charlotte Diffendale, Office of Educator Quality and Certification, Rhode Island Department of Education, Providence, RI, Charlotte.Diffendale@ride.ri.gov

Critical Issue 4: Advocacy

B07 Extreme Team Makeover

How does staff development support leadership teams as they transform school culture into professional learning communities with a laser-like focus on improving teaching and learning? See what happens when leadership teams become effective professional learning communities that intentionally and skillfully engage in learning-focused conversations that promote action leading to increased student achievement. Walk away with practical tools to guide you in the extreme makeover of a team.

Sharon Hemphill, Montgomery County Public Schools, Woodbine, MD, sharon_hemphill@mcpsmd.org
Monifa Bellinger, Montgomery County Public Schools, Germantown, MD, monifa_bellinger@mcpsmd.org
William Lazzaro, Montgomery County Public Schools, Mt. Airy, MD, William_Lazzaro@mcpsmd.org

Critical Issue 1: Leadership

B08 Tools for Talking: How to Turn Conversations Into Learning, Action, and Results

Teachers and principals in authentic professional learning communities know how to talk with one another in ways that promote their mutual professional growth. Structured communication tools provide a framework for them to share knowledge, engage in inquiry, support reflection, and transform their practice. Learn how to use these tools to deepen and expand professional learning and energize commitment within communities of practice.

Laraine Roberts, Springboard Schools, San Francisco, CA, lroberts@springboardschools.org
Carolyn Bainer, San Bernardino County Schools, San Bernardino, CA, carolyn_bainer@sbcss.k12.ca.us
Kathy Hogan, Santa Clara County Schools, San Jose, CA, kathy_Hogan@sccoe.org
Gail Wright, Sonoma County Schools, Santa Rosa, CA, gwright@scoe.org

Critical Issue 4: Advocacy
This will allow you to attend the following sessions:
C02: Questions and Answers with Joel Barker 9 a.m.-10 a.m.
D01: Distinguished Lecture: Aida Walqui 10 a.m.-11 a.m. and
D02: Tennessee Scholars Forum, featuring Pearl Sims, Pedro Garcia, and James Guthrie 11 a.m.-12 p.m.
Please see the individual session listings for program descriptions.

Critical Issue 1: Leadership

C02 Questions and Answers With Keynote Speaker Joel Barker

Keynote speaker Joel Barker will address your questions in this special session following his keynote address Monday morning. The session will conclude after one hour.

Joel Barker, Infinity Limited, St. Paul, MN, LTCBEHAPPY@aol.com

Critical Issue 1: Leadership

C03 NSDC’s Standards for Staff Development: Challenging Our Practice

Most educators know that not all staff development is effective staff development. NSDC’s Standards for Staff Development guide the planning, implementation, and evaluation of staff development. Learn the research supporting the standards, and discuss how to implement them to strengthen educator and student learning.
Patricia Roy, Chandler, AZ, cooppat@cox.net
Saundra Rowell, Eden Prairie, MN, SRowell40@aol.com

Critical Issue 1: Leadership

C04 Promoting Leadership: Professional Development for the Aspiring Principal

Research has long acknowledged the critical role of the principal in shaping a highly complex human organization into a cohesive and collaborative community of learners. Learn how the Executive Leadership Institute designed a professional development program (seminars and mentorship) focusing on advanced leadership skills. Explore the complex nature of decision making and authentic leadership in the principalship.

Michael Schlar, Executive Leadership Institute, Brooklyn, NY, michael@csa-nyc.org
Eleanor Drago-Severson, Teachers College, Columbia University, New York, NY, drago-severson@exchange.tc.columbia.edu
Rose Fairweather-Clunie, In Tech Academy, NYC Department of Education, Bronx, NY, rclunie@nycoee.net
Marlene Lazar, Council of School Supervisors and Administrators, Brooklyn, NY, marlene@csa-nyc.org

Critical Issue 1: Leadership, Advanced

C05 Improving Professional Learning Through the Use of Needs Assessment Data

Set within the context of case studies that use real data collected through one source of the SEIR*TEC Formative Evaluation Framework — the School Technology Needs Assessment (STNA) — participants will work in groups to explore the process of analyzing and interpreting data for the purpose of framing the essential conversations that must occur at the school and district levels to plan effective professional development and advance shared decision making through communities of practice. Microsoft Partners in Learning Mid-Tier Program is supporting scaling up efforts of this work.
Beth Thrift, SERVE Center at UNCG, Durham, NC, bthrift@serve.org
Nita Matzen, SERVE Center at UNCG, Durham, NC, nmatzen@serve.org

Critical Issue 1: Leadership

C06 A District’s Efforts to Align Professional Development With Needs of Students and Teachers

MSD of Wayne Township is aligning its professional development with district and school goals based on student achievement. Learn how district professional development council and building leadership teams are identifying the knowledge, attitudes, and skills to meet student and adult needs. Explore the data-driven standards for professional development.
Sue Brady, MSD of Wayne Township, Indianapolis, IN, sue.brady@wayne.k12.in.us
Linda Munger, Munger Education Associates, Urbandale, IA, linda@mungeredu.com
Lisa Lantrip, MSD of Wayne Township, Indianapolis, IN, lisa.lantrip@wayne.k12.in.us
Nicole Law, MSD of Wayne Township, Indianapolis, IN, nicole.law@wayne.k12.in.us

Critical Issue 2: High-Performance Culture
To Infinity and Beyond: A Leadership Development Model for Strengthening Organizational Learning

School leaders need professional development that moves beyond the technical skills involved with administration. They need to learn how to build their school’s capacity for organizational learning. Identify the key components of a professional development model designed to equip educators to lead systemic change. Create an action plan for improving leadership development in your school or district.

Mary Hooper, Department of Educational Leadership, University of West Georgia, Carrollton, GA, mhooper@westga.edu
David Hill, University of West Georgia-ELPS, Carrollton, GA, dhill@westga.edu
Roy Nichols, University of West Georgia-ELPS, Carrollton, GA, rnichols@westga.edu

Critical Issue 1: Leadership

Coaching for a High-Performance Learning Culture

Clarksville-Montgomery County Schools uses a well-trained team of academic coaches to provide technical assistance and professional development to school-level professional learning communities. See how this effort has netted impressive results, including strengthening instruction, increasing student achievement at all levels, and building capacity for sustainability. Learn how teacher leaders are trained, what ongoing support they receive, and how they operate day-to-day. Leave the session with tools and understandings necessary to implement a similar program.

Sallie Armstrong, Clarksville-Montgomery County School System, Clarksville, TN, sallie.armstrong@cmcss.net
Shelly Dunaway, Clarksville Montgomery County School System, Clarksville, TN, shelly.dunaway@cmcss.net
Diana Hara, Clarksville Montgomery County School System, Clarksville, TN, diana.hara@cmcss.net
Carol Thigpin, Old Hickory, TN, cgtassociates@comcast.net

Critical Issue 2: High-Performance Culture

Sustainable Approaches to Mentoring New Teachers: A Lead Mentor Model

Meeting the requirement for high-quality teachers is a challenge for all schools and districts. Learn how schools and districts can support teacher quality through the training and professional development of mentors and coaches. Acquire strategies for implementing a lead mentor model in your school or district.

Kathy Dunne, Learning Innovations at WestEd, Somersworth, NH, kdunne@wested.org
Christine Hebert, Epping School District, Portsmouth, NH, chebert@sau14.k12.nh.us
Melissa Lewis, Claremont School District, Claremont, NH
Susan Villani, Learning Innovations at WestEd, Woburn, MA, svillani@wested.org

Critical Issue 1: Leadership

School Teams Achieving Results for Students

The challenge of reaching diverse learners’ demands fostering collaboration and sustaining ongoing teacher growth. Explore a framework and deepen your understanding of the key components needed to create a culture of and capacity for continuous improvement. Learn how to focus on best practices and quality learning through teamwork by teacher leaders. Good teachers teaching other teachers.

Gayle Gregory, Burlington, ON, Canada, gregorygayle@netscape.net
Amanda Rivera, Chicago Public Schools, Chicago, IL, arivera3@cps.k12.il.us

Critical Issue 1: Leadership

Strengthening the Marriage Between Policy and Practice

We all know the effects of poorly designed policy on practice. On the other hand, well-designed policy can be the critical catalyst for ensuring high-quality teaching, leadership, and learning for each child. Explore how constituencies within and outside the education field can unite to strengthen a profession that influences the political conditions under which it operates and can truly bring about large-scale, sustainable improvement.

Susan Freedman, Teachers21, Wellesley, MA, sfreedman1@aol.com
Kathy Kelley, Massachusetts Federation of Teachers, Boston, MA, KKelley@mfteducator.org
Jon Saphier, Teachers21, Wellesley, MA, jonsaphier@comcast.net
Paul Schlichtman, Lowell Public Schools, Lowell, MA, pschlichtman@lowell.k12.ma.us

Critical Issue 4: Advocacy

Critical Issue 4: Advocacy

Special notes are indicated throughout the 2006 Conference program. Please read through all the recommendations before you finalize your conference plans.
**C12**

**I Can Do It: Online Professional Development Program Addressing Issues of Classroom Management**

The National Education Association has transformed a highly successful, face-to-face professional development program on classroom management to an online professional development program. Review the program, how it was implemented in the classroom, and the challenges of online professional development.

Tom Blanford, National Education Association, Washington, DC, tblanford@nea.org

Critical Issue 2: High-Performance Culture

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**C13**

**BTSA Induction: California’s Professional Development System**

The California Beginning Teacher Support and Assessment (BTSA) System combines professional development and mentoring support to move teachers through the state credentialing requirements. Identify the specific elements that make a successful induction programs. Discover how the system raises the level of professional practice of both the new teacher and support provider. Brainstorm how these components can be used within your local context.

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Pat Hansen, Tulare County Office of Education, Visalia, CA, path@tcoe.org

Critical Issue 2: High-Performance Culture

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**C14**

**Supervising vs. Coaching for Student Achievement**

Explore the pressure and support applied through supervising and coaching that leads to improved student achievement. Through article study, case studies, and role playing, deepen your understanding of the collaborative work of principal/instructional coach that leads to teacher development and change. Gain insights from a principal, coach, and staff developer working in the Kansas City, Kansas Public Schools, an urban district experiencing significant gains in student achievement.

Cheryl Brady, Cheryl Brady Associates, Kansas City, MO, cba50@mindspring.com

Addye Hawkins, Kansas City, Kansas Public Schools, Kansas City, KS, ADHAWK@kckps.org

Arthur Jacob, Kansas City School of Education, University of Missouri, Kansas City, MO, JacobA@umkc.edu

Critical Issue 1: Leadership

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**C15**

**Using Courageous Conversation Within the Equity Framework to Drive Student Achievement**

Successfully closing racial achievement gaps begins with courageous conversations that explore systemic inequities in schools. But how do you incorporate these conversations into your overall staff development efforts? Learn how the equity framework can guide you and your staff to success with every student, regardless of race, class, or language limitations. See examples of schools that have actually closed their achievement gaps and develop an action plan that will guide you in these efforts.

Curtis Linton, School Improvement Network, Sandy, UT, curtis.linton@schoolimprovement.com

Critical Issue 3: Race, Class, and Culture

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**C16**

**School-Based Coaching: Professional Learning Communities and Student Achievement**

When you hear the word coach, what comes to mind? An athletic coach? For 50 school districts in South Carolina, the vision is of 144 mathematics and science coaches working in schools. Examine the South Carolina Statewide Mathematics and Science Coaching Initiative. Leave with a deeper understanding of coaching as an effective model for improving student achievement through high-quality professional development.

Nan Dempsey, South Carolina State Department of Education, Duncan, SC, dempseyn@stcsc.edu

Betty Hadden, South Carolina Department of Education, Duncan, SC, haddenb@stcsc.edu

Critical Issue 1: Leadership

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**C17**

**Exploring Culture and Diversity**

Culturally responsive school personnel are aware that the experiences of culturally and linguistically diverse children in the U.S. are overlaid with a history of exclusion and oppression. School personnel should openly address issues of racism as well as classism and be willing to examine their own assumptions and beliefs. Explore the required knowledge, skills, and experience to transform practice that results in improved services and outcomes for culturally and linguistically diverse students.

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Elizabeth Kozleski, National Center for Culturally Responsive Educational Systems (NCCRESI), Denver, CO, elizabeth.kozleski@cudenver.edu

Critical Issue 3: Race, Class, and Culture
C18  Using Technology to Create Professional Development Learning Teams That Work
Learn how to use technology to create dynamic learning communities that foster inquiry and collaboration. Gain the skills needed to implement technology-based learning teams. Examine a technology framework for meeting the needs of your teachers.

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Agnes Slayman, Kershaw County School District, Camden, SC, slaymana@kcsd.k12.sc.us
Felicia Walker, Kershaw County School District, Camden, SC, walkerf@kcsd.k12.sc.us
Dolly Rowland, Pine Tree Elementary School, Kershaw County School District, Camden, SC, rowlandd@kcsd.k12.sc.us
Critical Issue 2: High-Performance Culture

C19  Transforming a High School for Maximum Impact
Quakertown Community High School has moved towards creating a vibrant learning community. Our journey involved observations, research, critique, and reflection. Today, we have teachers leading faculty meetings, setting building and personal goals, forming collaboration groups to improve instruction, and opening classroom doors to peer observation and exchange. See how this work can be replicated. Learn some of the processes and the results of our efforts.

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Andrew Boquist, Quakertown Community School District, Quakertown, PA, aboquist@qcsd.org
Karen Shanton, Quakertown Community School District, Quakertown, PA, kshanton@qcsd.org
Audrey Waddell, Quakertown Community School District, Quakertown, PA, awaddell@qcsd.org
Critical Issue 2: High-Performance Culture

C20  A Protocol for Lesson Study: The Teaching and Learning Collaborative
View a continuum of teacher learning from novice to expert that enhances teacher quality. Compare elements of lesson study specifically found in the Teaching and Learning Collaborative with those identified in the literature. Learn how participation in the Teaching and Learning Collaborative results in increasing teachers’ content knowledge and pedagogical skills, thus changing and improving teacher practice.

Karen Cervin, WestEd, Rim Forest, CA, kcerwin@wested.org
Diane Carnahan, WestEd, Banta, CA, dcarnah@wested.org
Anthony Quan, Garvey Union School District, Rosemead, CA, aquan@garvey.k12.ca.us
Greta Smith, Garvey Union School District, Rosemead, CA, tgsmit5@juno.com
Critical Issue 2: High-Performance Culture

C21  Leading Conversations for Quality Professional Development
Learn five essential elements for leading effective conversations about professional quality (criteria, communication, commitment, collaboration, and community). Acquire strategies for building a shared understanding of quality teaching and leading. Learn how to build a professional culture by collaboratively setting learning targets that promote assessment for professional learning.

Kathleen Foord, Minnesota State University at Mankato, Mankato, MN, kathleen.foord@mnsu.edu
Jean Haar, Minnesota State University at Mankato, Mankato, MN, jean.haar@mnsu.edu
Linda Isebrand, Lake Crystal Wellcome Memorial, Lake Crystal, MN, lisebrand@isd.2071.k12.mn.us
Jeffrey Olson, St. Peter Public Schools, St. Peter, MN, jolson@stpeterschools.org
Critical Issue 1: Leadership

C22  Teacher Evaluation That Changes School Culture
Teacher evaluation, done correctly, offers valuable professional learning for teachers and can change school cultures in important ways. Learn the features of teacher evaluation that impact teaching quality, and find out how staff developers and evaluators can work together to conduct evaluations that are accurate, rigorous, and help to change the culture of the school to one of collaboration and inquiry.

Paula Bevan, Educational Testing Service, DuBois, PA, pbevan@penn.com
Critical Issue 2: High-Performance Culture

C23  Creating Pathways to Leadership
Creating Pathways to Leadership offers a state/district leadership development model that supports quality learning for leaders, teachers, and students. Take stock of your current leadership development approach and consider how to make it more sensitive to the needs of the organization and the participants.

Patricia Hamamoto, Hawaii Department of Education, Honolulu, HI, patricia_hamamoto@notes.k12.hi.us
Joellen Killion, National Staff Development Council, Arvada, CO, Joellen.Killion@nsdc.org
Phyllis Unebasami, Hawaii Department of Education, Honolulu, HI, phyllis_unebasami@notes.k12.hi.us
Critical Issue 1: Leadership
Current achievement data for English language learners in schools nationwide indicate that their education needs to be strengthened and accelerated. Based on research, development, and implementation in American school contexts, hear about five principles that make possible deep and rigorous language and subject matter teaching. 

Aida Walqui, WestEd, San Francisco, CA, awalqui@wested.org

Critical Issue 3: Race, Class, and Culture

**D03 Wachovia’s Teachers and Teaching Initiative**

Hear about the Wachovia Teachers and Teaching Initiative (TTI) and what it is working to accomplish through 23 nonprofit organizations. Review the first-year pilot results along with the first-year results as they relate to attracting and retaining high-quality teachers and leaders through high-quality professional development programs. Interact with funders, evaluators, and grantees to make application of learning to your setting. Grantees featured will include: Lorraine Munroe Leadership Institute, Lorraine Munroe, President; Children’s Literacy Initiative, Linda Katz, Executive Director; The Education Fund for Excellence in Miami-Dade Public Schools, Linda Lecht.

Dee Lee, Wachovia Foundation, Charlotte, NC, Dee.Lee@wachovia.com

Critical Issue 1: Leadership

**D04 School-Based Coaching: Negotiations and Professional Development That Can Sustain It**

School-based coaching is all the rage, but what makes it result in a more effective and engaging teacher? How can principals facilitate coaching success? Learn new research on administrative obstacles to coaching, one coaching approach, and professional development frameworks that can provide support. A coach staff developer, a researcher, and a school-based educator offer a forum for reflection on your model and how it relates to findings and frameworks.

Sonia Caus Gleason, Boston, MA, sc.gleason@verizon.net

Jill Harrison Berg, Harvard University, Jamaica Plain, MA, jhberg@gmail.com

Critical Issue 2: High-Performance Culture

**D05 Reframing Classroom Contexts: How New Teachers and Mentors View Challenges of Practice**

Based on New Teacher Center research, explore how novices and mentors frame challenges and issues related to student diversity. Expand on the work of Bolman and Deal by describing three ways of viewing classroom relations — managerial, human, political — that can be used to more equitably engage all students in learning. Discuss the research findings, analyze a case study, and apply learnings to your own case of practice.

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Janet Gless, New Teacher Center at University of California Santa Cruz, Santa Cruz, CA, jgless@ucsc.edu

Tomasita Villarreal-Carman, New Teacher Center at University of California Santa Cruz, Santa Cruz, CA, tomi@ucsc.edu

Critical Issue 3: Race, Class, and Culture
Highly Qualified Means High Quality: Tennessee Teacher Quality Academies

Leveraging NCLB to advance professional learning in schools, Tennessee developed and implemented Teacher Quality Academies to assist teachers in meeting NCLB requirements. In 2004-05, almost 1,000 teachers participated in summer academies to learn research-based strategies for math and reading while adding to their matrix for highly qualified teacher status. Math, reading/language arts, and science academies will be held in 2006.

Deborah Boyd, Tennessee Department of Education, Brentwood, TN, Deborah.Boyd@state.tn.us
John Scott, Tennessee Department of Education, Nashville, TN, John.W.Scott@state.tn.us
Sharon Yates, Nashville, TN, sharonyates@comcast.net

Critical Issue 4: Advocacy

Developing Teacher Leaders for a Culture of Continuity

School districts are often faced with a shortage of quality candidates for vacant leadership positions. To avoid this, the Mountain Brook School System established the Teachers as Leaders program. Learn how teacher leaders are selected, trained, and encouraged to develop their leadership skills. Hear about the impact of the program from multiple perspectives.

Linda Searby, University of Alabama at Birmingham, Birmingham, AL, lsearby@uab.edu
Charles Mason, Mountain Brook Schools, Mountain Brook, AL, masonc@mtnbrook.k12.al.us
Lisa Shaddix, Mountain Brook Schools, Chelsea, AL, shaddixl@mtnbrook.k12.al.us
David Stiles, Mountain Brook Schools, Mountain Brook, AL, stilesd@mtnbrook.k12.al.us

Critical Issue 1: Leadership

Behavior Coaching: Practical Strategies Coaches Can Use to Improve Teachers’ Classroom Management

Gain strategies coaches can use to assist teachers who want to improve their classroom management skills. Learn how instructional coaches can gather data on time-on-task, ratios-of-interaction, and opportunities to respond. See how coaches use that data in a coaching relationship with teachers to improve classroom management skills and student learning results.

Randy Sprick, Safe and Civil Schools, Eugene, OR, kimberly@safeandcivilschools.com
Jim Knight, University of Kansas, Lawrence, KS, jknight@ku.edu
Tricia McKale, Topeka Unified School District, Lawrence, KS, tmckale@yahoo.com

Critical Issue 2: High-Performance Culture

English Learners, At-Risk Students, and Standards: A Sheltered Professional Development Approach

Explore how one district trains and provides job-embedded support to staff as they face the challenge of assisting a diverse student population in reaching accountability mandates. Focus on the implementation of a research-based sheltered instruction model that meets the needs of English language learners and other struggling students in the mainstream classroom. Leave with examples and ideas from teacher leaders, staff developers, and administrators on raising the bar while narrowing the achievement gap.

Ann Farris, Boise School District, Boise, ID, ann.farris@boiseschools.org
Molly Jo de Fuentealba, Boise School District, Boise, ID, molly.fuentealba@boiseschools.org
Sheila Miller, Boise School District, Boise, ID, Sheila.miller@boiseschools.org
Brian Whitney, Boise School District, Boise, ID, brian.whitney@boiseschools.org

Critical Issue 3: Race, Class, and Culture

Blueprint for Intervention: A Learning Lab for Staff and Students

Low-achieving youngsters will never reach their full potential until we find an effective way to eliminate the gap caused through remediation. Explore how one school system applied a preview learning design and the use of a theory of change model to support staff development and student learning.

Marti Richardson, Knoxville, TN, marseiliar@aol.com
Fran Thomforde, Knox County Schools, Knoxville, TN, thomforde@k12tn.net

Critical Issue 2: High-Performance Culture

Developing Principal Leadership Through Cognitive Coaching

Providing support for principals is a priority for many districts. One form of support, coaching, holds promise for supporting principals working under stressful conditions. Interact with two coaches and a principal to learn ways to plan and implement coaching support for principals.

Jane Ellison, Center for Cognitive Coaching, Centennial, CO, ccsjane@aol.com
Isabel Andresen, Socorro Independent School District, El Paso, TX, iandre@sisd.net
Michele Wells, El Paso Collaborative for Academic Excellence, El Paso, TX, mwells@utep.edu

Critical Issue 1: Leadership
D12 Linking Professional Development With Student Achievement

Learn how leadership, learning communities, coaching, and accountability form a structure that results in increased student achievement in a large urban district. Experience how Duval County Public Schools, a diverse metropolitan district with more than 130,000 students in northeast Florida, implemented a standards-based, collaborative professional development model that resulted in improved classroom instruction and increased student achievement. Examine the lessons learned, the link to student achievement, and how districts can benefit from Duval County's experience.

Dawn Wilson, Duval County Public Schools, Green Cove Springs, FL, wilsond@educationcentral.org
Susan Wilkinson, Schultz Center for Teaching and Leadership, Jacksonville, FL, wilkinsons@educationcentral.org
Patricia Willis, Duval County Public Schools, Jacksonville, FL, willisp@educationcentral.org

Critical Issue 1: Leadership

D13 Eleven Practical Ways to Guide Teachers Toward Differentiation

Learn ways to implement key elements of differentiated instruction in your state, district, school, or classroom. Explore elements including formal and informal assessment, flexible grouping, and adjusting assignments. Receive a valuable observation checklist for identifying areas of strengths and needs. Move the philosophy of differentiation to a reality.

Carolyn Chapman, Creative Learning Connection, Thomson, GA, cchapman@carolynchapman.com
Rita King, King Learning Associates, Murfreesboro, TN, kingris@bellsouth.org

Critical Issue 2: High-Performance Culture

D14 Powerful Presentations

Would you like to facilitate more meaningful book studies and presentations while engaging participants more actively in the learning process? Experience research-based strategies for active learning. Add to your presentation toolbox, sharpen facilitation skills, and transfer new knowledge to the school and classroom setting.

Georgia Lane, El Paso ISD, Las Cruces, NM, gclane@episd.org
Kathy Seufert, El Paso ISD, El Paso, TX, kaseufer@episd.org

Critical Issue 2: High-Performance Culture

D15 A Collaborative Approach to Corrective Action

As states begin to intervene in schools that require corrective action, they have choices to make. Rhode Island has chosen a collaborative approach emphasizing partnerships with an outside agency, the districts involved, their schools, and unions. Explore some of the early successes of this approach. Analyze multiple interventions. Experience some of the job-embedded learning strategies used in the schools.

Leslie Hergert, Education Development Center, Newton, MA, lhergert@edc.org
Mary Canole, Rhode Island Department of Education, Providence, RI, mary.canole@ride.gov
Frances Gallo, Providence Public Schools, Providence, RI, frances.gallo@ppsd.org

Critical Issue 2: High-Performance Culture

D16 Using Common Assessments to Improve Student Achievement

The common formative assessment cycle provides a collaborative process for improving student achievement and increasing rigor in teacher-designed lessons. Learn how teams of teachers in one middle school design and administer common assessments, analyze student data, and use the results to inform instructional decisions. Experience the insights and teacher-developed strategies that are positively impacting math and literacy achievement, and developing professional community.

Diana Green, Public Education Foundation, Hamilton County Schools, Chattanooga, TN, green_d@hcde.org
Laura Croy, Chattanooga Middle Museum Magnet School, Chattanooga, TN, croy_laura@hcde.org
Julie Davidson, Chattanooga Middle Museum Magnet School, Chattanooga, TN, davidson_j@hcde.org
Melanie Biederman, Chattanooga Middle Museum Magnet School, Chattanooga, TN, biederman_melanie@hcde.org

Critical Issue 2: High-Performance Culture

D17 Improving the Principalship: Tennessee’s Principal Induction Academy

The Tennessee Department of Education provides induction academies for new assistant principals, principals, central office supervisors, and directors of schools. Learn about the components of the Beginning Principals Academy, including communication, relationship building, and the use of a school culture inventory. Hear the current evaluation of the process and results.

Dennis Bunch, Tennessee Department of Education, Nashville, TN, Dennis.Bunch@state.tn.us

Critical Issue 1: Leadership
D18  The Dynamic Trainer: Leaving No Brain Behind
What do you have to lose? Your participants! Learn the secret to capturing and keeping the attention of adults in your workshop. Experience how to engage the multiple intelligences and align presentations with how the brain best learns through cooperative learning. Come ready to explore active engagement structures, for immediate use in any training, to improve relationships, retention, meaning, and transfer.
Laurie Kagan, Kagan Professional Development, San Clemente, CA
Critical Issue 2: High-Performance Culture

D19  Transforming Teaching and Learning With Collaboration and Standards-Driven Instruction
Armed with the strategies, skills, and support to achieve shared goals, educators can measurably improve the quality of instruction and student learning. Examine how Abner S. Baker Central School in Colorado transformed its culture to establish standards-driven instruction and promote collaboration and professional learning. Learn strategies and frameworks to create SMART goals, align resources, foster collaboration, develop quality lessons, and create effective projects to measurably increase student achievement.
Cynthia Price, Abner S. Baker Central School, Fort Morgan, CO, cprice@morgan.k12.co.us
Christine Fiorini, Pearson Achievement Solutions, Cincinnati, OH, cfiorini@co-nect.net
Heather Sharp, Abner S. Baker Central School, Fort Morgan, CO, hsharp@morgan.k12.co.us
Critical Issue 2: High-Performance Culture

D20  Building Community Support for Professional Learning
How can a district ensure that its community understands and supports the need for professional learning? Learn about the significant role that teachers play in shaping this message for the community. Leave with strategies to use in your own school and district.
Joan Richardson, National Staff Development Council, Grosse Pointe Park, MI, joan.richardson@nsdc.org
Critical Issue 4: Advocacy

D21  Peer Coaching and Other Effective Strategies: Supporting the Veteran Teacher
How do you inspire, energize, and refine the pedagogical practices of the veteran teacher who may be struggling? Explore various intervention strategies that build trust and use data to effect growth. Leave with additional tools that can be used to decrease resistance and impact positively on educational practice.
Debbie Ecker, New York City Peer Intervention Program, New York, NY, Decker1002@aol.com
Lynne Ann Kilroy, New York City Peer Intervention Program, New York, NY, lak1322@aol.com
Barbara Ogurek, New York City Peer Intervention Program, New York, NY, ogurek93@aol.com
Critical Issue 2: High-Performance Culture

D22  Accelerating Educational Reform in Mathematics Through Teacher Leadership
Clear Creek ISD, in partnership with Marilyn Burns Education Associates, is building and sustaining a cadre of mathematics teacher leaders. Hear how this team leads and supports instructional improvement for mathematics in Clear Creek elementary schools. Explore the framework for this leadership initiative, the staff development that supports it, and the impact of the work on student learning.
Lue Bishop, Clear Creek ISD, League City, TX, lbishop@ccisd.net
Sue Chapman, Clear Creek ISD, League City, TX, schapma@ccisd.net
Lu Ann Weynand, Marilyn Burns Education Associates, San Antonio, TX, lweynand@mathsolutions.com
Critical Issue 2: High-Performance Culture

D23  Developing Content Literacy in Secondary Schools
Horry County Schools, South Carolina, working with TeachFirst, is implementing a schoolwide professional development model that provides literacy strategies to content-area teachers, a PLC framework for delivering these strategies to the classroom, and reporting tools to measure impact on all students, especially struggling readers and writers. Learn firsthand about the successes and challenges encountered. Leave with a blueprint for bringing literacy strategies to your middle or high school content teachers and their students.
Cynthia Ambrose, Horry County Schools, Conway, SC, cambros@do.hcs.k12.sc.us
Sandi Everlove, TeachFirst, Seattle, WA, severlove@teachfirst.com
Critical Issue 2: High-Performance Culture

“NASHVILLE NOTES”
Look for sessions with the icon and learn from colleagues producing successful results in high-poverty schools and/or communities.
D24
Does Kyle Get It?: Building Your Standards-Aligned Curriculum to Meet the Needs of All Learners
Bring active inquiry to the curriculum development and alignment process. Use and adapt the frameworks to your own site-specific curriculum question. Receive helpful hints based on the work of Tomlinson and McTighe to create academic standards indicators that meet the needs of all learners.
Jill Gildea, Libertyville Elementary School District #70, Village of Lakewood, IL, djillgildea@sbcglobal.net
Critical Issue 2: High-Performance Culture

D25
Creating a School Culture That Supports Novice Teachers and the Children They Teach
Learn how to effectively mentor novice teachers into the profession, keep them at your school, and ensure their success. Examine three components of effective mentoring, six different mentoring models, and how exemplary veteran teachers translate years of experience teaching children into effectively working with novice teachers.
Nancy Dana, University of Florida, Gainesville, FL, ndana@coe.ufl.edu
Kevin Berry, Alachua County Schools, Alachua, FL, kjb75@alltel.net
Darby Desmond, Alachua County Schools, Alachua, FL, desmondd@ufl.edu
Diane Yendol-Hoppey, University of Florida, Gainesville, FL, dyhoppey@coe.ufl.edu
Critical Issue 2: High-Performance Culture

D26
Leading Program Improvement: How School Leaders Can Build a Collaborative Process
How can leaders move from top-down improvement approaches to efforts based on shared leadership and collegial learning? Using mathematics as the subject area, study six key elements of a program improvement process and explore the tools and processes required to put these elements into practice. Learn to use research, build system leadership capacity, develop a vision and shared beliefs, create mechanisms for collaborative teacher learning, and manage the process of program change.
Mark Kaufman, TERC, Cambridge, MA, mark.kaufman@terc.edu
Critical Issue 1: Leadership

D27
Simply the Best
Learn to utilize student data to identify a school’s needs and establish professional development goals. See how research is used to provide quality teaching using Marzano’s principles through collaboration and adult learning communities. Discover how equity is achieved by class placement, implementing schedule changes, and teaching practices. See how goals and actions are validated by assessment.
Linda Foutch, Bixby Public Schools, Bixby, OK, lfoutch@bixbyps.org
Robin Cescon, Bixby Public Schools, Bixby, OK, rcescon@bixbyps.org
Suzie Smith, Bixby Public Schools, Bixby, OK, ssmit@bixbyps.org
Critical Issue 3: Race, Class, and Culture

D28
Coaching: Inception to Independence
Accountability and budget cuts require educators do more with fewer resources. Oakland Schools, partnering with Farmington Public Schools, have implemented a comprehensive elementary to high school coaching program. Learn the key aspects of an effective coaching program — format, content, and protocols. Consider what implementation issues support and what issues hinder establishing a coaching culture that teachers embrace.
Les Howard, Oakland Schools, Waterford, MI, howaussie@comcast.net
Julie Folkert, Farmington Public Schools, Farmington, MI, julie.folkert@farmington.k12.mi.us
Michelle Harris, Farmington Public Schools, Farmington, MI, michelle.harris@farmington.k12.mi.us
Norma Jean Sass, Farmington Public Schools, Farmington, MI, normajean.sass@farmington.k12.mi.us
Critical Issue 1: Leadership

D29
Coaching Teachers Toward Excellence in Implementing Explicit Literacy Instruction
Examine the components of explicit literacy instruction as well as an easy-to-use instrument for monitoring literacy teaching. Apply knowledge about explicit teaching to written scenarios and videotaped lessons of classroom literacy instruction.
Nancy Boyles, Southern Connecticut State University, Branford, CT, nancyboyles@earthlink.net
Anne Fleming, Orange Public Schools, Branford, CT, aframing@orange-ed.org
Darla Miner, Orange Public Schools, Oxford, CT, boringauntie@sbcglobal.net
Critical Issue 1: Leadership

“NASVILLE NOTES”
FOR TENNESSEE EDUCATORS ONLY
Professional Development Units for TASL-mandated individuals are available for attending the NSDC Conference. Information will be available on site.
D30
Using Coaching and Facilitation Skills to Help Groups and Individuals Work Through Change

Learn how to use coaching and facilitation skills in helping groups work through the concerns and issues associated with change. Review strategies for reflecting, making the change more easily understood, assessing people’s level of concern, establishing facilitator/coach self-protection, and working with implementation blockers. Leave with practical tools that can be immediately implemented to help groups or individuals work through change.

John Eller, Southwest Minnesota State University, Lake Elmo, MN, jellerthree@aol.com
Sheila Eller, Stillwater Public Schools, Lake Elmo, MN, ellers@stillwater.k12.mn.us

Critical Issue 2: High-Performance Culture

D31
Coaching School Results

To be a powerful and effective coach requires skill that is best developed by experiencing coaching firsthand. Give yourself the opportunity to observe coaching skills and language while experiencing its benefits. Coaching School Results members are providing the gift of a one-on-one coaching session with a professional coach. Give yourself 60-120 minutes to explore your confidential goals and dreams. Imagine the possibilities: a goal made clear, a plan evolved, multiple solutions for a tough situation.

Kathryn Kee, Coaching School Results, Shady Shores, TX, kathykee@coachingschoolresults.com
Karen Anderson, Mesquite, TX, kanderson97@comcast.net
Marceta Reilly, Hoyt, KS, marcetar@aol.com
Frances Shuster, Flower Mound, TX, fshuster@comcast.net
Diana Williams, Millersport, OH, dwilli139@aol.com

Critical Issue 2: High-Performance Culture

“NASHVILLE NOTES”

Bring your tickets to sessions. Tickets guarantee you have a seat and the presenter has the correct number of handouts.

As your knowledge grows, your influence multiplies.

WALDEN UNIVERSITY
A higher degree. A higher purpose.
Affective Communication to Effect Change
Learn how instructional leaders can become more skilled at engaging in difficult conversations to support the change process, focus upon student improvement, share research and instructional strategies, and develop a common understanding about effective teaching and learning.
Kathleen Raphael, Lewis-Palmer District #38, Monument, CO, kraphael@lewispalmer.org

Rekindling the Passion: The Courage to Teach
Hear about the Courage to Teach program and discover how it helps teachers and school leaders create trustworthy spaces for teaching and learning.
Edward Tobia, Center for Teacher Renewal, Austin, TX, etobia@austin.rr.com
Terry Chadsey, Center for Courage and Renewal, Bainbridge Island, WA, terry@couragerenewal.org
Martha Loyd, Arlington ISD, Arlington, TX, marthaloyd@comcast.net

Supporting the Growth of New and Experienced Principals
Learn about induction and performance appraisal systems that are research-based and support principal growth.
John Holloway, Educational Testing Service, Princeton, NJ, jholloway@ets.org

Extensive Makeover: Induction Edition
Explore a teacher induction program that uses a variety of best practice learning strategies, structures, and protocols to support and grow new teachers.
Marie Revak, Lewis-Palmer District #38, Monument, CO, mrevak@lewispalmer.org
Maggie Mechtly, Lewis-Palmer School District #38, Colorado Springs, CO, mmechtly@lewispalmer.org
Kathleen Raphael, Lewis-Palmer District #38, Monument, CO, kraphael@lewispalmer.org

Using Data to Develop Goal-Oriented Team Collaboration
Acquire strategies to lead teacher teams in formative assessment and goal-oriented collaboration.
Bobby Cox, Warren County School System, McMinnville, TN, coxb7@k12tn.net
Bonnie Collier, Warren County School System, McMinnville, TN, collierb01@k12tn.net

Effective Teacher Leadership in Urban Teacher Induction
Learn about Urban Specialist Certificate Program’s creative structure, learning experiences, and impact data. Consider how the program’s various components could influence your own models of teacher leadership and induction.
Cheryl Kershaw, Great Schools Partnership, Knoxville, TN, ckershaw@utk.edu
Mary Ann Blank, University of Tennessee, Loudon, TN, mblank@utk.edu
Rodney Russell, Knox County Schools, Knoxville, TN, russellr@k12tn.net
Donna Wright, Knox County Schools, Knoxville, TN, dwright@icx.net

Building P.R.I.D.E. at the Lion’s Den
Learn five key strategies that will enhance student achievement, are inexpensive to implement, and form the basis of a professional learning community.
Gayle Adkinson, Gwinnett County Public School System, Suwanee, GA, gayle_adkinson@gwinnett.k12.ga.us
Rosemarie Placek, Gwinnett County Public School System, Suwanee, GA, rosemarie_placek@gwinnett.k12.ga.us

The Role of Technology in Induction to Improve Student Learning
Time, money, and personnel are some of the challenges that present themselves when implementing a teacher induction program. Technology can assist in addressing these challenges. Explore strategies for using online video cases to facilitate pedagogical conversations between beginning teachers. Create a framework for infusing technology into their teacher induction efforts. Review two years of student achievement findings from one teacher induction program.
Heidi Blair, Northern Arizona University, Tempe, AZ, hcblairade@mac.com
Patty Horn, Northern Arizona University, Phoenix, AZ, patty.horn@nau.edu
Kristin Metler-Armijo, Pendergast School District, Phoenix, AZ, kmetler@pendergast.k12.az.us

Facilitating Teacher Learning in Mathematics: A Videocase Approach
Discover how using video cases of mathematics professional development can be used to improve future professional development for teacher of mathematics.
Cathy Carroll, WestEd, Redwood City, CA, ccarroll@wested.org
Judy Mumme, WestEd, Camarillo, CA, jmumme@wested.org
The Learning Cycle of Leadership: Quality Professional Development Impact

Preview a model of teacher leadership embedded in diverse school district settings, from suburban to urban to rural.

Sharon Kortman, Arizona State University, Tempe, AZ, sharon.kortman@asu.edu
Andi Fourlis, Scottsdale Unified School District, Scottsdale, AZ, afourlis@susd.org
Christie Olsen, Lake Havasu Unified School District, Lake Havasu City, AZ, colsen@havasu.k12.az.us

Principal Inquiry and Mentoring: A Model Leadership Academy

Examine the structure and content of a principal leadership academy and the professional development components that have made it successful.

Marsha Hill, North East Florida Educational Consortium, Palatka, FL, hilm@nefec.org
Jason Arnold, North East Florida Educational Consortium, Palatka, FL, arnoldj@nefec.org

Making a Difference One Person at a Time

Learn how exemplary attributes of leadership development programs, new teacher programs, facilitation programs, professional reading programs, and mentoring programs work together to empower individual educators to create, implement, and sustain individualized learning plans providing evidence-based research to validate continuous improvement.

Gaylynn Parker, University of Southern Mississippi, Moss Point, MS
Karen Button, Thames Valley District School Board, London, ON, Canada, k.button@tvsb.on.ca

Writing and English Language Learners: Decoding the Talent Through Grammatical Flaws in Writing

English language learners - students who live in homes where a language other than English is spoken - often display talents that may not at first be obvious in their writing. If one looks beyond the grammatical flaws, one begins to see what students bring to their writing. Hear best practices to support students writing and reflect on your own thinking about English language learners.

Varda Philippou, Australian United States Services in Education, New York, NY, barbara@76@hotmail.com
Rosa Delgado, Australian United States Services in Education, New York, NY
Rachel Knaizer, New York Board of Education, Bronx, NY, fnnvalentine@hotmail.com

Parents Do Care: How to Build Communication and Involvement With Teachers and Schools

Examine sample findings from research and focus on ways teachers can become more comfortable with and skilled in involving parents.

Jan Miles, New Teacher Center, University of California, Santa Cruz, Santa Cruz, CA, jmiles@ucsc.edu
Kathleen Hoover-Dempsey, Vanderbilt University, Nashville, TN

NSDC Academy Preview

Join Stephanie Webb and NSDC Academy graduates to learn more about Academy expectations, programs, and benefits.

Stephanie Webb, Florida Department of Education, Fort Myers, FL, Stephwebb46@aol.com

NSDC Board of Trustees Focused Conversation

Join NSDC Board of Trustees members to discuss how the Council’s efforts are assisting you to achieve NSDC’s goal: All teachers in all schools experiencing high-quality professional learning as part of their daily work by 2007.

William Sommers, SEDL, Austin, TX, WSommers@sedl.org
Karen Dyer, Center for Creative Leadership, Greensboro, NC, dyerk@leaders.ccl.org
Sharon Jackson, Texas Education Agency, Austin, TX, Sharon.jackson@tea.state.tx.us

Building the Capacity for a High-Quality Mentoring Program

Learn how sharing expertise through a mentoring program results in benefits for students.

Michelle Contich, Williamson County Schools, Franklin, TN
Melonye Lowe, Williamson County Schools, Franklin, TN

How to Write a Proposal to Present at an NSDC Conference

Learn how to apply rubric-based criteria for proposal development.

Cheryl Gray, Southern Regional Education Board, Atlanta, GA, cheryl.gray@sreb.org

“NASHVILLE NOTES”
Register for a roundtable session and learn about two programs for the price of one.
This will allow you to attend the following sessions:

**E02: Questions and Answers with Tommie Lindsey**
2:15 p.m.-3:15 p.m.

**F01: Distinguished Lecture Hayes Mizell**
3:15 p.m.-4:15 p.m.

Please see the individual session listings for program descriptions.

**Critical Issue 3: Race, Class, and Culture**

**E02**
Questions and Answers With Keynote Speaker Tommie Lindsey

Keynote speaker Tommie Lindsey will address your questions in this special session following his keynote address Monday afternoon. This session will conclude after one hour.

Tommie Lindsey, James Logan High School, Union City, CA, Tommie_lindsey@hhusd.k12.ca.us

Critical Issue 3: Race, Class, and Culture

**E03**
NSDC Affiliate Leaders Meeting

Hear from your national leaders. Gather new strategies for aligning your work with NSDC’s strategic goal of all teachers in all schools having high-quality professional learning as part of each work day by 2007. This session is limited to designated NSDC affiliate leaders.

Dale Hair, Kennesaw, GA, dale@joehair.com
William Sommers, SEDL, Austin, TX, wsommers@sedl.org
Karen Anderson, Mesquite, TX, kanderson97@comcast.net

Critical Issue 3: Race, Class, and Culture

**E04**
Shaping School Culture to Support Professional Learning

Examine ways to shape positive school culture that support professional learning. Gain a deeper understanding of Balanced Leadership (McREL) and school culture. Learn ways to read, assess, and build strong professional learning cultures. Practice useful strategies to reinforce cultural beliefs, enhance affirmation, and provide intellectual stimulation that fosters second-order changes to culture.

Kent Peterson, University of Wisconsin-Madison, Madison, WI, kpeterson@education.wisc.edu

Critical Issue 2: High-Performance Culture

Advanced

**E05**
School Leadership Teams: Debunking the “Leader-as-Hero” Model

Real school change involves principals, teachers, parents, students, and the community in visioning and bringing a razor-sharp focus on instruction. Simulate real-life experiences from the work of states and districts in the Wallace Foundation network. Examine roles, identify effective change management practices, and gain effective leadership team techniques.

Jody Spiro, Wallace Foundation, New York, NY, jspiro@wallacefoundation.org
Lois Adams-Rodgers, Council of Chief State School Officers, Washington, DC, loisar@ccso.org
Andy Cole, Fairfax County Public Schools, Falls Church, VA, Andy.Cole@fcps.edu
Jacquelyn Wilson, University of Delaware, Georgetown, DE, jowilson@udel.edu

Critical Issue 1: Leadership

**E06**
Engaging and Motivating Urban Students of Color in the Learning Process: The UAB TRUST — Training and Retaining Urban Student Teachers

There is enough evidence to support that all children, especially those in urban classrooms, can meet and exceed standards. Learn how students can be actively engaged in the learning process through well-developed lessons that focus on language and culture. Find out about the TRUST Initiative in Birmingham City Schools and how teachers are currently engaged in a highly effective professional development program.

Mamie Merrifield, National Urban Alliance for Effective Education (NUA), El Paso, TX, mmerrifield@sbcglobal.net
Ahmes Askia, NUA, Lake Success, NY, Aaskia@aol.com
Elaine Hill, Birmingham City Schools, Birmingham, AL, emhill@bhamcityschools.org
Debbie Voltz, University of Alabama at Birmingham, Birmingham, AL, voltz@uab.edu

Critical Issue 3: Race, Class, and Culture

**E07**
Creating Your Leadership Legacy: Developing High-Performing Leaders At All Levels

Create your leadership legacy by developing high-performing leaders. Learn how to apply performance leadership, and coaching to create the structures, processes, and conditions for employee success. Draft a plan for distributing leadership to tap the talents, strengths, and value of each individual to improve teaching, learning, and organizational effectiveness.

Gale Hulme, Georgia’s Leadership Institute for School Improvement, Duluth, GA, gale.hulme@galeaders.org
Deb Page, Georgia’s Leadership Institute for School Improvement, Atlanta, GA, deb.page@galeaders.org
Ruth O’Dell, Houston County Schools, Warner Robins, GA, RODell@hcbe.net

Critical Issue 1: Leadership
E08
U.S. Partners in Learning Mid Tier Projects: Examining Technology’s Role in Scaling Up Education Innovations

Partners in Learning is Microsoft’s flagship digital inclusion program aimed at impacting public education through innovative uses of technology and helping to empower teachers and students to achieve their full potential. The goal of the Microsoft U.S. Partners in Learning Mid-Tier grants is to identify pockets of innovation, scale those innovations by leveraging available relationships and resources, examine technology in the scaling process, and learn about the scaling process by studying the Mid-Tier projects’ evolution and outcomes. Six of the 12 grants focus on the importance of influencing teachers and are experimenting with the effectiveness of online learning communities in particular. This panel presentation will highlight the Mid-Tier projects and their impact to date.

Allyson Knox, U.S. Partners in Learning, Microsoft Corporation, Washington, DC, allyknox@microsoft.com

Critical Issue 1: Leadership

E09
The Coach’s Portfolio: How District/Campus Coaches Demonstrate Impact on Student Learning

Now that you have committed to creating and staffing an instructional coaching program for your district, how do you define the role of the coaches and evaluate their performance as it impacts student learning? Gain knowledge and insight about the processes used to create a framework for documenting and evaluating the impact of instructional coaches on student learning. Review research and best practices that support the framework.

Jolene Yoakum, La Porte Independent School District, League City, TX, joparr@earthlink.net
Sheryl Alexander, La Porte Independent School District, La Porte, Texas, alexanders@lpisd.org
Patty White, La Porte Independent School District, La Porte, TX, whitep@lpisd.org

Critical Issue 2: High-Performance Culture

E10
Building Shared Knowledge About Mathematics Teaching: Using Lesson Study in a PLC

Teachers can make significant changes in their practices as they strive to realize a department or school vision. Examine how mathematics educators at Adlai E. Stevenson High School have used lesson study groups to design, implement, and reflect on a lesson. Learn how to implement a lesson study model in your school to help teachers deepen their understanding of content knowledge and pedagogy.

John Carter, Adlai E. Stevenson High School, Lincolnshire, IL, jcarter@district125.k12.il.us
Robert Gammelgaard, Adlai E. Stevenson High School, Lincolnshire, IL, rgammelgaard@district125.k12.il.us
Janet Gonzalez, Adlai E. Stevenson High School, Lincolnshire, IL, jgonzalez@district125.k12.il.us
Michelle Pope, Adlai E. Stevenson High School, Lincolnshire, IL, mpope@district125.k12.il.us

Critical Issue 2: High-Performance Culture

E11
Administrator Mentoring: Professional Learning Relationships That Make a Difference

Learn about a process for establishing a districtwide mentorship program for new and experienced principals and assistant principals. Presenters will share their experiences of working together in co-mentoring groups to create professional learning communities. Gain a deeper understanding of the critical issues associated with the type of mentoring and coaching that is intended to support, strengthen, and enrich leadership practice throughout the course of one’s career.

Michele Dick, St. Albert School District, St. Albert, AB, Canada, dickm@spschools.org
Larry Dick, St. Albert School District, St. Albert, AB, Canada, dickl@spschools.org
Les Kirchner, St. Albert School District, St. Albert, AB, Canada, kirchnerl@spschools.org

Critical Issue 1: Leadership

E12
Using Data as a Catalyst to Dialogue About Race, Class, and Culture

Disaggregated student learning data provides a rich opportunity for examining tacit assumptions about diverse students and their potential. Learn how to mine this opportunity by applying a cultural proficiency lens to data analysis, engaging in data-driven dialogue, and gaining insights from the experience of practitioners who are putting these tools to work in their schools.

Nancy Love, TERC, Cambridge, MA, nancy_love@terc.edu
Franklin CampbellJones, Rowan University, Ellicott City, MD, campbelljonesassoc@comcast.net
Brenda CampbellJones, CampbellJones & Associates, Ellicott City, MD, campbelljonesassoc@comcast.net
Jacqueline Canarton, Howard County Public School System, Ellicott City, MD, jackie_conarton@hcpss.org

Critical Issue 3: Race, Class, and Culture
E13
Got New Teachers? Got Mentors!

Every new teacher benefits from a personal mentor. Discover how guided, specific training can help turn those experienced, veteran teachers in your district into effective site-based mentors. Engage in training activities that have been successfully implemented in Las Cruces Public School's cost-effective, site-based mentoring program. Leave with resources and a CD to assist with the training of site-based mentors in your district.

Pete Dinger, Las Cruces Public Schools, Las Cruces, NM, pdinger@lcps.k12.nm.us
Jane Gurnea, Las Cruces Public Schools, Las Cruces, NM, jgurnea@lcps.k12.nm.us

E14
Cultivating Teacher Leadership: A Statewide Perspective

The Connecticut State Department of Education, in cooperation with Central Connecticut State University and EASTCONN, a regional service agency, has developed a conceptual framework and program components that states, districts, and schools can use to support the expansion of teacher leadership. Learn how to strengthen teachers' instructional, analytic, and organizational skills. Examine the relationship between teacher inquiry in the classroom and teacher leadership strategies that promote schoolwide changes in culture.

Sharon Fuller, Connecticut State Department of Education, Hartford, CT, sharon.fuller@po.state.ct.gov
Tony Rigazio-DiGilio, Central Connecticut State University, New Britain, CT, digilio@ct.gov
Christine Sullivan, Connecticut State Department of Education, Hartford, CT, christine.sullivan@po.state.ct.us

E15
Narrowing the Achievement Gap of Students With Special Needs

Discover how to alleviate much of the stress and anxiety administrators and teachers feel regarding students with special needs. Learn about various disabilities and proven methods and strategies to increase the academic achievement of students with these disabilities. See what effective special education instruction looks like. Learn to modify content and performance standards for students with special needs and how to provide positive, proactive behavioral support.

Jaime Christensen, University of Memphis, Lakeland, TN, jdcristen@memphis.edu
Kay Reeves, University of Memphis, Memphis, TN, kayrevis@memphis.edu

E16
InterRater Reliable: A Collaborative Literacy Approach to Building Learning Communities

Experience, share, and celebrate in the journeys of four districts engaged in crucial, courageous conversations focused on their shared responsibilities for maximizing learning opportunities for all students. Examine both context and process research linking staff development and student learning in a multidistrict approach. Review the standards grounded in the research around learning communities, distributive leadership, quality teaching, collaboration, and maximizing resources.

Gail Worrell, Zion-Benton Township High School District #126, Elgin, IL, gailworrell@hotmail.com
Jennifer Berne, National Louis University, Wheeling, IL, JenniferBerne@nl.edu
Sheryl Gray, Zion District #6, Zion, IL, sgray@zion.k12.il.us
Matt Silverman, Beach Park School District #3, Zion, IL, mjsilverman@bpd3.lake.k12.il.us
Pat Hodge, Winthrop Harbor District #1, Winthrop Harbor, IL
Rhonda Johnson, Zion District #6, Zion, IL, rjohnson@zion.k12.il.us
Denise Rattigan, Zion District #6, Zion, IL, drattigan@zion.k12.il.us

E17
Time for Testing and Teaching, Not Teaching to the Test

Experience a process for developing classroom assessments that provide valid and reliable information. Learn how an accountability system, the School-Based Teacher-Led Assessment and Reporting System (STARS) creates and supports a culture of collaboration and professional learning. Finally, understand how the process of developing and using classroom-based assessments can guide the transformation of instructional practices.

Paula Mellinger, Educational Service Unit 10, Kearney, NE, pmelling@esu10.org
Chad Dumas, Educational Service Unit 10, Kearney, NE, cdumas@esu10.org
Barb Friesth, Educational Service Unit 7, Columbus, NE, bfriesth@esu7.org
Ginger Meyer, Sandhills Schools Consortium, Merna, NE, gland@esu10.org
Lynne Swantz, Columbus Public Schools, Columbus, NE, lswantz@esu7.org

Critical Issue 2: High-Performance Culture
Closing the Achievement Gap: A Growing Need for Cultural Responsiveness

National performance assessments, advanced placement course enrollment, high school graduation rates, and college entrance and completion rates reveal the severity of the achievement gaps among minority and low-income students. Experience specific practices that help develop culturally proficient schools in order to reduce and eventually close the achievement gaps. Gain a better understanding of the tenets of cultural competency and the importance of enacting a culturally responsive standards-based curriculum.

Monique Chism, Learning Point Associates, Naperville, IL, monique.chism@learningpt.org
Constanza Hazelwood, Learning Point Associates, Traverse City, MI, constanza.hazelwood@learningpt.org
Claudette Rasmussen, Learning Point Associates, Naperville, IL, claudette.rasmussen@learningpt.org

Critical Issue 3: Race, Class, and Culture

Teaching in the 21st Century: Information and Communication Literacy

Engage in hands-on activities that demonstrate how information and communication literacy promotes thinking and problem solving, strong communication, plus interpersonal and self-direction skills in 21st-century classrooms. Learn ways to integrate 21st-century learning skills into core subjects to create authentic learning at every grade level in every discipline.

Deborah Hodge, Episcopal High School, Jacksonville, FL, hodged@episcopalhigh.org
Donald Reutt, Episcopal High School, Jacksonville, FL, reuttd@episcopalhigh.org

Critical Issue 2: High-Performance Culture

Powerful Presentations: Brain-Friendly Presentation Skills

Need to brush up on your presenting skills? Want to know how to make your presentation livelier? Want to learn some new tools and strategies to help get everyone involved in the presentation? Want to help people make meaning of content? Learn what we’ve learned working with adult learners and have lots of fun, too.

Deborah Estes, Estes Group, Sherman, TX, de@estes-group.com

Critical Issue 2: High-Performance Culture

Learning-Focused Collaboration and Improved Student Learning

There is no recipe for how to promote and sustain learning-focused collaboration, but research has identified commonalities present in all improving schools. At Bangkok, a cadre of learning leaders, both teachers and administrators, share the goal of improving student learning. Learn elements necessary to transform schools into collaborative cultures in which all teams, departments, and leadership groups effectively utilize tools and skills of collaboration for rigorous examination and improvement of practices related to student learning.

Deborah Welch, International School Bangkok, Nonthaburi, Thailand, debw@isb.ac.th
Ann Straub, International School Bangkok, Nonthaburi, Thailand, anns@isb.ac.th

Critical Issue 2: High-Performance Culture

Taking Charge of Your Positive Direction

Learn Consistent Positive Direction (speaking, writing, learning in a positive direction) that supports interactions and interventions with students, colleagues, and parents. Discover how to accelerate student achievement, promote collaboration, and increase positive direction in school climate. Using real-life, real-time issues, through experiential learning; role play; inquiry-based interaction; and conversation, understand how to use Consistent Positive Direction to build high-performance belief systems for the achievement of every student.

J. Bert Freeman, T.A.L.K. Associates, Newark, DE, jbertfreeman@UnityofEffort.com
Patricia Guzzo, Brandywine School District, Claymont, DE, patricia.guzzo@bsd.k12.de.us

Critical Issue 2: High-Performance Culture

Helping Teachers Work With Struggling Students

The plight of struggling students is hard to ignore in this era of high-stakes tests. Struggling students challenge schools and teachers at all grade levels. Participants will define and describe struggling students; look at educators’ beliefs about them; explore how to help educators with changes in culture, structure, program, curriculum, governance, and policy that can help all students succeed; and apply what they have learned to schools they know well.

Lois Easton, Boulder, CO, leastoners@aol.com

Critical Issue 2: High-Performance Culture

“NASHVILLE NOTES”
Purchase NSDC audiotapes of selected keynotes and lectures. Extend your learning beyond the conference.
E24

Turning on the Light Bulb: How Instructional Coaches Can Use Scientifically Proven Content Enhancement

What scientifically proven teaching practices can instructional coaches use to help teachers increase student understanding of content? Content enhancement routines are sets of procedures teachers can use to introduce bodies of content, to unpack critical questions, and to identify major relationships within content. Learn how to embed these routines in the components of instructional coaching.

Jim Knight, Kansas University Center for Research on Learning, Lawrence, KS, jknight@ku.edu
Lynn Barnes, Kansas University, Lawrence, KS, lbarnes@topeka.k12.ks.us
Devona Dunekack, USD 501 Topeka School District, Lawrence, KS, ddunekac@topeka.k12.ks.us

Critical Issue 2: High-Performance Culture

E25

Having Hard Conversations

As administrators, coaches, or teacher leaders, we often confront situations where difficult topics must be addressed. What do we know about the best strategies for those moments? What questions should we be asking ourselves before we speak, and what environments are best for when we do speak? Based on research around conflict and interpersonal communications, develop an action plan and gain scripting tools for having necessary hard conversations.

Jennifer Abrams, Palo Alto Unified School District, Palo Alto, CA, jenabrams@earthlink.net

Critical Issue 4: Advocacy
There is evidence that an increasing number of public school systems are embracing practices proposed by NSDC.

To what extent has NSDC won in its two decades-old effort to improve the form and results of professional development? What course should visionary advocates for professional learning chart for the future?

Hayes Mizell, NSDC, Columbia, SC, hmizell@msn.com

Critical Issue 4: Advocacy

In New Orleans in 2003, district teams established a learning community focused on developing capacity to address racial achievement gaps through Courageous Conversation and Courageous Leadership. Be prepared to discuss the work that occurred in your district over the past two years. Receive coaching on how to deepen your understanding of systemic equity/anti-racist transformation. Problem solve around critical issues with other members of the learning community as a way of developing your future work.

Glenn Singleton, Pacific Educational Group, San Francisco, CA, glenn@pacificeducationalgroup.com

Critical Issue 3: Race, Class, and Culture

F03
Principals and Teachers: Partners in Leadership

Review strategies principals can use to promote, build, and sustain teacher leadership. Consider how principals’ beliefs and actions can nurture and support teacher leadership. Explore a model incorporating three principles that guide leadership behaviors to make teacher leadership a reality.

Anita Pankake, University of Texas Pan American, Edinburg, TX, apankake@panam.edu
Gayle Moller, Western Carolina University, Franklin, NC, moller@email.wcu.edu

Critical Issue 1: Leadership

F04
Transforming School-Based Leadership to Transform High School

Join a conversation that focuses on the transformation of big high school hierarchical leadership to a model of distributed leadership linked to student achievement. Raise your questions and issues in discussions with the superintendent, principal, and assistant principal. Talk with the coaches and external partners guiding the change process.

Gerry House, Institute for Student Achievement, Lake Success, NY, ghouse@isa-ed.org

Critical Issue 2: High-Performance Culture

F05
Teacher Working Conditions Are Student Learning Conditions

Although businesses and other organizations often focus on employee satisfaction related to the workplace, many schools often struggle to address critical working conditions isolating teachers in classrooms with closed doors, failing to supply basic materials, inundating them with nonessential duties, allowing little input into decision making, and offering little opportunity for career advancement and professional growth. Share research based on more than 100,000 surveys in five states, demonstrating how working conditions affect student learning and teacher turnover. The presenter will share promising practices and tools to reorganize schools to ensure that teachers are well supported in their efforts to help all children learn.

Eric Hirsch, Center for Teaching Quality, Chapel Hill, NC, ehirsch@teachingquality.org
Melissa Rasberry, Center for Teaching Quality, Chapel Hill, NC, mrasberry@teachingquality.org

Critical Issue 2: High-Performance Culture

F06
The Art of Teaching: Mentoring Good Teachers to Greatness

The Art of Teaching program helps experienced, capable teachers become great or gifted professionals through two years of intensive mentoring. Examine details of the program’s mentoring cycle consisting of planning, observation, feedback, and reflection. Hear firsthand accounts about the program’s effectiveness from teachers and administrators. Walk away with new ways to provide effective, high-quality staff development for experienced teachers.

Judy Johnson, Cotsen Family Foundation, Los Angeles, CA, jjohnson@cotsen.org
Jerry Harris, Santa Monica-Malibu Unified School District, Santa Monica, CA, jharris@mail.smmusd.org
Sean Lindsay, Long Beach Unified School District, Signal Hill, CA, slindsay@lbusd.k12.ca.us
Barbara Golding, Cotsen Family Foundation, Los Angeles, CA, bgolding@cotsen.org

Critical Issue 2: High-Performance Culture
F07
Teacher Evaluation Need Not Frame the Teacher: The Tennessee Framework for Evaluation and Professional Growth

The Tennessee Department of Education uses the power of teacher evaluation and NCLB highly qualified requirements to facilitate a statewide system of teacher evaluation that is research-based and standards-based. The Tennessee Framework for Evaluation and Professional Growth provides a framework for teacher evaluation, teacher self-assessment, and teacher professional growth aligned to student instructional needs. Learn how teacher evaluation can be a positive tool for teacher quality.

John Scott, Tennessee Department of Education, Nashville, TN, John.W.Scott@state.tn.us
Deborah Boyd, Tennessee Department of Education, Nashville, TN, Deborah.Boyd@state.tn.us
Sharon Yates, Nashville, TN, sharonyates@comcast.net
Critical Issue 4: Advocacy

F08
High-Quality Professional Learning: The Breaking Ranks Model

Learn to use Breaking Ranks tools, self-assessments, and skill-building templates to build the kind of collaborative learning communities that close achievement gaps and ensure higher achievement for all students. Leave the session armed with strategies that will allow you to begin professional learning conversations with your school team that will lead to improved teaching and learning for each student.

Janice Ollarvia, NASSP, Reston, VA, jollarvia@msn.com
John Nori, NASSP, Reston, VA, norij@principals.org
Critical Issue 1: Leadership

F09
Professionally Developing a Title I Schoolwide Plan

See how schoolwide planning can involve district personnel and individual school leaders such as teachers, parents, administrators, and community members. Learn how to develop leadership skills and encourage the school community to work together for student achievement.

Barbara Presler, Arizona Department of Education, Phoenix, AZ, bpresle@ade.az.gov
Nancy Konitzer, Arizona Department of Education, Phoenix, AZ, nkonitz@ade.az.gov

Critical Issue 1: Leadership

Robert Coccagna, Arizona Department of Education, Phoenix, AZ, rcoccag@ade.az.gov
Lois Kruse, Arizona Department of Education, Phoenix, AZ, lkruse@ade.az.gov

Critical Issue 4: Advocacy

F10
Developing a Community of Learners: Amplifying Strengths to Integrate Technology

Columbus Park School is engaged in a technology project supported by HP Technology for Teaching Grant Initiative to train teacher mentors, integrate technology throughout the curriculum, and amplify positive deviance. Experience the process, tools, and resources used to build collaboration and promote technology development and use. Hear how this work results in improved student achievement in one urban school.

Jayne Cardin, Worcester Public Schools, Worcester, MA, cardinj@worc.k12.ma.us
Sarah Hebert, Worcester Public Schools, Worcester, MA, heberts@worc.k12.ma.us
Marilyn McNickles, Worcester Public Schools, Worcester, MA, mcnicklesm@worc.k12.ma.us

Critical Issue 3: Race, Class, and Culture

F11
Coaching Your Staff to Success Using the Afterschool Training Toolkit

Explore the National Partnership’s Afterschool Training Toolkit. Hear an overview of the components and the research base for the project. Discover ways the toolkit is linked to school day curriculum and the standards for literacy, math, science, and the arts. Learn how afterschool leaders can use the toolkit as a staff development resource to coach instructors to success in embedding academics in enrichment activities.

Deborah Donnelly, Southwest Educational Development Laboratory, Austin, TX, ddonnell@sedl.org

Critical Issue 3: Race, Class, and Culture

F12
Leadership Is the Silver Bullet in School Improvement

It is often said that there is no silver bullet in school improvement. Maybe not, but if there is a silver bullet, it is school leadership. Only recently has research converged to give a clear picture of the characteristics of effective school leadership. Join this thought-provoking and engaging session. Leave with the tools and processes you need to lead the way to increased student learning and performance.

Dawn Billings, School Synergy, Salem, OR, dawn.school.synergy@comcast.net
Mardale Dunsworth, School Synergy, Salem, OR, mardale.school.synergy@comcast.net

Critical Issue 1: Leadership
District Leaders Are More Effective When Armed With Technology Tools
Discover how comprehensive, technology-based management tools redirect the focus and work patterns of curriculum, staff development, and human resource leaders to what's most important and what leads to the greatest gains. Evaluate selection and implementation procedures and resulting cost, time, and spin-off benefits. Experience demonstrations of the solutions and key features. Hear reflections and lessons learned.
Sandra McLeroy, Region VI Education Service Center, Huntsville, TX, smcleroy@esc6.net
Rachelle Ferguson, Grapevine-Colleyville ISD, Keller, TX, rfferguson@sspweb.com
Nancy Hollis, Region VI Education Service Center, Huntsville, TX, nhollis@esc6.net
Raylene Renfrow, , Marquez, TX, rrenfrow@directway.com

Forging Community-District-School Connections to Reinvent Schools for Secondary Students
Sustainable school reform requires profound change in the hearts and minds of all stakeholders. Learn how leaders of a large urban district collaborated with community organizations to create communities of learners within and across its secondary schools. Take away structures and protocols that you can use to enhance your own district or school improvement efforts.
Ismahen Kangles, Hamilton County Public Schools, Chattanooga, TN, ikangles@pefchattanooga.org
David Cowan, Hamilton County Public Schools, Chattanooga, TN, cowan_d@hcde.org
Bill Kennedy, Public Education Foundation, Chattanooga, TN, billk@pefchattanooga.org
Jackie Walsh, Walsh Consulting Group, Montgomery, AL, walshja@aol.com

A Simple Tool for High-Performing Teachers and Students: The Red Folder
The staff at the Jonsson Community School in Dallas use the Red Folder process to improve student achievement and coach teachers to high levels of instructional impact. Learn about this simple, job-embedded tools, see video clips of collaborative teacher planning in Red Folder meetings, and understand how the tool serves as the critical coaching mechanism to help teachers tailor instruction to their individual students.
Michael Murphy, Institute for Excellence in Urban Education, Dallas, TX, mmurphy@salesmanshipclub.org

Sustaining Systemic Professional Learning With Online Technology
Examine how Binghamton School District and Harvard’s WiDE World professional development programs use online technologies and the Teaching for Understanding framework to change the conversation among teachers and school leaders. See how the framework provides a shared language for conducting high-quality professional development, building a learning community, and improving both teachers’ and students’ performance. Learn how to use this framework and online technologies to plan a sustained professional learning system.
Stone Wiske, Harvard Graduate School of Education, Cambridge, MA, stone_wiske@gse.harvard.edu
Patricia Gazda-Grace, Binghamton City School District, Binghamton, NY, GAZDAGR@binghamtontschools.org
Roxie Oberg, Binghamton City School District, Binghamton, NY, oberg@binghamtontschools.org

Launching Leadership and Learning Through Coaching
Coaching can offer a job-embedded, differentiated, personal learning model responding to the differentiated needs of new principals. Explore a coaching model, recently adopted in the York Region District School Board, in which retired principals provide coaching to novice principals. Case studies, preparation sessions, agreements, and coaching contracts will be shared and discussed.
Dianne Hawkins, York Region District School Board, Schomberg, ON, Canada, dianne.hawkins@yrdsb.edu.on.ca

“NASHVILLE NOTES”
Proposals to present at the 2007 Annual Conference in Dallas are due Friday, Feb. 2, 2007. All proposals must be submitted online. See the NSDC web site at www.nsdc.org in October for more details.
F18  
Linking Student Achievement to Teacher Performance

Linking student achievement to teacher performance involves building the capacity for teachers and supervisors of teachers to interpret student achievement data and to use data to set goals for improvement. Learn how two school districts designed and implemented such a system through a comprehensive staff development program.

Patty Fox, Greenville County Schools, Greenville, SC, pfox@greenville.k12.sc.us
Vaughan Overman, Greenville County Schools, Taylors, SC, voverman@greenville.k12.sc.us
James Stronge, College of William and Mary, Williamsburg, VA, jhstro@wm.edu
Rhetta Watkins, Bedford County Schools, Bedford, VA, rwatkins@bedford.k12.va.us

Critical Issue 2: High-Performance Culture

F19  
Using Teacher Teams to Design and Implement Standards-Based Assessments

Hear how one large district trained a cadre of instructional lead teachers, special education leaders, and department chairpersons to create rigorous standards-based assessments. The collaborative teams used their model units, templates, and adult-learning strategies to redeliver the trainings successfully to teachers in their schools. Learn how to develop a standards-driven training model that gets results.

Kay Burke, Kay Burke and Associates, Deerfield, IL, kay@kayburke.com
Cheryl Hungerford, Cobb County Schools, Kennesaw, GA, Cheryl.Hungerford@cobbk12.org
Pat Jackson, Cobb County Schools, Kennesaw, GA, Patricia.Jackson@cobbk12.org
Nancy Larimer, Cobb County Schools, Kennesaw, GA, Nancy.Larimer@cobbk12.org
Chris Jaeggi, Arlington Heights, IL, chris.jaeggi@sbcglobal.net

Critical Issue 2: High-Performance Culture

F20  
Supporting Educators’ Needs Through Innovative Local Policies

Educator Support Network in the U.S. and Teacher Support Network in the U.K. are nonprofit organizations that provide school personnel with information, support, and counseling online and by telephonic. The network’s goal is to help schools retain educators by improving quality of life, morale, and performance. Learn, from both quantitative data and qualitative feedback, how providing educators with the tools to better balance their professional and personal lives can lead to improved schools.

Jason Coleman, Educator Support Network, Chapel Hill, NC, jason@educatorsupportnetwork.com
Victoria Irvine, Teacher Support Network-UK, London, England, victoria.irvine@teachersupport.info

Critical Issue 4: Advocacy

F21  
Using Parallel Block Scheduling to Facilitate Differentiation and Professional Development

When time during the elementary school instructional day is purposefully structured, both teachers and students benefit. Examine how parallel block scheduled schools use time to differentiate instruction and increase student achievement. Use this model to provide common planning time for grade-level teachers and eliminate most disruptions during the school day. Learn how one highly diverse elementary school used this scheduling model to raise student achievement and provide job-embedded professional development during the school day.

Harriet Hopkins, Fairfax County Public Schools, Oakton, VA, harriethop@aol.com
Marcia Baldanza, Broward County Public Schools, Fort Lauderdale, FL, mbaldanza@acps.k12.va.us

Critical Issue 2: High-Performance Culture

F22  
Compelling Conversations: Connecting Leadership to Reading Achievement

How can compelling conversations connect leadership to achievement? Experience compelling conversations for guiding instructional decisions based on data generated during conversations. Learn how principals schedule conversations regularly with every teacher to provide professional development and create a reflective culture where reading accountability is not feared but embraced. Triangulated results that reflect the predictive qualities of compelling conversations for raising standards will be presented.

Thomasina Piercy, Mt. Airy Elementary School, Carroll County Board of Education, Mt. Airy, MD, thommiedpiercy@aol.com
Sarah Curtis, Center for Performance Assessment, Lebanon, NH, teachcurtis@aol.com
Bill Piercy, Carroll County Board of Education, Westminster, MD, WJPierc@k12.carr.org

Critical Issue 3: Race, Class, and Culture
F23
Helping New Teachers Thrive: Essentials of New Teacher Induction

Hear how a team of Washington State educators wrote a set of induction standards as well as descriptions of what mentors of new teachers should know and be able to do. Learn about the implementation of these standards in nine districts serving rural and poor districts. See how they encourage others across the state to adopt the standards. Leave with ideas about how to improve your own induction program.

Jeanne Harmon, Center for Strengthening the Teaching Profession, Silverdale, WA, jeanne@cstp-wa.org
Lisa McKeen, East Valley School District, Yakima, WA, Mckeen.Lisa@evsd90.wednet.edu
Mindy Meyer, Walla Walla Public Schools, College Place, WA, mindymeyer@bmi.net
Barb Moses, Toppenish School District, Toppenish, WA, bmoses@toppenish.wednet.edu

Critical Issue 2: High-Performance Culture

F24
Bottom-Up Continuous Improvement Planning

Consider developing three levels of interrelated improvement planning in your school district as they relate to instruction. Learn ways to promote teacher involvement in the improvement planning process that leads to improved student achievement.

Stephen Grant, Tri-County North Local Schools, Lewisburg, OH, tcsu_sg@swoca.net

Critical Issue 1: Leadership

F25
Building Trust and Improving Performance

In the absence of trust, efforts to build a professional learning community are doomed. Review interpersonal and organizational trust within a conceptual framework to assist educators in building and/or maintaining a high-trust culture. Learn to foster deeper collaborative relationships, improve communication, and build a high-trust environment to better facilitate professional learning communities.

Janice Craft, Kansas Department of Education, Topeka, KS, jcraft@ksde.org

Critical Issue 2: High-Performance Culture

F26
Secondary Professional Development Designs That Advance Academic Literacy for Teachers and Mentors

Apply NTC’s comprehensive secondary professional development models that utilize school/district/business partnerships, new mentoring approaches for high school contexts, and instructional tools that leverage differentiated instruction and English language learner methodologies for academic literacy. Examine secondary professional development content, strategies, and tools for accelerating teachers’ and mentors’ academic literacy learning.

Laura Gschwend, New Teacher Center at University of California, Santa Cruz, Soquel, CA, gschwend@ucsc.edu
Rain Bongolan, New Teacher Center at University of California, Santa Cruz, Watsonville, CA, rain@newteachercenter.org

Critical Issue 2: High-Performance Culture

F27
Implementing Professional Learning in Classrooms, the Catalyst to Student Achievement

Most school systems face the daunting challenge of motivating teachers to apply practices learned through staff development. Explore numerous research-proven methods based on the NSDC standards that stimulate teachers to implement new learning in their classrooms. Understand the role of the principal and instructional coaches as well as the importance of collaboration. The presenters will share observations and experiences from 16 years of visits to hundreds of highly successful classrooms throughout North America.

Blanch Linton, School Improvement Network, Sandy, UT, blanch.linton@schoolimprovement.com
John Linton, School Improvement Network, Sandy, UT, john.linton@schoolimprovement.com

Critical Issue 2: High-Performance Culture

F28
Toto, We’re Not in Kansas Anymore: Helping Beginning Teachers Succeed

Beginning teachers face incredible challenges. These challenges, including meeting the needs of students from poverty, often result in teachers leaving the profession. Discover how to retain quality beginning teachers through NCCAT’s Connections, an innovative, research-based support system created by professional developers and award-winning classroom teachers. Examine the impact this program has on improving classroom management, collaboration, and integration of innovations into instructional practice.

Mary McDuffie, North Carolina Center for the Advancement of Teaching, Cullowhee, NC, mcduffiem@nccat.org
Renee Coward, North Carolina Center for the Advancement of Teaching, Cullowhee, NC, renee@nccat.org
Karen Dameron, Edgecombe County Public Schools, Tarboro, NC, kdameron@ecps.us
Kay Shapiro, North Carolina Center for the Advancement of Teaching, Cullowhee, NC, shapiro@nccat.org

Critical Issue 3: Race, Class, and Culture
F29
Standing Room Only: Motivate Adult Learners and Design Trainings That Leave Them Wanting More

Ask any teacher about his or her most successful and memorable professional development event, and you will surely hear how the facilitator made the learning active, fun, and easily applicable. Leave your audience wanting more by successfully applying the adult learning cycle and Howard Gardner’s learning styles theory. Gain strategies to help you plan and implement dynamic training and development opportunities that truly honor the participants’ knowledge, experience, and learning methodology.

Jeannette Dirksen, IntegriTeach, Westlake Village, CA, Jeannette@integriteach.com
Kirsti Smith, IntegriTeach, Westlake Village, CA, Kirsti@integriteach.com

Critical Issue 2: High-Performance Culture

F30
Rugtime for Teachers: Reinventing the Faculty Meeting

Faculty meetings are a crucial forum for establishing a school’s culture. Explore a process for transforming often-dreaded faculty meeting agendas into anticipated collaborative events. Gain clear, practical tools to organize faculty meeting time.

Elizabeth Hebert, Winnetka Public Schools, Evanston, IL, hebertb@winnetka36.org

Critical Issue 1: Leadership

F31
Coaching School Results

To be a powerful and effective coach requires skill that is best developed by experiencing coaching firsthand. Give yourself the opportunity to observe coaching skills and language and experiencing its benefits. Coaching School Results members provide a one-on-one coaching session with a professional coach. Give yourself 60-120 minutes to explore your goals and dreams. Imagine the possibilities—a goal made clear, a plan evolved, multiple solutions for tough situations.

Marceta Reilly, Coaching School Results, Hoyt, KS, marcetarm@aol.com
Kathryn Kee, Shady Shores, TX, kathykee@coachingschoolresults.com
Karen Anderson, Mesquite, TX, kanderson97@comcast.net
Frances Shuster, Flower Mound, TX, fshuster@comcast.net
Diana Williams, Milersport, OH, dvili1398@aol.com

Critical Issue 1: Leadership

POWERFUL DESIGNS FOR PROFESSIONAL LEARNING

Edited by Lois Brown Easton

Go beyond sit-and-get workshops in your professional development efforts. Written by educators who have successfully done this work, each chapter describes how one of the 21 significant learning strategies works in practice, a rationale for its use, the steps involved in introducing and using the strategy, and a list of resources for more information.

(NSDC, 2004) 270 pages plus CD-ROM that includes more than 150 handouts in PDF format that can be used to introduce strategies to school coaches, teachers, and principals.

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Use the NSDC assessment to identify your staff development priorities. Determine areas that require attention and areas that offer sources of strength for building a better program.

Additional guidance for planning quality professional development is also available.

High-quality professional development is the key to improved student performance. Use the NSDC Assessment to jump start the process in your system today.

“The reports are helping our school and district leadership teams to determine their next steps for improving professional development, teaching quality, and student learning.” — Stephen M. Preston, Director, Professional Learning, Georgia Department of Education

Schools and districts can use the results of the survey to learn whether their staff development programs are aligned with NSDC’s Standards for Staff Development and the Council’s definition of quality staff development. Districts can also use the Survey in response to NCLB requirements. The Southwest Educational Development Laboratory has established the validity and reliability of this instrument.

Multiple reports provide schools and districts with precise information regarding the level of implementation of each Standard of Staff Development.

If you are interested in beginning the process with your staff, contact the NSDC Business Office (800) 727-7288 and ask for the Survey Administrator.

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ON-LINE PRICES

Call about special pricing for school districts with less than 10 schools. Paper copies of the survey are available at a significantly reduced price.
**ROUNDTABLE 2**
MONDAY – DECEMBER 4, 2006 – 2:15 P.M. – 4:15 P.M.

Participants selecting Roundtable 2 will have the opportunity to attend two of the following presentations. Simply check Roundtable 2 on your Session Selection form and choose any two sessions when you arrive.

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**High-Performing Teams: A New Approach to Task, Team, and Support**
Hear how J. Richard Hackman’s approach to coaching is applied to curriculum development teams at the South Coast Educational Collaborative in Massachusetts.

David Heimbecker, South Coast Educational Collaborative, Swansea, MA, heimbecker@secoll.org
Karl Clauset, Clauset Consulting, Bellingham, WA, khclauses@comcast.net

**Quality Professional Development That Empowers Teachers to Improve and Grow as Teacher Leaders**
See how leadership, best instructional practice, and student achievement is impacted by sustained, job-embedded, and research-focused professional development.

Michele Ballentine-Linch, University of Arkansas-Little Rock Arkansas Leadership Academy, Little Rock, AR, kmlinch@ualr.edu
Kandis Croom, Arkansas Tech University, Russellville, AR

**Effective In-School Professional Learning Strategies**
Learn how embedded professional learning strategies have impacted improvements in student achievement at the Huron Perth Catholic District School Board.

Vince Trochi, Huron Perth Catholic District School Board, Dublin, ON, Canada, vince_trochi@hpcdsb.edu.on.ca
Dawne Boersen, Huron Perth Catholic District School Board, Dublin, ON, Canada, dawne_boersen@hpcdsb.edu.on.ca

**Privileges and Interventions Within a Traditional High School Day**
Learn about Francis Howell North’s efforts to implement collaboration time, student tutoring and interventions, freshman mentoring, and a privilege system that encourages achievement and good conduct.

Kathleen Green, Francis Howell School District, St. Charles, MO, kathleen_green@fhsd.k12.mo.us
Nancy Wade, Francis Howell School District, St. Charles, MO, nancy_wade@fhsd.k12.mo.us

**High-Quality Professional Development for Inquiry-Based Instruction**
Discover how inquiry-based science instruction at the elementary level was improved through high-quality professional development.

Ann Arena, Fort Bend ISD, Sugar Land, TX, 907aa204@fortbend.k12.tx.us
Anissa Lewis, Center for Research on Minority Health, MD Anderson Cancer Center, Houston, TX, ajlewis@mdanderson.org

**Building Leadership Capacity Through School Leadership Team Training: An Academy Approach**
Explore the Southern Regional Education Board leadership curriculum that is used to prepare school leaders and teachers to lead improvement efforts using a distributive leadership model.

Yvonne Thayer, Southern Regional Education Board, Atlanta, GA, yvonne.thayer@sreb.org
Deborah Fite, Southern Regional Education Board, Atlanta, GA, deborah.fite@sreb.org

**So You Have Some Data, Now What?**
Gain knowledge of a data-driven instructional system framework that can be implemented in K-12 school districts.

Rebecca Blink, Chilton Public School District, Chilton, WI, blinkb@chilton.k12.wi.us

**Personality Matters: Important Skills for School-Based Coaches**
Explore some of the challenges school-based coaches encounter as they work in schools and see why relationships with teachers/administrators are central to their success.

Sherrish Holloman, Teachers College-Columbia University, New York, NY, Sherrish@aol.com
Tanya Lippold, New York City Department of Education, Bronx, NY, Tlippol@nycdoe.net
Lance Ozier, Teachers College-Columbia University, New York, NY

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**“NASHVILLE NOTES”**
Distinguished lectures are now offered throughout the conference. Attend all five!
Participants selecting Roundtable 2 will have the opportunity to attend two of the following presentations. Simply check Roundtable 2 on your Session Selection form and choose any two sessions when you arrive.

**What’s in It for You? Using the Brain to Work the Workshop Model**
Gain deeper knowledge and understandings of how the workshop model works and why it is an effective means of instruction for both veteran and novice teachers.

Maureen Robbins, New York City Department of Education, Whitestone, NY, mrobins@nycrr.com

Viviane Verstandig, New York City Department of Education, Hollis Hills, NY, admila@aol.com

**Building Capacity: Urban High School Leadership**
Explore an innovative university/districts teacher leadership preparation model that emphasizes leadership standards through reflective interactive learning.

Pat Hyland, Mountain View-Los Altos Union High School District, Mountain View, CA, Pat.Hyland@mvla.net

Marsha Speck, San Jose State University, San Jose, CA

**Building Community Through a Districtwide Character Education Program**
Learn how to develop and sustain a K-12 character education initiative in your school district.

Lawanna Sharpless, Baldwin County Public Schools, Loxley, AL, lsharpless@bcbe.org

Joyce Woodburn, Baldwin County Public Schools, Loxley, AL, jwoodburn@bcbe.org

**Using NSDC Audit as an External Review to Identify District Professional Development Needs**
Discover the benefits of using an NSDC audit team to conduct an external review as a systematic assessment of the current professional development programs and services provided within a district.

Linda Munger, Munger Education Associates, Urbandale, IA, linda@mungeredu.com

Terry Morganti-Fisher, Austin, TX, tamf@austin.rr.com

**Ready for Anything: Supporting New Teachers for Success**
Learn how to help your school leadership team implement a yearlong, site-based professional development support model for new teachers.

Lynn Howard, Center for Performance Assessment, Huntersville, NC, bocal@adelphia.net

Catherine Koontz, Charlotte-Mecklenburg Schools, Harrisburg, NC

**Technology Implementation That Proved Successful for Three School Districts: How and Why It Worked**
Learn how three school districts in Ohio, Kentucky, and California successfully blended product training and professional development to make technology deliver on its promise to students and teachers alike.

Rick McAtee, IntelliTools, Tucson, AZ, rick4758@comcast.net

Jennifer Bell, Clark County Public Schools, Winchester, KY, jbell@clark.k12.ky.us

Connie Hodson, Downers Grove School District #58, Downers Grove, IL, chodson@dg58.dupage.k12.il.us

Caroline Van Howe, IntelliTools, Petaluma, CA, cvanhowe@intellitools.com

**Reading Next: Becoming a Literacy Leader is No Longer Optional**
Learn how to become a literacy leader in a middle or high school, what literacy programs look like, and the principal’s role in building literacy.

Sharon Faber, Modern Red SchoolHouse, Cumming, GA, sfaber@mrschoolhouse.org

**Systemic Organizational Effectiveness Through Professional Development for Educator and Student Achievement**
Collaborative groups will explore research-based practices associated with supportive leadership, professional development program processes, individualized school site professional development, professional development for teachers, elimination of barriers to achievement, policy considerations, and practical applications relevant to their local district and schools.

Dawn Fertitta, Thompson School District, Ft Collins, CO, fertittad@thompson.k12.co.us

**Job-Embedded Staff Development: Laptop Learning Teams**
Hear how one district used learning teams to build the capacity of high school teachers to use laptop computers to improve teaching and learning, increase personal productivity, and further school and district improvement goals.

Steve Dunk, Community High School District #155, Crystal Lake, IL, sdunk@d155.org

Jill Hawk, Community High School District #155, Crystal Lake, IL, jhawk@d155.org

**Leading Action Research in Schools**
Gain knowledge of the action research process, understand the benefits of this process, and examine guidelines that administrators can use when facilitating action research in their schools.

D’Ann Rawlinson, University of Central Florida, Altamonte Springs, FL, projcentral@mail.ucf.edu

Ralph Hewitt, University of Central Florida, Oviedo, FL, projcentral@mail.ucf.edu

Mary Little, University of Central Florida, Orlando, FL, projcentral@mail.ucf.edu

**NSDC Academy Preview**
Join Stephanie Webb and NSDC Academy graduates to learn more about Academy expectations, programs, and benefits.

Stephanie Webb, Florida Department of Education, Fort Myers, FL, stephewb46@aol.com
G02 Creating Culturally Responsive Education Systems
Engaging in substantive transformation of our current educational systems requires changes in fundamental assumptions, practices, and relationships, in ways that lead to enhanced student outcomes. Learn how culturally- and linguistically diverse students.
Discuss benefits of culturally responsive educational systems for all children. When educators strive to develop the individual self-worth of each child, everyone gains.
Shelley Zion, National Center for Culturally Responsive Education Systems (NCCREST), Denver, CO, shelley.zion@ucdenver.edu
Elizabeth Kozleski, National Center for Culturally Responsive Education Systems (NCCREST), Denver, CO, elizabeth.kozleski.com
Critical Issue 3: Race, Class, and Culture

G03 Sustainable Learning Communities That Get Results for Students
Sustainable learning communities need methods that get results. Gain the tools necessary to support learning teams. Using results-based strategies and the work of NSDC, we will help participants train and sustain momentum for administrators and teachers in the practices of how learning communities grow and achieve success over time. Learn at least 15 strategies and plan for the ongoing needs of high-achieving professional learning teams.
Lin Kuzmich, Colorado State University, Loveland, CO, kuzenergy@comcast.net
Gayle Gregory, Burlington, ON, Canada, GregoryGayle@netscape.net
Deb Jones, Thompson School District, Loveland, CO, jonesd@thompson.k12.co.us
Critical Issue 2: High-Performance Culture

G04 Yes They Can! Building Academic Literacy in Secondary Classrooms
Learn four dimensions of the Reading Apprenticeship framework and strategic supports needed at the middle and high school levels to improve literacy skills. Examine the role of the reading specialist vs. that of the content area teacher in secondary schools. Learn how students can make significant gains in reading as a result of focusing on metacognition that leads to strategic and independent learning.
Susan Keck, Capital Area Intermediate Unit, Summerdale, PA, skeck@caiu.org
Sharon Kinney, Capital Area Intermediate Unit, Hershey, PA, skinney@rcn.com
Critical Issue 2: High-Performance Culture

G05 Coaches as Learners
Learn strategies to share with your coaches. Gain clarity about your goals and learn how to identify multiple pathways to accomplish them. Practice using strategies for listening carefully and speaking powerfully. Address the successes and challenges of providing feedback. Experience consultancy and model coaching to support the learning of one another.
Ann Delehant, Delehant and Associates, Pittsford, NY, ADelehant@AOL.com
Denny Berry, Fairfax County Public Schools, Falls Church, VA, denny.berry@fcps.edu
Mie Devers, Fairfax County Public Schools, Alexandria, VA, mie.devers@fcps.edu
Dotty Lin, Fairfax County Public Schools, Lorton, VA, lin.dotty@fcps.edu
Critical Issue 1: Leadership

G06 Teaching in Variable Time Periods: Short and Long-Term Goals
Review the research base for extended time instruction. Develop a prototype pacing guide, unit development plan, and lesson plan for variable period lengths. Establish short and long-term goals for staff development and program implementation.
Elliot Merenbloom, Baltimore, MD, elliott@merenbloom.com
Barbara Kalina, Batavia, IL, BKAL911@comcast.net
Critical Issue 2: High-Performance Culture

G07 Leadership in a Team Culture: Building Capacity the SMART Way
Strengthen your leadership skills and broaden your repertoire of tools and techniques for facilitating collaborative, data-driven improvement. Hear how SMART schools, focused on improving student learning, build leadership capacity. Learn to facilitate goal-oriented dialogue as a way to examine professional practice aimed at improved student learning. Plan for developing leadership capacity in your schools.
Anne Conzemius, QLD, Madison, WI, annec@qldlearning.com
Gwendolyn Lee, Homewood High School, Homewood, IL, gllinks@aol.com
Jan O’Neill, QLD, Madison, WI, jano@qldlearning.com
Gail Worrell, Zion-Benton Township High School, Zion, IL, worrellg@zbsths.org
Critical Issue 1: Leadership
G08
Shifting the Focus of Standards From Testing to Learning and From Accountability to Responsibility

Learn how WestEd’s Local Accountability Professional Development Series (LAPDS) helps administrators create and implement a research-based assessment and accountability system to meet the demands of No Child Left Behind. Discover how this system can boost student performance during the first year. See how LAPDS was implemented in two very different districts - one in Arizona and one in Tennessee. Assess your district/school on the LAPDS implementation rubric and develop an action plan to move forward.

Ruth McKenna, WestEd, Oakland, CA, rmckenn@wested.org
Shari Salyar, Northeast Middle School, Clarksville-Montgomery County School System, Clarksville, TN, shari.salyer@cmcss.net
Joe Sassone, Vail Unified School District, Vail, AZ, sassonej@vail.k12.az.us

Critical Issue 2: High-Performance Culture

G09
From Courageous Conversation to Action: A District Approach for Equity

Hear how Metropolitan Nashville Public Schools (MNPS) is aggressively addressing equity and the racial achievement gap. Progress has been made, but MNPS is redoubling its efforts and commitment to achieve equitable outcomes for all student sub-groups. Review the plan to create will and skill across the system and experience activities in four components: courageous conversation, culturally proficient leadership, culturally-responsive pedagogy, and rigor and relationships.

Ed Porter, Noli-Porter Associates, San Francisco, CA, portere@mindspring.com
Kimber Halliburton, Metropolitan Nashville Public Schools, Nashville, TN, kimber.halliburton@mnps.org
Sandy Johnson, Metropolitan Nashville Public Schools, Nashville, TN, sandy.johnson@mnps.org
Pam Noli, Noli-Porter Associates, Oakland, CA, pamalanoli@sbcglobal.com

Critical Issue 2: High-Performance Culture

G10
Anatomy of a Workshop for the Adult Learner

High-performing districts know that systemic, sustained, collegial, and job-embedded professional development with practice, feedback, and coaching, bring an 85% possibility of immediate transfer. Leave with a professional learning experience designed to take learning from the staff room to the classroom.

Robin Fogarty, Robin Fogarty & Associates, Ltd., Chicago, IL, marketing@robinfogarty.com
Abigail Joseph, Chicago Public Schools, Chicago, IL,
Brian Pete, Robin Fogarty & Associates, Ltd., Chicago, IL, marketing@robinfogarty.com

Critical Issue 1: Leadership

G11
Mentoring For Excellence

Change for excellence in beginning teachers is not guaranteed. Mentor programs provide a direction for system change to promote excellence in all. Explore tools and resources that help beginning teachers become successful life-long learners and productive members of the district community. Assess your system and develop ways to incorporate excellence into your community.

Kristin Metier-Armijo, Pendergast School District, Phoenix, AZ, kmetier@pendergast.k12.az.us
Patty Horn, Northern Arizona University, Phoenix, AZ, phorn@nau.edu
Dana Stiner, Pendergast School District, Phoenix, AZ, dstiner@pendergast.k12.az.us
Mary Tierney, Pendergast School District, Phoenix, AZ, mtierney@pendergast.k12.az.us

Critical Issue 2: High-Performance Culture

G12
Action Research to Improve Student Learning: What Whole-Faculty Study Groups Do

Whole-Faculty Study Groups engage school faculty in cycles of action research focused on addressing student learning needs. Study groups collect and analyze baseline data on student learning, research/identify instructional strategies, plan interventions, assess effectiveness, and monitor student progress. Working in simulated study groups, learn about and experience the action research steps that WFSGs do and identify the implications of the study group work for your situation.

Karl Clauset, National WFSG Center, Bellingham, WA, khclauset@comcast.net
Terri Jenkins, National WFSG Center, Augusta, GA, TJenkins@MindSpring.com
Carlene Murphy, National WFSG Center, Augusta, GA, CarleneMurphy@comcast.net
Emily Weiskopf, National WFSG Center, Middleburg, FL, EmilyWeisk@aol.com

Critical Issue 2: High-Performance Culture

G13
Evaluating Professional Development: Using Data to Improve Professional Learning

High-quality staff development requires evaluation to determine its impact on teachers and link to improved student learning. As a critical component of the design process, evaluating professional learning should include a systematic approach to gathering both formative and summative data. Learn how to develop evaluation plans that include five levels of evaluation and apply a variety of evaluation tools to improve professional learning.

Jim Short, Denver Public Schools, Denver, CO, jim_short@dpsk12.org
Jo Topps, WestEd, Long Beach, CA, jtopps@wested.org

Critical Issue 2: High-Performance Culture
H01  Motivating African American and Hispanic Students for High Achievement
Asa Hilliard reminds us that closing an achievement gap between students of color and white students is a goal set too low. We must create environments in which the genius of underperforming students of color can blossom. Learn classroom and schoolwide strategies that motivate students to achieve at exceptional levels. When we embrace a will to excellence, we deeply change the culture. Join us to learn how educators do it. Meet students who personify their work.

Tommie Lindsey, James Logan High School, Union City, CA, Tommie_lindsey@nhusd.k12.ca
Douglas Harrell, Ravenswood Unified School District, San Francisco, CA, dzplace@msn.com
Pamala Noli, Noli-Porter Associates, Oakland, CA, pamalanoli@sbcglobal.net

Critical Issue 3: Race, Class, and Culture

H02  The Key to Classroom Curriculum Planning
Content, organization, objectives, standards, and assessment are critical to planning units, lessons, and workshops. The Keyhole Format integrates these components in a classroom-level curriculum planning model. Essential questions guide the unit. Connected learning activities incorporate varied instructional methods to maximize learning. Entry and exit experiences provide student enticement to learn more. Demonstrations, activities, small-group discussions, cooperative learning, and reflection engage participants in this session as a personal unit is built.

Kathy Schmied, Performance Learning Systems, Allentown, PA, kschmied@plsweb.com
Jennifer Morrison, Charles County Public Schools, La Plata, MD, jdmorrison@ccboe.com

Critical Issue 2: High-Performance Culture

H03  Online Professional Development: Changing Classroom Practice to Meet Students' Diverse Needs
Explore the online professional development program developed by the National Education Association and Educational Impact based on the Center for Research, Education, Diversity, and Excellence (CREDE) pedagogy. This program helps teachers change their instruction to meet the needs of a diverse student population. Explore the content of the program and learn how schools, districts, and local associations can use the program to address student needs.

Linda James, National Education Association, Washington, DC, ljames@nea.org

Critical Issue 3: Race, Class, and Culture

H04  Building a Comprehensive Leadership System
The Clarksville-Montgomery County School System, in partnership with the Stupski Foundation, employs a comprehensive and integrated leadership development system that focuses all facets of the organization on improving student achievement. Learn the essential elements of this program while identifying ways to construct a program to meet your district’s unique needs. Superintendents, district office personnel, and district-level professional developers use this process as a practical approach to building a fully integrated leadership development system within their district.

Bruce Jobe, Clarksville-Montgomery County School System, Clarksville, TN, bruce.jobe@cmcss.net
Sandra Husk, Salem-Keizer Public Schools, Salem, OR, husk_sandy@salkeiz.k12.or.us
Larry Rowedder, Stupski Foundation, Mill Valley, CA, larryr@stupski.org
B.J. Worthington, Clarksville-Montgomery County School System, Clarksville, TN, bj.worthington@cmcss.net

Critical Issue 1: Leadership

H05  Facilitating Theory Into Improved Practice
Effective district and school leadership has a direct impact on student achievement. Examine the strategies and protocols the California Staff Development Council has created to assist leaders in their work with educational stakeholders. Learn multiple strategies and protocols to promote dialogue around data, to hold powerful learning-centered conversations, and to empower district and school staff to collectively participate in teaching and learning for all.

Keith Myatt, California Staff Development Council, Burbank, CA, keith.myatt@mac.com
Steven Carney, Placer County Office of Education, Auburn, CA, scarney@placercoe.k12.ca.us

Critical Issue 4: Advocacy
Supporting Literacy Needs Across the Curriculum: A Job-Embedded Approach

Acquire an understanding of the professional teaching and learning cycle as a job-embedded approach to address literacy across the curriculum. Use a lesson planning guide to incorporate cross-curricular literacy strategies in the alignment process. Develop skill in facilitating collaborative meetings and planning subsequent professional development.

Deborah Reed, Southwest Educational Development Laboratory, Austin, TX, dreed@sedl.org
D’Ette Cowan, Southwest Educational Development Laboratory, Austin, TX, dcowan@sedl.org
Sally Mendez, Hatch Valley Public Schools, Hatch, NM, smendez@hatch.k12.nm.us

Critical Issue 2: High-Performance Culture

Alternative Dispute Resolution: Essential Skills for School Administrators

School administrators spend much of their time resolving conflicts and disputes. Alternative Dispute Resolution (ADR) techniques and processes equip school leaders with the skills to effectively achieve and implement win-win resolutions. Through group discussion and focused practice, participants will review and practice ADR skills within the context of school leadership.

Tim Kearns, Ontario Principals’ Council, Toronto District School Board, Toronto, ON, Canada, tkearns@sympatico.ca

Critical Issue 2: High-Performance Culture

Moving From Professional Development to Professional Learning: Implications for Organizations

The change is slight from “development” to “learning” - but the implications for school improvement are immense. Explore the differences, construct a professional learning model, use it to analyze sample schools and districts, and apply it to your own organizations, schools, districts, and intermediary units.

Lois Easton, Boulder, CO, leastoners@aol.com
James Bailey, Uinta School District #1, Evanston, WY, jbailey@uinta1.k12.wy.us

Critical Issue 1: Leadership
I01 Tuesday Morning Lecture Option
This will allow you to attend the following sessions:

I02: Questions and Answers with Michael Schmoker
9 a.m.-10 a.m.
J01: Distinguished Lecture Dennis Sparks
10 a.m.-11 a.m. and
J02: Tennessee Scholars Forum: Ric Hovda
11 a.m.-12 p.m.

Please see the individual session listings for program descriptions.

Critical Issue 1: Leadership

I02 Questions and Answers With Michael Schmoker
Keynote speaker Michael Schmoker will address your questions in this special session following his keynote address on Tuesday morning. This session will conclude after one hour.

Michael Schmoker, Flagstaff, AZ, schmoker@futureone.com
Critical Issue 1: Leadership

I03 Mentoring and Induction Programs That Support New Principals
Many superintendents are experiencing difficulty filling principalship openings, and once principals are hired, they face significant challenges. Mentoring and induction programs can substantially increase new principals’ effectiveness. Hear from four program leaders about their dynamic models. Reflect on your own beliefs about mentoring and inducting new principals, and begin planning your next steps to support new principals.

Susan Villani, Learning Innovations at WestEd, Woburn, MA, svillani@wested.org
Ana Espinoza, Chicago Public Schools, Chicago, IL, aespinoza@cps.k12.il.us
Eloise Forster, Foundation for Educational Administration, Monroe Township, NJ, emforster@njpsa.org
Pearl Sims, Vanderbilt University, Nashville, TN, Pearl.g.sims@vanderbilt.edu

Critical Issue 1: Leadership

I04 Leadership NSDC
When NSDC members contribute their unique value, talents, and expertise through service to NSDC, members make powerful contributions toward the accomplishment of the NSDC goal: All teachers in all schools experiencing high-quality professional learning as part of their daily work by 2007. Explore NSDC leadership service opportunities, make a personal commitment of service, develop an action plan for a selected service option, and collaborate with colleagues for mutual accountability, follow-up, and support.

Gale Hulme, Georgia’s Leadership Institute for School Improvement, Duluth, GA, gale.hulme@galeaders.org
Sharon Jackson, Texas Education Agency, Austin, TX, sjackson@tea.state.tx.us
Sue McAdams, Rockwood School District, Eureka, MO, mcadamssue@rockwood.k12.mo.us
William Sommers, SEDL, Austin, TX, wsommers@sedl.org

Critical Issue 1: Leadership

I05 Modeling Best Practices: The Tipping Point in Staff Development
School leaders often must provide in-house staff development. Don’t be a sage on the stage and just dispense information. Increase your brain-compatible presentation strategies and learn to model best teaching practices. Make sure your participants leave with a feeling that the time was well-spent, understanding the content and concepts, and with a sense of confidence in their ability to apply and implement the new ideas.

Martha Kaufeldt, Scotts Valley, CA, martha@beginwiththebrain.com

Critical Issue 1: Leadership

I06 21st Century Learning: Infecting the Classroom and School
Learn about an Alabama initiative working to engage teachers and schools in 21st-century learning. Supported by a Microsoft Partners in Learning grant, see how 10 school-based fellows and 40 schools over the next two years will infuse 21st-century learning strategies into classrooms through the use of edu-blogs, wikis, podcasting, and other web-based tools.

John Norton, Little Switzerland, NC, jcroftn1@mindspring.com
Cathy Gassenheimer, Alabama Best Practices Center, Montgomery, AL, cathy@aplusala.org
Sheryl Nussbaum-Beach, College of William and Mary, Virginia Beach, VA, snbeach@cox.net
Jeanne Simpson, Decatur City Schools, Decatur, AL, jsgeometry@aol.com

Critical Issue 2: High-Performance Culture Basic
问答题

I07 Lessons Learned From One Metropolitan District: Mentoring and Systemic Induction Make a Difference

University, school system, and state department partners have learned many valuable lessons from five years of experience. Gain an understanding of the structures and experiences critical to induction and mentoring program success. Experience several of the best practices used by highly effective mentors and school-based mentor core teams.

Mary Ann Blank, University of Tennessee, Loudon, TN, mblank@utk.edu
Cheryl Kershaw, Great Schools Partnership, Knoxville, TN, ckershaw@utk.edu
Rodney Russell, Knox County Schools, Knoxville, TN, russellr@k12tn.net
Donna Wright, Knox County Schools, Knoxville, TN, dwright@icx.net

Critical Issue 2: High-Performance Culture

I08 Evaluating Staff Development: Looking at Our Work

This is not a presentation. It is a work session to help staff development leaders with evaluating staff development. Evaluation improves both the practice and the results of staff development. In critical friends groups, participants will offer feedback to each other to improve their evaluation work. Participants must bring eight copies of evaluation products, plans, data, tools, etc., to share. Those without materials will be asked to observe from the perimeter of the room.

Joellen Killion, National Staff Development Council, Arvada, CO, joellen.killion@nsdc.org
Linda Munger, Munger Education Associates, Urbandale, IA, linda@mungeredu.com

Critical Issue 2: High-Performance Culture

I09 Transformational Leadership: Creating Equity and Access to Close the Achievement Gap in Your School

Creating, sustaining, and leading a professional learning community (PLC) culture can lead to immediate and significant increases in student achievement in math, reading, and writing. PLC leadership requires knowing your own teachable voice, enlisting the leadership of others, building healthy adult relationships, and leading the development of a culture of continuous improvement. Learn to add these research-based strategies to your leadership efforts.

Timothy Kanold, Adlai E. Stevenson High School District 125, Lincolnshire, IL, tkanold@district125.k12.il.us

Critical Issue 1: Leadership

I10 Transforming Schools Through Powerful Planning

Stafford County Public Schools is implementing the school improvement process described in the NSDC publication, Transforming Schools Through Powerful Planning. This process emphasizes broad-based stakeholder ownership and consensus building, while linking school data with research and standards, and cultivating and sustaining a culture of continuous improvement. Gain an understanding of district and school-level changes that occurred during the implementation of a process that emphasizes professional learning communities and transformational leadership.

Patricia Wiedel, Stafford County Public Schools, Stafford, VA, pwiedel@staffordschools.net
Heather Byrne, Stafford County Public Schools, Fredericksburg, VA, byrnehl@staffordschools.net
Catherine Walker, Stafford County Public Schools, Hartwood, VA, cwalker@staffordschools.net
Andrea Bengier, Stafford County Public Schools, Stafford, VA, abengier@staffordschools.net

Critical Issue 1: Leadership

I11 Promoting and Sustaining a Culture of Teacher Research: A Hero’s Journey

When teachers look systematically and collaboratively at their practice, they embark, often unknowingly, on a hero’s journey. The journey is complex and requires risk taking, persistence, and support. Examine ways to increase teachers’ interest in action research, to support beginning and experienced researchers, and to overcome roadblocks on their journey. Review results from a study of current and former teacher researchers.

Cerylle Moffett, Professional Learning Consultant, Alexandria, VA, cerylle@cox.net
Gail Ritchie, Fairfax County Public Schools, Burke, VA, Gail.Ritchie@fcps.edu

Critical Issue 2: High-Performance Culture

“NASHVILLE NOTES”

Register for the A01-New Staff Developer Track and experience a conference within a conference designed just for you. Attendance limited to the first 50.
I12  
They Held Me To It! Extreme Coaching for Profound Personal and Professional Growth

Coaching, journaling, fierce conversations, and celebrations decorate our lives. After five years of walking the walk, this life coaching group returns to share the journey that has led them to sustained growth. They will provide participants with strategies, bibliographies, and a framework for action.

Kevin Sue Bailey, Indiana University Southeast, Floyd Knobs, IN, doced17@aol.com
Cate Hart, Center for Lifelong Learning, Indiana University, Bloomington, IN, camhart@indiana.edu
Janice Radford, Michigan City Area Schools, Michigan City, IN, jhradford@comcast.net
Claudia Wheatley, Center for Interactive Learning and Collaboration, Corydon, IN, cxwheatley@cilc.org
Penny Gaither, Bloomington, IN, booklady@insightbb.com

Critical Issue 1: Leadership

I13  
Hear Here! Listen, Learn, Lead!

Increasing student achievement through professional development that is enhanced because the educational professionals trust one another, communicate with one another, and treat each other with respect can be stimulated through the art of communication. The effectiveness of that critical process is improved through the ability to listen. Improve your communication and listening skills and your effectiveness as a leader.

James vanSciver, Seaford School District, Seaford, DE, jvansciver@seaford.k12.de.us

Critical Issue 1: Leadership

I14  
School-Based Staff Developers: Building a Culture of Continuous Improvement for High Achievement

How do you put it all together to achieve remarkable results? Learn how to build a model of staff development that uses a school-based developer, distributed teacher leadership, continuous improvement models, data-driven achievement goals, and coaching. Leave this session with an understanding of how these systems fit together and plan for implementation in your own setting.

Nancy Thul, ISD 112, Chaska, MN, thuln@district112.org
James Bach, Chaska Middle School East, ISD 112, Chaska, MN, bachj@district112.org
Kathleen Foord, Minnesota State University at Mankato, Mankato, MN, kfoord@mnsu.edu

Critical Issue 2: High-Performance Culture

I15  
Two in One: Professional Development Plus Curriculum Design and Revision

When given the opportunity to work together to achieve common goals, teachers can make powerful differences in student achievement. Examine how educators in the Springfield Public School District in New Jersey designed, wrote, and implemented a balanced literacy curriculum that is thematic, integrated, and emphasizes critical thinking skills. Learn how the development of this curriculum provided an ongoing, job-embedded professional development opportunity for all teachers in grades K-8.

Hilllary Corburn, Springfield Public Schools, Springfield, NJ, hcorburn@springfieldschools.com
Walter Cmielewski, Caldwell College, Succasunna, NJ, wcnielev@caldwell.edu
Jessica Orr, Springfield Public Schools, Greenbrook, NJ, jorr@springfieldschools.com

Critical Issue 2: High-Performance Culture

I16  
Six-Step Model for Embedded Professional Development

The Six-Step Model for Embedded Professional Development produces professional and reflective practitioners. Experience how educators develop relationships, build community, and share common resources through collaborative actions. Learn how this professional model shapes school culture with collaboration serving as the foundation for building a professional learning community.

Linda Edwards, Texarkana Arkansas School District, Texarkana, AR
Charlie Smelter, ArtsSmart Institute for Learning, TRAHC, Texarkana, TX
Kay Thomas, ArtsSmart Institute for Learning, TRAHC, Texarkana, TX
Jennifer Unger, ArtsSmart Institute for Learning, TRAHC, Texarkana, TX

Critical Issue 2: High-Performance Culture

I17  
Coaching and Mentoring for Effective Technology Integration

Tennessee schools are using technology coaches to offer technology training programs that advance teacher leadership and directly impact student learning. Hear how one school’s five-year experience helps guide other schools as they begin their journey. Learn strategies for designing and implementing training programs, see identifiable best practices, consider challenges, and examine how programs are evaluated.

Barry Olhausen, Tennessee Department of Education, Nashville, TN, barry.olhausen@state.tn.us
Johnny Crow, Tennessee Department of Education, Nashville, TN, johnny.crow@state.tn.us
Kaye Pope, Lake County Board of Education, Tiptonville, TN, popek@k12tn.net
Stephen Ross, University of Memphis Center for Research and Educational Policy, Memphis, TN
Diane Bennett, Mt. Juliet High School, Wilson County Board of Education, Mt. Juliet, TN, bennettd@wcschools.com
Vickie Morgan, Sumner County Board of Education, Hendersonville, TN, vckmorg@aol.com
Rhonda Roysden, South Fentress Elementary School, Fentress County Board of Education, Grimsley, TN, rroysden@twlakes.net

Critical Issue 1: Leadership

I18
Continuous Learning: The Evolution of a Professional Development Program
High-performing districts understand and respond to the ever-changing needs of students and adults. Learn how the Vestal Central School District’s vision of continuous learning is realized in its professional development program. Be ready to interact, engage, and dialogue with the presenters on the components, structures, interrelationships, resources, and leadership of the program.

Mary Surdey, Vestal Central School District, Vestal, NY, mmsurdey@vestal.k12.ny.us
Richard Bucci, Vestal Central School District, Vestal, NY, rabucci@vestal.k12.ny.us
Sarah Evans, Vestal Central School District, Vestal, NY, saevans@vestal.k12.ny.us
Jane Hashey, Vestal Central School District, Vestal, NY, jmhashey@vestal.k12.ny.us

Critical Issue 2: High-Performance Culture

I19
Increasing Motivation in Professional Development
Enjoy greater impact and personal satisfaction from teaching adults. Learn research-supported principles, motivational keys, and techniques that unleash the power of intrinsic motivation and increase the depth of learning. Add practical tools to your teaching for engaging both the motivated and the apparently unmotivated. Experience a comprehensive instructional framework and aligned processes that are producing broad implementation across the staff and major gains in student achievement in our district and others.

Spence Rogers, Peak Learning Systems, Evergreen, CO, peaklrn@aol.com
Beth Buchanan, Galena City School District, Galena, AK, bethb@galenanet.com
Chris Reitan, Galena City School District, Galena, AK, chrisri@galenanet.com

Critical Issue 2: High-Performance Culture

I20
Strategic Instruction for Lifelong Learning: A Catalyst for Developing a Community of Learners
Review research and principles underlying strategic learning and its effective implementation in school settings. Practice applying its learning principles and strategies to curricular materials. Extend the discussion to changing school cultures.

Carol Santa, Montana Academy, Kalispell, MT, carrols@montanaacademy.com
Deanna Day, Amphitheater School District, Tucson, AZ, dday@amphi.com
Lynn Havens, Project CRISS, Kalispell, MT, lhavens@projectcriss.com

Critical Issue 1: Leadership

I21
Planned, Purposeful, and Professional Learning: Using a Designed Approach to Introduce Change
Educational change requires changing teachers’ beliefs, understandings, and practices. Learn how a school district enthusiastically and intentionally introduced differentiated instruction. Examine how this approach changed teacher beliefs and understandings, improved teacher practice, and enhanced student learning.

Donna Gregus, Huron-Perth Catholic District School Board, Dublin, ON, Canada, donna_gagus@hpcdsb.edu.on.ca
Joanne Lombardi, Huron-Perth Catholic District School Board, Dublin, ON, Canada, joanne_lombardi@hpcdsb.edu.on.ca

Critical Issue 1: Leadership

I22
Upping the Ante for School-Based Coaching: Making Data a Part of the Conversation
How do you know if school-based coaching is making a positive impact on student learning? Explore the processes and principles behind rigorous school-based coaching. Acquire a set of data-driven tools that will help you leverage coaching to make the greatest impact with both students and teachers.

Diane Sweeney, Spark+Development, Denver, CO, diane.sweeney@comcast.net

Critical Issue 2: High-Performance Culture

“NASHVILLE NOTES”
Are you a newly appointed school-based staff developer, coach, or facilitator?
Watch for sessions labels with a icon. These sessions are selected just for you.
Learners = Leaders

When adults in school learn, then students learn. Ongoing learning and leadership for learning are essential skills for successful principals and district administrators. Learn how one district is growing its own leaders of learning by implementing a three-tiered leadership academy model that includes coaching support and university partnerships. Gain new insights into leadership development through reflection, dialogue, and experiential activities.

Janet Malone, Poway Unified School District, Poway, CA, jmalone@powaysd.com
Diane Cantelli, Poway Unified School District, Poway, CA, dcantelli@powaysd.com
Cindy De Clercq, Poway Unified School District, San Diego, CA, cdeclercq@powaysd.com

Critical Issue 1: Leadership

Schoolwide Positive Behavior Support: Meeting Challenges With Success

A proactive, positive, consistent approach to discipline, where behavioral expectations are clearly defined and taught to staff and students, results in reduction of challenging student behavior across all school settings and improves academic achievement as well as social competence. Learn how Positive Behavior Support (PBS) coaches provide leadership and direction to school teams, assist staff in remaining focused on school priorities, and help achieve sustainability. Review the staff development process for supporting school change while remaining aligned with the district’s goals and targets.

Connie Smith, Fairfax County Public Schools, Fairfax, VA, connie.smith@fcps.edu
Robin Lee, Fairfax County Public Schools, Alexandria, VA, robin.lee@fcps.edu
Catherine Shwaery, Fairfax County Public Schools, Fairfax, VA, Cathy.shwaery@fcps.edu

Critical Issue 2: High-Performance Culture

The Three C’s for Capacity-Building Professional Development

Learn how the three C’s (collaboration, commitment, and comprehensiveness) helped PS 189 in New York City achieve academic gains with their English language learner (ELL) students. Gain strategies to create a model to ensure student and teacher success. Focus specific attention on how to increase literacy with your ELL students and how to increase teachers’ confidence.

Maggie Pagan, Rigby Professional Development, Austin, TX, Theresa Lugter, PS 189, NYC, New York, NY, Alice Farling, Fairfax County Public Schools, Falls Church, VA, alice.farling@fcps.edu

Critical Issue 3: Race, Class, and Culture

Initiating a Professional Learning Community: A Regional, District, and Building Perspective

The Unionville-Sebewaing Area School District and the Sanilac Intermediate School District, each located in rural Michigan, have worked collectively for the past five years to implement professional learning communities. Discover the processes through which regional service representatives, district leaders, and teachers experienced this change initiative and collectively engaged their colleagues in the pursuit of sustained excellence.

Joanne Hopper, Sanilac Intermediate School District, Peck, MI, hoppersus@yahoo.com
Brian Keim, Unionville-Sebewaing Area Schools, Sebewaing, MI, keimb@fs1.usa.k12.mi.us
Rod Rock, Unionville-Sebewaing Area Schools, Unionville, MI, rockr@fs1.usa.k12.mi.us
Tina Van Conant, Sanilac Career Center, Peck, MI, tvanconant@sanilac.k12.mi.us

Critical Issue 1: Leadership

Motivationally Oriented Schools: Smile Your Way to Success

When schools add celebrations and recognition of successes to their everyday way of doing business, they create a culture that motivates everyone to do his or her best. Link these positives directly to student achievement, and a school is well on its way to sustained continuous improvement. Learn strategies and specific activities that will help you balance the hard work of accountability and the well-deserved celebrations.

Terri Martin, Missouri Department of Elementary and Secondary Education, Columbia, MO, martinte@missouri.edu
Tim Brown, Springfield Public Schools, Springfield, MO, cbrown432@spssmail.org

Critical Issue 2: High-Performance Culture

Unleashing the Leader Within

Leaders rarely have time for activities that are integral to building leadership capacity. This workshop is for those of us who want to take stock and rethink where we are personally and as professional development leaders. Learn how to live your dreams, consider the practice of extreme self-care, and build your leadership capacity through guided journaling experiences, self-assessment, reflection, conversation, and crafting goals to make this your best year ever.

Alice Farling, Fairfax County Public Schools, Falls Church, VA, alice.farling@fcps.edu

Critical Issue 1: Leadership
**J01 Distinguished Lecture**

**Cultivating Ourselves as Leaders**

Hear about seven actions leaders can take to increase their effectiveness and improve the satisfaction they receive from their work. Participants will have an opportunity to reflect on the implications of these ideas in both their professional and personal lives.

Dennis Sparks, NSDC, Ann Arbor, MI, dennis.sparks@nsdc.org

Critical Issue 4: Advocacy

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**J02 Tennessee Scholars Forum**

**Professional Growth and Organizational Culture Change: The Story of a College of Education Planning Its Future**

We assume to know how passion, vision, commitment, and desire contribute to professional growth. But what do we know about how organizations must change to support these qualities? How does it happen? This presentation describes the process of change under way in a college of education committed to the growth and development of its members through creating an organizational culture of support - its successes, challenges, opportunities, and threats.

Ric Hovda, University of Memphis, Memphis, TN, prftzgrl@memphis.edu

Critical Issue 2: High-Performance Culture

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**J03**

**From Mountains of Data to Manageable Data That Informs Instruction**

Are you drowning in a sea of data? Learn processes and structures that increase the ability of staff to use data effectively. Gather tools for guiding collegial discussion; building staff capacity; encouraging stakeholders to own data; and monitoring and modifying instruction within departments, teams, and individual classrooms.

Cheryl Krehbiel, Montgomery County Public Schools, Germantown, MD, Cheryl_K_Krehbiel@mcpsmd.org

Janet Smyers, Montgomery County Public Schools, Germantown, MD, Janet_Smyers@mcpsmd.org

Critical Issue 2: High-Performance Culture

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**J04 Following a Blueprint: Standards and Instruction**

The Tennessee Department of Education has developed and provided to school districts a companion document to its curriculum standards. Bedford County Schools have used the Tennessee Blueprint for Learning to revise and refine the system’s curriculum standards and ongoing assessment.

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**J05 With Reading Apprenticeship, There Are No Excuses**

Experience core Reading Apprenticeship strategies. Understand the ways in which the Reading Apprenticeship Instructional Framework and inquiry-driven professional model enhance student reading achievement in disciplinary areas and promote professional learning. Review the implementation of Reading Apprenticeship in the Trenton Public Schools. Use a Reading Apprenticeship protocol for looking at student work. Examine ways teachers, students, and parents across cultures use Reading Apprenticeship family literacy events.

Diane Waff, Strategic Literacy Initiative-WestEd, Philadelphia, PA, dwaff@wested.org

Priscilla Dawson, Trenton Public Schools, Trenton, NJ, pdawson@trenton.k12.nj.us

Claudia Gentile, Trenton Public Schools, Trenton, NJ, claudiagentile7@yahoo.com

Critical Issue 3: Race, Class, and Culture

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**J06 Leading By Design**

Acquire tools and strategies for driving continuous improvement efforts focused on improving student achievement. Review the latest research that guides learning organizations in developing leaders. Discover different ways of doing things and very different ways of thinking about your work. This shift requires a redefinition of leadership away from role-based conceptions toward distributive views.

Steve Biancaniello, Duquesne City School District, Monroeville, PA, sbianst47@adelphia.net

Rose Mary Mautino, Duquesne University, Pittsburgh, PA, mautino@duq.edu

Derek Whordley, Duquesne University, Pittsburgh, PA, whordley@duq.edu

Critical Issue 2: High-Performance Culture
**J07**  
**Sustainable Leadership: Improved Achievement for Students With Special Education Needs**

Become familiar with the contents of “Education for All,” the report of the expert panel on literacy and numeracy instruction for students with special education needs. Review the research-based components of the systemwide process to support district school boards in the implementation of the report recommendations. Examine the results of the province-wide process on student achievement, staff and system capacity.

Michelle Forge, Council of Directors of Education, Meaford, ON, Canada, michelle_forge@bwdsb.on.ca  
John Fauteux, Council of Ontario Directors of Education, Burlington, ON, Canada, jfauteux@cogeco.ca  
Joan Fullerton, Ontario Literacy and Numeracy Secretariat, Almonte, ON, Canada  
Carolyn Rees-Potter, Ontario Literacy and Numeracy Secretariat, Almonte, ON, Canada, caroline.rees-potter@edu.gov.on.ca  
Kathy Schaffer, Ontario Ministry of Education, Toronto, OH, Canada

**Critical Issue 4: Advocacy**

**J09**  
**Miami-Dade County Public School’s Urban Leadership Development Program: A Succession Management Plan**

Learn how the Miami-Dade Public Schools deal with a shortage of school and district leaders that is projected to increase as current administrators approach retirement. Explore the mechanism used by the Urban Leadership Development Program to spearhead succession management aimed at developing aspiring school and district leaders. Examine the key components of the leadership program.

Ava Byrne, Miami-Dade County Public Schools, Miami, FL, abyrne@dadeschools.net  
Cynthia Clarke, Miami-Dade County Public Schools, Miami, FL, cclarke@dadeschools.net  
Aida Marrero, Miami-Dade County Public Schools, Miami, FL, marro@lapwaisd.us  
Kathy Schaffer, Miami-Dade County Public Schools, Miami, FL, kathy.schaffer@miamischools.com

**Critical Issue 1: Leadership**

**J10**  
**Professional Learning to Support and Sustain Mathematics Instruction**

Achieving excellence in K-6 mathematics requires attention to the following: What are the elements of standards-based mathematics instruction? How can teachers’ knowledge of mathematics be deepened? What’s required for teachers to apply effective instructional strategies? Learn how to provide balanced attention to these issues.

Marilyn Burns, Math Solutions Professional Development, Sausalito, CA, mburns@mathsolutions.com

**Critical Issue 2: High-Performance Culture**

**J11**  
**Against All Odds: Leading Schools to Success and Teaching the Underachieving Children of Poverty**

Recent research has succinctly documented that the correlation between poverty and school success can indeed be positively influenced. Schools with high populations of Title I students, such as Lapwai Elementary and thousands of others, have demonstrated remarkable gains in student achievement among poor and minority children through strategically targeted interventions and policies. Review case studies of Lapwai and multiple other schools where dramatic gains have occurred.

William Parrett, Boise State University, Boise, ID, wparrett@boisestate.edu  
Robert Barr, Boise State University, Boise, ID, rbarr@boisestate.edu  
Harold Ott, Lapwai School District, Boise, ID, haoott@lapwaisd.lewiston.id.us  
Terri Wagner, Lapwai School District, Lapwai, ID, twagner@lapwaisd.lewiston.id.us

**Critical Issue 3: Race, Class, and Culture**
Mentoring, Coaching, and Collaboration: Taking It to the Next Level

Teachers rise to the next level of professionalism when given tools, support, training, and time. Learn how instructional coaches created supportive conditions for all teachers to develop high-quality energetic lessons, analyze student data to make effective teaching decisions, and participate in on-site, continuous staff development opportunities. Examine the evidence of improved student achievement linked to the implementation of site-based instructional coaches.

Tamara Honvlez, Litchfield Elementary School District, Goodyear, AZ, honvlez@lesd.k12.az.us
Eileen Barks, Litchfield Elementary School District, Goodyear, AZ, azhusker1@cox.net

Data-Driven Decision Making Through Collaboration

The Clarksville-Montgomery County School System has developed districtwide benchmark assessments in language arts, math, and science. See how these assessments are used to provide data at the district, school, and classroom level. Learn to use some of the district’s processes to gather and analyze data, engage teachers in data-driven decision making, and empower educators with the skills to use current and viable information to guide instruction and school improvement.

Clara Patterson, Clarksville-Montgomery County School System, Clarksville, TN, clara.patterson@cmcss.net
Paula Ford, Clarksville-Montgomery County School System, Clarksville, TN, paula.hayes@cmcss.net

Microsoft Peer Coaching Program: Supporting Teacher Leaders and Building Capacity

When teachers work collaboratively to design engaging, rigorous learning experiences, amazing things happen. Examine how teacher coaches, involved in the Microsoft Peer Coaching Program, collaborate to design powerful lessons that integrate technology. Learn about strategies and resources you can use to develop a job-embedded, collaborative peer-coaching program focused on student learning and the teacher as learner.

Karen Meyer, Puget Sound Center for Teaching, Learning, and Technology, Bothell, WA, kmeyer@pugetsoundcenter.org

Writing for Professional Publications

Writing for professional publications should not mean producing manuscripts that read like term papers. Learn how to plan for writing a successful article. Collect tips on how to edit your own writing to achieve the informal, conversational style preferred by most major publications.

Joan Richardson, National Staff Development Council, Grosse Pointe Park, MI, joan.richardson@nsdc.org

Developing Leadership and a Shared Vision

International research and best practices on leadership are addressed in a practical interactive setting. Prepare to have your mental models challenged. Experience a proven, shared-visioning process recognized internationally. Learn powerful consensus-building tools. Leave with a set of leadership processes, a plan of action, and the knowledge to begin your own shared-vision journey.

Bill Martin, Bill Martin and Associates, Houston, TX, cicoalition@yahoo.com
Stephen Gaskin, Stephen Gaskin Educational Consultants, Houston, TX, steve@sgec.biz

Gaining New Perspectives from Australian School Success

The Victoria, Australia, education system is undergoing significant change. One change is in the development of a performance and development culture. Seaford North Primary School is at the forefront of this movement. Learn proven strategies in developing and implementing effective teacher professional learning from an international education system.

Andrew Taylor, Seaford North Primary School, Department of Education and Training, Seaford, Victoria, Australia, taylor.andrew.p@edumail.vic.gov.au

High Standards: Quality Control and Evaluation of Online Teaching

Learn how PBS TeacherLine has collected information about its online facilitators’ performance in its professional development offerings, and ways that the data is shared for their professional growth. If you teach online or support and evaluate staff who do, come and find out what we’ve learned about evaluating online teaching at PBS TeacherLine.

Terra Fretwell, PBS TeacherLine, Arlington, VA, tfretwell@pbs.org
Kimberly Flack, ASSET/KAET, Tempe, AZ, kim.flack@asu.edu
**J19 Professional Coaching for Leaders**

Professional Coaching for Leaders is a three-tiered certification program intended to build leadership capacity at the individual, team, and system levels to increase student achievement. Learn to use five research-based leadership lenses to inform the coaching process and practice five key coaching skills applicable to everyday leadership practice.

Nancy Stanford Blair, Cardinal Stritch University, North Fort Myers, FL, nsblair@aol.com
TC Motzkus, West Bend School District, West Bend, WI, tcmotzkus@west-bend.k12.wi.us
Nancy Marsho, Cardinal Stritch University, Milwaukee, WI, namarsho@stritch.edu
Donna Recht, Cardinal Stritch University, Milwaukee, WI, drrecht@stritch.edu

Critical Issue 1: Leadership

**J20 Professional Learning + Student Learning = Achievement Results**

The power of professional learning community is felt when professionals focus on solving issues collaboratively. Examine how the teacher and principal can use staff development to move the focus from teaching to learning, to deepen the teachers’ curriculum understanding, to increase the use of research-proven teaching strategies, and to apply data to decision making in order to increase demonstrating student achievement.

Cathy Williams, Vinita Public Schools, Vinita, OK, cvwilliams@vinitahornets.com
Rosann Hanes, Vinita Public Schools, Vinita, OK, rhanes@vinitahornets.com
Roberta Porter, Vinita Public Schools, Vinita, OK, rporter@vinitahornets.com
Tabitha Wrinkle, Vinita Public Schools, Vinita, OK, twrinkle@vinitahornets.com

Critical Issue 1: Leadership

“NASHVILLE NOTES”

This is an intense conference. Schedule a break to process your learning! Make a date with others to meet and debrief implications for your work.

**J21 Hitting the Bull’s-Eye for Powerful Impact**

Most districts are grappling with aligning local curriculum, assessments, and classroom instruction to standards. For those districts implementing PLCs, prioritizing the curriculum is the very first of Richard DuFour’s four questions. Is there a way to accomplish the huge task with one simple process? Hear conversations that will convince you that the process of doing the work does not need to be complicated to yield powerful results in both professional learning and student achievement.

Sherry Reed, USD 437 Auburn Washburn, Topeka, KS, reedsh1@usd437.net
Becky Blick, USD 437 Auburn Washburn, Topeka, KS,blickbec@usd437.net

Critical Issue 2: High-Performance Culture

**J22 New Teacher Induction: Sustaining the Effort in the Midst of Change**

Follow new teachers before, during, and after their first year in Frederick County Public Schools (FCPS). Examine the components of the award-winning FCPS Great Beginnings: New Teacher Induction Program. The evolution of the induction program resulting from local, state, and national changes will be explained as participants reflect upon applications for their own systems.

Karen Howser, Frederick County Public Schools, Frederick, MD, karen.howser@fcps.org
Vivian Cade, Frederick County Public Schools, Frederick, MD, vivian.cade@fcps.org
Ann Hummer, Frederick County Public Schools, Frederick, MD, ann.hummer@fcps.org

Critical Issue 2: High-Performance Culture

**J23 Visual Literacy and Tips for Improved Presentations**

Learn unique and effective strategies addressing visual literacy techniques, retention, motivation, management of difficult situations, follow-up, and effective technology integration. Focus on visual literacy as it impacts retention and environment in presentations. Learn to maintain a balance between content and glitz. Observe ways to address difficult situations and unwilling participants. Consider the use of technology as a follow-up tool for staff development.

Sandra Mcлерoy, Region VI Education Service Center, Huntsville, TX, smcleroy@esc6.net
 Rachelle Ferguson, Grapevine-Colleyville ISD, Keller, TX, rferguson@sspweb.com
 Nancy Hollis, Region VI Education Service Center, Huntsville, TX, nhollis@esc6.net
 Raylene Renfrow, Marquez, TX, rrenfrow@sspweb.com

Critical Issue 2: High-Performance Culture
**J24**
Leaders Taking Action and Teachers Getting Electrifying Results

Discover how teachers and administrators can earn leadership credibility and facilitate dramatic improvements in literacy and numeracy. Learn how to inspire teachers to use student work to determine how effective instructional strategies and practices produce improved performance and to match research-based strategies with student needs. Experience strategies that help educators sustain hope and optimism when desired results are not yet achieved. Find out how to encourage teachers to be the engines of school improvement.

Bobb Darnell, Township High School District 214, Lake Zurich, IL, bobbdarnell@mac.com
Carol Burlinski, Buffalo Grove High School, Buffalo Grove, IL, carol.burlinski@d214.org
Sue Horan, Chicago, IL, susiehoran@aol.com

Critical Issue 2: High-Performance Culture

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**J25**
Expanding Leadership, Securing Results

The ASSET Partnership, funded by the Wachovia Foundation, highlights the efforts of six middle schools to assess their own strengths and weaknesses, reform their decision-making structures, and adopt a philosophy of distributed leadership. Learn more about how the principals at these schools utilized strategies and skills to fully tap the rich resources of their accomplished teachers and redefined the organization of their schools for greater collaboration and enhanced learning for all.

Melissa Rasberry, Center for Teaching Quality, Chapel Hill, NC, mrasberry@teachingquality.org

Critical Issue 2: High-Performance Culture

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**J26**
Coaching School Results

Being a powerful and effective coach requires skills that are best developed by experiencing coaching firsthand. Give yourself the opportunity to observe coaching skills and language while experiencing its benefits. Coaching School Results members provide a one-on-one coaching session with a professional coach. Give yourself 60-120 minutes to explore your goals and dreams. Imagine the possibilities - a goal made clear, a plan evolved, multiple options for tough situations.

Diana Williams, Coaching School Results, Millersport, OH, dwilli1398@aol.com
Kathryn Kee, Shady Shores, TX, kathykee@coachingschoolresults.com
Karen Anderson, Mesquite, TX, kanderson97@comcast.net
Marceta Reilly, Hoyt, KS, marcetar@aol.com
Frances Shuster, Flower Mound, TX, fshuster@comcast.net

Critical Issue 1: Leadership

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**Focus Your Efforts and Increase Your Results**

**Transforming Schools Through Powerful Planning**

*By Kay Psencik and Stephanie Hirsh*

Psencik and Hirsh offer a powerful school planning process for focusing the dreams and aspirations, the creative talents, and energies of school leadership teams and faculty members. Twenty carefully crafted sessions guide participants in establishing a common vision, implementing research-based strategies, monitoring practice, and improving student achievement. The approach is aligned with the NSDC Standards for Staff Development and all elements of a successful school improvement process. (NSDC, 2004)

208 pages + CD-ROM that includes 126-slide presentation and 31 handouts in PDF format to be used in the planning sessions.

B249 NSDC Member price: $64 / Non-Member: $80

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Explore the Traits of Good Writing and their use in assessment. Learn to transform this data into assessment-driven, differentiated instruction.
Garth Sundem, Teacher Created Materials, Bozeman, MT, garthsundem@yahoo.com
Kristi Pikiewicz, Chief Joseph Middle School, Bozeman, MT, kpikiewicz@bozeman.k12.mt.us

High-Quality Professional Development for New Teachers
Learn how Willard R-II Schools have developed a high-quality teaching institute for new teachers and new to the district teachers.
Susan Marcum, Willard R-II Schools, Willard, MO, smarcum@willard.k12.mo.us
Karen Bench, Willard R-II Schools, Willard, MO, kbench@willard.k12.mo.us
Carolyn Nixon, Willard R-II Schools, Willard, MO, cnixon@willard.k12.mo.us

The Fluency Solution… Combining Teacher Modeling, Repeated Reading, and Monitoring
Examine the role of fluency in the reading process and the research on strategies to develop fluency in beginning and disabled readers.
Joe Cline, Read Naturally, the Fluency Company, Morristown, IN, thecountry4748@msn.com

Technology Integration Facilitators Institute: A Staff Development Model
Learn how the Technology Integration Facilitators’ (TIF) Institute, a three-year district initiative, uses “teachers to teach teachers” to develop technology competencies for all faculty K-12.
Karen Karmazin, University at Buffalo and Grand Island Central School District, Grand Island, NY, KarenKarmazin@k12.ginet.org
Molly Talty, Grand Island Central School District, Grand Island, NY, MollyTalty@k12.ginet.org

Leadership and Culture for Creating a High-Performing School District
Learn about the Southern Regional Education Board research and the leadership modules available for use by schools, universities, and school districts that foster leadership development and increased student performance.
Tom Siler, Lexington School District One, Lexington, SC, tsiler@lexington1.net

Enriching Staff Development Planning With Data
See how using the Surveys of Enacted Curriculum can help planners identify challenging areas in instructional content and practices and create a staff development program targeting these issues specifically.
Jan McCoy, Learning Point Associates, Naperville, IL, jan.mccoy@learningpt.org
Missy Eidsness, Moorhead High School, Moorhead, MN, meidsness@moorhead.k12.mn.us
Richard Ostry, Learning Point Associates, Naperville, IL, richard.ostry@learningpt.org
Jill Shively, Learning Point Associates, Naperville, IL, jill@learningpt.org

Circles of Support: Collaborative Induction Teams That Sustain New Teachers
See how the ABRAZO New Teacher Induction Program in Houston Independent School District uses ongoing, collective feedback from new teachers to reshape and inspire new collaborative modes of support.
Ava Sweet, Houston ISD, Pearland, TX, asweet@houstonisd.org
Lori Grossman, Houston ISD, Houston, TX, lgrossma@houstonisd.org

Successful Outcomes and Results
Learn strategies that will enable administrators and instructional coaches to adjust their coaching conferences to specific needs and skill levels.
Shona Miranda, Peoria Unified School District, Glendale, AZ, smiranda@peoriaud.k12.az.us
Larry Deignan, Peoria Unified School District, Glendale, AZ, ldeignan@cox.net

Go With the Conceptual Flow: A Tool for Building Community and Changing Practice
The K12 Alliance/WestEd in partnership with schools develops processes to build professional learning communities. One of these is the conceptual flow that forms a basis for understanding content, aligning standards, selecting a flow of instruction, identifying an assessment plan, and evaluating instructional materials for their support of teaching and learning. Learn how teachers, using a consistent process, deepen their understanding of teaching and learning, change their practice and help shape district policies.
Kathy DiRanna, WestEd, Fountain Valley, CA, kdirann@wested.org
Melissa Smith, Lake Elsinore Unified School District, Lake Elsinore, CA, melissa.smith@leusd.k12.ca.us
Don Whisman, San Diego City Schools, San Diego, CA, dwhisman@sandi.net

“NASHVILLE NOTES”
Attend the NSDC Business Meeting from 5:15 p.m. to 6 p.m. Tuesday to learn about Council services and direction for 2007-08.
Standards-Based School Leadership for Professional Development

Review the six standards identified by the Interstate School Leader Licensure Consortium and see how they are used to affect student achievement and provide professional learning for all teachers and leaders in the district.

Gayla Moilanen, Educational Testing Service, Reston, VA, gaylamoi@comcast.net
Sherri Sallinger, Cobb County School District, Kennesaw, GA, sherri.sallinger@cobbk12.org

Professional Development for Urban Music Teachers

Learn strategies and considerations in designing successful professional development experiences in a professional development program for music educators.

Al Holcomb, University of Central Florida, Winter Park, FL, aholcomb@mail.ucf.edu
Carolyn Minear, Orange County Public Schools, Orlando, FL, minearc@ocps.net
Mary Palmer, University of Central Florida, Orlando, FL, mpalmer@mail.ucf.edu

Impact: Evaluating Professional Development Effectiveness

Learn how the School District of Philadelphia and other districts are planning and implementing methods of ongoing assessment to measure the impact of professional development on student achievement and instructional practice.

Barbara Buckley-Deni, School District of Philadelphia, Philadelphia, PA, bbuckleydeni@phila.k12.pa.us
Robert Schnieders, SchoolNet, Chicago, IL, rschnieders@schoolnet.com

Creativity Matters: How the Arts Enrich Performance

Gain insight into why the arts are essential to sustaining creative teaching and to growing school leaders who know how to build relationships and maximize productivity.

Kalan Brown, Young Audiences, Woodruff Arts Center, Atlanta, GA, kalan.brown@woodruffcenter.org

Modeling What You Expect: The Use of Multiple Role Learning Teams

Learn how seven strangers in NSDC’s Academy XVII expanded their professional development knowledge base and brought true professional learning communities to life as they have joined forces to improve student learning within their districts and campuses.

Shelley Sweatt, Burkburnett Independent School District, Burkburnett, TX, shelley.sweatt@burkburnettisd.org
Robert Scott, Oregon School District, Oregon, WI, rds@oregon.k12.wi.us
Tracy Williams, Spokane Public Schools, Spokane, WA, TracyW@SpokaneSchools.org

Strengthening Math Instruction by Reculturing Teaching

Learn the chain of events that moved teachers to quality professional development using a blended delivery model that explores content and analyzes classroom lessons.

Debbie Crawford, Pearson Achievement Solutions, Greenville, SC

Action! Facilitating Access to Research in Learning Communities Using Text-Based Protocols

Learn how to design professional development that helps teachers analyze their own knowledge, teaching, student achievement data, and school needs, through the lenses of valid research.

Jason Pearson, Sunset Middle School, Williamson County Schools, Franklin, TN, jasonp@wcs.edu

Empowering Teacher Leaders to Facilitate School Improvement

Examine the rationale, process, and resources that have been developed and used in several pilot schools by teacher leaders and administrators to enhance the implementation of research-based instructional practices through sustained and supported professional development.

Mary Little, University of Central Florida, DeBary, FL, mlittleucf@aol.com
Debora Graves, Orange County Public School District, Altamonte Springs, FL, graves@ocps.net
Ralph Hewitt, Orange County Public Schools, Orlando, FL, hewitt@yahoo.com
D’Ann Rawlinson, University of Central Florida, Daytona Beach, FL, rawlinson@aol.com

NSDC Academy Preview

Join Stephanie Webb and NSDC Academy graduates to learn more about Academy expectations, programs, and benefits.

Stephanie Webb, Florida Department of Education, Fort Myers, FL, Stephwebb46@aol.com

NSDC Board of Trustees Focused Conversation

Join NSDC Board of Trustees members to discuss how the Council’s efforts are assisting you to achieve NSDC’s goal: All teachers in all schools experiencing high-quality professional learning as part of their daily work by 2007.

Deborah Childs-Bowen, Samford University, Decatur, GA, dchildsbowen01@aol.com
Charles Mason, Mountain Brook Public Schools, Mountain Brook, AL, masonc@mtnbrouk.k12.al.us
Sue Showers, West Clermont Local District, Cincinnati, OH, showers_s2@westcler.org
K01 Tuesday Afternoon Lecture Option
This will allow you to attend the following sessions:
K02 Questions and Answers with Cheryl Brown Henderson
2:45 p.m.-3:45 p.m.
L01 Tennessee Scholars Forum: Dawn Werner, Charlotte Britton, and Rhonda Kennedy
3:45 p.m.-4:45 p.m.
Please see the individual session listings for program descriptions.
Critical Issue 3: Race, Class, and Culture

K02 Questions and Answers With Keynote Speaker Cheryl Brown Henderson
Keynote speaker Cheryl Brown Henderson will address your questions in this special session following her keynote address on Tuesday afternoon. The session will conclude after one hour.
Cheryl Brown Henderson, The Brown Foundation for Educational Equity, Excellence and Research, Topeka, KS, brownfound@juno.com

Critical Issue 3: Race, Class, and Culture

K03 Differentiated and Affordable Professional Development With Proven Results for Principals
Experience the impact of differentiated instruction on adult learning. Learn how to thread coaching, differentiated instruction, emotional intelligence, and facilitation skills into a professional development program for principals. Consider the value of combining principals from multiple districts and levels into one synergistic learning community.
Linda Hawkins, Leadership Development Institute, Shady Shores, TX, LindaAnnHawkins@aol.com
Patrick Cates, Highland Park ISD, Dallas, TX, catesp@hpisd.org
Julia Lyda, Leadership Development Institute, Southlake, TX, julia.lyda@charter.net
Becky Prentice, Grapevine-Colleyville ISD, Colleyville, TX, becky.prentice@gcisd.net

Critical Issue 1: Leadership

K04 Teachers Learning in Networked Communities
With support from Microsoft, the National Commission on Teaching and America’s Future is working with three district/higher education partnerships to help build online communities of teachers, with the goal of supporting new teachers from preservice through early induction years. We will describe the rationale for this approach, demonstrate key features, and offer lessons learned for others seeking to replicate online learning communities linking colleges of education and their client school districts.
Kathleen Fulton, National Commission on Teaching and America’s Future, Washington, DC, kfulton@nctaf.org
Sally Luttrell-Montes, Washington Center for Teaching and Learning, University of Washington, Seattle, WA, sallylm@u.washington.edu
Carole Basile, University of Colorado at Denver and Health Sciences Center, Denver, CO, carole.basile@cudenver.edu
Kathleen Cooter, University of Memphis, College of Education, Memphis, TN, kcooter@memphis.edu

Critical Issue 2: High-Performance Culture

K05 PRAXIS II: Faculty Awareness Preparation
While there is currently an emphasis on addressing student achievement gaps in the nation’s public schools, it is important to be aware of a second gap: the teacher gap. Learn what is required to pass teacher licensure tests and how schools of education and schools of arts and sciences align themselves to ensure that teacher candidates are taught the skills and knowledge required to pass PRAXIS II.
Nesa Chappelle-Coombs, National Education Association, Washington, DC, nchappelle@nea.org

Critical Issue 3: Race, Class, and Culture

K06 Creating Collaborative Cultures Through Teams
Placing every professional on a team is a deliberate, thoughtful process that requires a blend of philosophy and practice. Examine a school district’s teacher collaboration process that involves all K-12 teachers and specialists in the school district. View locally produced videos of teacher teams as they analyze student work, review common assessments, develop instructional strategies, and apply strategies in classrooms. Review the district’s locally developed processes, practical tips, and research on teaming.
Jef Johnston, Papillion-La Vista Public Schools, Papillion, NE, jjohnston@paplv.esu3.org
Mary Knight, Papillion-La Vista Public Schools, Papillion, NE, mknight@paplv.esu3.org
Laura Miller, Papillion-La Vista Public Schools, Papillion, NE, lamiller@paplv.esu3.org
Mary Scarborough, Papillion-La Vista Public Schools, Papillion, NE, mscarborough@paplv.esu3.org
Cindy Case, Papillion-La Vista Public Schools, Papillion, NE, ccase@paplv.esu3.org
Kelly Young, Papillion-La Vista Public Schools, Papillion, NE, kyoung@paplv.esu3.org

Critical Issue 2: High-Performance Culture
K07 Questioning to Improve Learning for Students and Adults

Interact with colleagues around issues associated with improving student thinking and learning by applying best practice questioning strategies. Learn how district and school leaders harness the power of questioning as a tool for learning through job-embedded professional development, peer coaching, and sustained professional learning communities. Review the implications for student learning.

Paula Mower, Fort Worth ISD, Fort Worth, TX, pmower@fortworthisd.net
Mark Milovats, Penn-Trafford School District, Trafford, PA, mmilov9726@aol.com
Sara Mueller, Fort Worth ISD, Fort Worth, TX, SMuel@fortworthisd.net
Beth Sattes, Enthused Learning, Charleston, WV, beth@enthusedlearning.com
Critical Issue 1: Leadership

K08 Leading the Climb to High Achievement

When school districts make leadership development a top priority, there is no limit to the successes that can be realized in terms of student achievement. Discover how the School District of Philadelphia has transformed leadership. Learn how many of the elements can be applied to your district.

Karen Kolsky, School District of Philadelphia, Holland, PA, kkolsky@philadelphia.k12.pa.us
Joanne Beaver, School District of Philadelphia, Philadelphia, PA, jbeaver@philadelphia.k12.pa.us
Judith Lewis, School District of Philadelphia, Philadelphia, PA, jlewis@philadelphia.k12.pa.us
Critical Issue 1: Leadership

K09 Ysleta Arts Alive: A Model of Inclusive, Culturally Rich Learning

The Ysleta Independent School District, in partnership with VSA arts of Texas, offer an innovative inclusive arts in education model. Learn how staff development, campus leadership, and community collaboration are an integral part of this model. See evidence of how the program results in measurable achievement, particularly in special education and Spanish-speaking English language learners. Bring back tools for replicating this scalable model in any size setting, from campus to district to region.

Lupe Casillas-Lowenberg, Ysleta Independent School District, El Paso, TX, glowenberg1@ysisd.net
Emily Cicchini, VSA arts of Texas, Austin, TX, emily@vsatx.org
Teresa Cortez, Ysleta Independent School District, El Paso, TX, ttcortez@aol.com
Celia Hughes, VSA arts of Texas, Austin, TX, celia@vsatx.org
Critical Issue 3: Race, Class, and Culture

K10 Developing School and District Personnel as Change Leaders

The Gadsden Elementary School District superintendent initiated a two-year program of professional development for educators to prepare them to serve as change leaders in their schools. Hear about research-based strategies used to successfully implement new practices and tools to plan and monitor professional development and the change process. Learn how professional learning communities were created in their schools.

Ray Aguilera, Gadsden Elementary School District 32, San Luis, AZ, aguil2400@yahoo.com
Shirley Hord, Southwest Educational Development Laboratory, Austin, TX, shord@sedl.org
Rafael Sanchez, Gadsden Elementary School District 32, San Luis, AZ, rsanchez@gesd32.org
Critical Issue 1: Leadership

K11 Mentoring New Teachers in a Large Urban District

The Northeast Region of the Clark County School District has a unique mentoring program that is getting results. What do the mentors do that helps new teachers and experienced teachers new to the Clark County School District? Learn our best practices, share your ideas, and participate in activities that you can take back, adapt, and incorporate in your mentoring program.

Kathy Magee, Clark County School District, Las Vegas, NV, kmagee035@interact.ccsd.net
Jacquetta Clark, Clark County School District, Las Vegas, NV, jclark@interact.ccsd.net
Critical Issue 2: High-Performance Culture

K12 Regional Professional Development Centers: Leading Educational Development in Tennessee

Learn about the value of planned, quality staff development. Learn to maximize professional development budgets through effective collaboration and visionary planning and execution. Develop strategies that will bring the research of noted authors, researchers, and presenters down to the classroom level.

Danny Walden, Dyersburg City Schools, Dyersburg, TN, waldend1@dcs.k12.tn.net
Sandy Baker, Dyersburg City Schools, Dyersburg, TN, bakert1@dcs.k12.tn.net
Robbie Mitchell, Greeneville City Schools, Greeneville, TN, remarked@grschooks.net
Lloyd Ramer, Dyersburg City Schools, Dyersburg, TN, ramerl1@dcs.k12.tn.net
Critical Issue 2: High-Performance Culture

K13 Central Office Inquiry

Schools are invited to critically question their theories of action and how their work is concretely helping the schools they serve. Based on the findings of a three-year study of several districts, learn why some districts find more success than others.

Kim Aguillard, WestEd, San Luis Obispo, CA, kagullard@wested.org
Dolores Goughnour, Payson, AZ, dsgoughn@msn.com
Critical Issue 1: Leadership

Critical Issue 1: Advanced
Creating Successful Teams in a Professional Learning Community

Collaborative environments promote teacher efficacy, support positive school cultures, and ultimately increase student achievement. Develop an understanding of critical issues regarding the construction of collaborative environments. Recognize team dynamics and brainstorm ways to support teams. Create a plan for implementation of strategies and specific activities that will assist schools in building, sustaining, or enhancing a professional learning community.

Terri Martin, Missouri Department of Elementary and Secondary Education, Columbia, MO, martinte@missouri.edu
Tim Brown, Springfield Public Schools, Springfield, MO, cbrown432@spsmail.org

Critical Issue 1: Leadership

E-Mentoring for Highly Qualified Math and Science Teaching

Learn how to implement a comprehensive e-mentoring system. Consider criteria for pairing of e-mentors with master teachers. Assess the viability of e-mentoring and the economic gain of e-mentoring.

Sharon Sherman, Ewing Public Schools, The College of New Jersey, Ewing, NJ, rbroach@ewingboe.org
Lavinia Kumar, New Jersey Department of Education, Trenton, NJ, lavinia.kumar@doe.state.nj.us
Kenneth Maskell, The College of New Jersey, Ewing, NJ, maskell@tcnj.edu
Miriam Robin, Community Middle School, West Windsor-Plainsboro School District, Plainsboro, NJ, miriam.robin@ww-p.org

Critical Issue 2: High-Performance Culture

Staging Noteworthy Presentations

Join a dialogue about staff development focused on embracing changing state and national demographics. Learn how to influence the development of positive school cultures that are focused on achievement and embrace student differences so that students feel welcomed. Reflect on your current practices in serving diverse students and share initiatives that focus on culturally responsive leading, teaching, and learning.

Linda O’Neal, Appalachian State University, Boone, NC, oneallc@appstate.edu
Roma Angel, Appalachian State University, Banner Elk, NC, angelrb@appstate.edu
Patricia Johnson, Caldwell County Schools, Lenoir, NC, pjohnson@caa.k12.nc.us

Critical Issue 3: Race, Class, and Culture

Powerful Reflective Practices

The daily integration of powerful reflective practices builds capacity in teacher leaders and increases student achievement. Learn how reflective practices can empower teachers to deepen their learning and provide richer instruction in the classroom. Determine your own use of powerful reflective practices to increase personal productivity. Discover how powerful reflective practices can transform
teacher leaders and school districts into challenging, questionig individuals and institutions that promote self-awareness in students and staff.
Mark Gideon, Springfield Public Schools, Springfield, MO, mgideon@pspsmail.org
Rebecca Wells, Springfield Public Schools, Springfield, MO, rwells@pspsmail.org

Critical Issue 2: High-Performance Culture
K21
Partnerships for Success: Professional Partnerships That Maximize Professional Development Resources
The Northeastern Nevada Math Project is a professional development/research project in mathematics offered collaboratively by the University of Nevada-Reno, the Northeastern Nevada Regional Professional Development Program, and the Nevada Department of Education. Learn how forming partnerships with often-competing professional development providers creates opportunities for rich professional development. Consider how the Northeastern Nevada Math Project can serve as a model for professional development partnerships in your own setting.
Sharon McLean, Northeastern Nevada Regional Professional Development Program, Elko, NV, smclean@elko.k12.nv.us
Gini Cunningham, Northeastern Nevada Regional Professional Development Program, Winnemucca, NV, gcunningham@humboldt.k12.nv.us
Dave Brancamp, Nevada Department of Education, Carson City, NV, dbrancamp@doe.nv.gov
Terunil Lamb, University of Nevada Reno, Reno, NV, terunil@unr.edu

Critical Issue 4: Advocacy
K22
Discovering New Horizons: Leadership Coaching for the 21st-Century Principal
Coaching in the education arena has grown in popularity. It is now a term that is readily understood as an essential process in the development of school leaders. Experiment with coaching moves and strategies that can support your reflective practice and enhance the learning of your colleagues. Engage in a broad and deep exploration of a reflective coaching model. Discover implications for leadership development and transformation of practices that impact teaching, leading, and learning.
Paul Akoury, Teachers21, Wellesley, MA, pakoury@teachers21.org
Dana Brown, Malden Public Schools, Malden, MA, dbrown@malden.mec.edu
Ron Walker, Atlas Communities, Cambridge, MA, rwalker@atlascommunities.org

Critical Issue 1: Leadership
K23
The Art of Performance Planning
When given the opportunity to work together to achieve common goals, school planning teams can affect powerful differences in student learning. Gain an awareness of personal and organizational planning styles and conceptualizations. Engage in collaborative activities that highlight the major steps in creating a plan for school improvement.
Discover from data analysis, action steps, and evaluation the integral role of professional development in a planning process based on collective focus and collaborative effort.
Suzy Cutbirth, Southwest Regional Professional Development Center, Missouri State University, Springfield, MO, scutbirth@missouristate.edu
Marsha Lay, Southwest Regional Professional Development Center, Missouri State University, Springfield, MO, marshalay@missouristate.edu

Critical Issue 2: High-Performance Culture
K24
Accelerate Learning and Improve Behavior in Urban Settings
Learn how Lincoln Heights Elementary School’s “Eight-Cylinder Reform” has proven to be a powerful system for improving student learning and behavior. Design an intervention notebook based on teacher and student needs.
Tyrone Olverson, Princeton City School District, Glendale, OH, tolverson@princeton.k12.oh.us

Critical Issue 2: High-Performance Culture
K25
Job-Embedded Professional Development in Action
Several multicultural and socioeconomically diverse schools in Montgomery County, Maryland, have organized their schedules to increase job-embedded professional development to impact student achievement. Hear their stories and experience a simulated professional development cycle in order to adapt and apply these practices in your school.
Holly Steel, Montgomery County Public Schools, Mt. Airy, MD, holly_a_steel@mcpsmd.org
Judith Duffield, Montgomery County Public Schools, Cabin John, MD, judith_duffield@mcpsmd.org
Candace Ross, Montgomery County Public Schools, Germantown, MD, candace_ross@mcpsmd.org

Critical Issue 2: High-Performance Culture
K26
Building on the Coaching Connection
Coaching is essential to providing support to improve academic achievement. Learn how to overcome resistance by communicating more effectively. Discover how coaching has moved from the power of one to the synergy of many. Explore effective coaching strategies to create a more effective leadership team. Reflect and build on your strengths and weaknesses as a coach, and leave with your own plan for high-quality professional development.
Tyra Webb-Johnson, Rochester City School District, West Henrietta, NY, tyra.webb-johnson@rcsd12.org
Michele Hancock, Rochester City School District, Rochester, NY, hancock.michele@rcsd12.org
Lynne Hawthorne, Rochester City School District, Rochester, NY, lynne.hawthorne@rcsd12.org

Critical Issue 1: Leadership
CONCURRENT SESSIONS

SET L • TUESDAY, DECEMBER 5, 2006
2:45 P.M. – 4:45 P.M.

L01 3:45 p.m.–4:45 p.m.
Tennessee Scholars Forum
Advocating for Quality Professional Learning: The Responsibility of Leaders

Join the Tennessee Teacher, Principal, and Supervisor of 2005 as they discuss professional development in the real world. Learn from their personal experiences as they discuss how their careers, the success of their schools, and, most importantly, the success of their students has benefited from quality professional development. This 50-minute panel will be short on rhetoric and long on applicability.

Dawn Werner, Bristol City Schools, Bluff City, TN, werner@btcs.org
Charlotte Britton, Hawkins County Schools, Rogersville, TN, britton@hck12.net
Rhonda Kennedy, Clarksville-Montgomery Schools, Clarksville, TN rhonda.kennedy@cmcss.net

Critical Issue 3: Race, Class, and Culture

State department representatives from Hawaii, Missouri, New Jersey, Ohio, and Tennessee, will present strategies for elevating the status and impact of professional learning in their states. Topics addressed include leadership development, NCLB requirements, evaluation of professional development, team learning and the NSDC goal, recertification, and teacher induction.

Eileen Avis Spedding, New Jersey Department of Education, Trenton, NJ, Eaviss@doe.state.nj.us
Doug Miller, Missouri State Department of Elementary and Secondary Education, Jefferson City, MO, doug.miller@dese.mo.gov
Barry Olhausen, Tennessee Department of Education, Nashville, TN, barry.olhausen@state.tn.us
Phyllis Unebasami, Hawaii School Leadership Academy, Honolulu, HI, phyllis.unuebasami@notes.k12.hi.us
Cynthia Yoder, Ohio Department of Education, Columbus, OH, Cynthia.Yoder@ode.state.oh.us

Critical Issue 3: Race, Class, and Culture

Critical Issue 3: Race, Class, and Culture

“NASHVILLE NOTES”

Look for sessions with the icon and learn from colleagues producing successful results in high-poverty schools and/or communities.

L03 Moving From Conflict to Collaboration

Conflict is inevitable. If there is no conflict, there is no change. Analyze school conflict situations. Model facilitation of groups in conflict. Learn strategies to move groups and individuals from conflict to collaboration.

Cathy Berlinger Gustafson, Crystal Lake, IL, cbgustafson@cs.com
Cindy Harrison, Broomfield, CO, charrison@instructimprove.org

Critical Issue 3: Race, Class, and Culture

L04 Joining Hands and Hearts: Promoting Cultural Understanding

Educators need to know what responsibilities come with the ever-growing blended society. Consider how the histories, religions, economics, and politics of a country often shape the cultural customs and observances. Learn ways to expand tolerance and acceptance in all classrooms.

Nancy Varian, Malone College, Canton, OH, nvarian@malone.edu

Critical Issue 3: Race, Class, and Culture

L05 Improving School Culture Through Assembly Programs

Does your school need more guards, locks, and gates? Consider student-led school assembly programs to build a safe, positive school culture. Learn the whys and hows of implementing a program to improve school culture.

Charles Collier, Cumberland University, Lebanon, TN, ccollier@cumberland.edu
Bonnie Collier, Warren County School System, McMinnville, TN, collierb01@k12tn.net

Critical Issue 2: High-Performance Culture

Critical Issue 2: High-Performance Culture

L06 The Power of Observation to Create High-Performance Cultures

Learn strategies to maximize the effectiveness of teacher observation in order to create a school culture excited about growth. Learn to provide feedback on strategies while avoiding the insertion of personal feelings that can inhibit professional growth. Gain practical and powerful techniques that make the observation and evaluation process constructive.

Duke Kelly, Education Illustrated, Howell, MI, duke@educationillustrated.com
Jeanne Crocker, Virginia Beach City Public Schools, Virginia Beach, VA, jcrocker@vbschools.com

Critical Issue 2: High-Performance Culture
L07  
**Real-Time Professional Development in Model Classrooms**

Learn how Columbia Public Schools in Missouri capture and cultivate teacher expertise through real-time professional development. Observe research-based best practices. Explore two essential components of the program, which include the observational visit and reflective discussion. View a professional development classroom teacher teaching while an observer is watching. Analyze a reflective discussion between the professional development classroom teacher and the observer immediately following the observation.

Leslie Trogdon, Columbia Public Schools, Columbia, MO, ltrogdon@columbia.k12.mo.us  
Dana Ferguson, Columbia Public Schools, Columbia, MO, dferguson@columbia.k12.mo.us  
Vickie Rorvig, Columbia Public Schools, Columbia, MO, vrorvig@columbia.k12.mo.us

Critical Issue 2: High-Performance Culture

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L08  
**Building Leadership Capacity From the Ground Up: Students, Teachers, and Administrators**

Grand Centre High School is a grade 9 to 12 school in the Northern Lights School Division in Cold Lake, Alberta, Canada. Learn the achievements of our ground-up professional development program. Discover the impact that this program has had on student achievement in our system. Leave with strategies to develop a program using systemwide thinking.

Larry Marciniuk, Northern Lights School Division No. 69, Cold Lake, AB, Canada, larry.marciniuk@nlsd.ab.ca  
Jason Whaley, Northern Lights School Division No. 69, Cold Lake, AB, Canada, jason.whaley@nlsd.ab.ca

Critical Issue 1: Leadership

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L09  
**Curriculum Mapping: A Statewide Initiative and What We Know**

Over a two-year period, the South Dakota Department of Education conducted a statewide project making the curriculum mapping process available to all public schools in the state. See how a statewide initiative to encourage curriculum mapping was conducted through professional development, technical support, and the use of technology. Understand the curriculum mapping process; how it provides real data about the enacted curriculum within each school; and how that data can truly inform school improvement decisions. Consider how the curriculum mapping process can look in different contexts (districts, schools) and communities.

Tamara Bauck, Three Rivers Special Services Cooperative, Pierre, SD, tbauck@tie.net

Critical Issue 2: High-Performance Culture

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L10  
**Investing in the Future: Building Capacity for High-Performing School Leaders**

Learn how the Linkages Leadership Program is transforming the leadership culture in Sarasota County Public Schools by building leadership capacity, focusing on strategies for increasing student achievement, and sustaining learning for administrators. Identify structures and policies that promote or hinder leadership development. Discover program support structures that assist with succession planning and transitioning new school leaders. Take away strategies and templates that can be replicated in your setting.

Wendy Katz, Sarasota County Public Schools, Sarasota, FL, wendy_katz@sarasota.k12.fl.us  
Patricia Lucas, Sarasota County Public Schools, Sarasota, FL, patricia_lucas@sarasota.k12.fl.us

Critical Issue 1: Leadership

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L11  
**Faculty Meetings: A Tool for Building Collaborative, Learning-Focused School Cultures**

Learn how faculty meetings can develop high-performance learning cultures characterized by genuine trust among professional colleagues, a spirit of inquiry, the exploration and application of best practice, and a relentless pursuit of excellence to insure that all students thrive. Take away specific strategies for getting started and sustaining norms of continuous improvement. Experience a variety of job-embedded learning structures that build individual, collegial, and organizational capacity to produce learning.

Pam Robbins, Mt. Crawford, VA, probbins@shentel.net

Critical Issue 2: High-Performance Culture

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L12  
**Adapting the Santa Cruz Model: Wisconsin School Districts Share Their Progress**

Learn the true components of the Santa Cruz Induction Model and how districts move toward that exemplar. Representatives from several Wisconsin districts will share their progress and lessons learned along the way. Conclude by analyzing your own induction program using a quick and easy form.

Thomas Howe, Wisconsin New Teacher Project, New Teacher Center at University of California, Santa Cruz, Madison, WI, thomas_howe@mononagrove.org  
Sharon Nelson, Wisconsin New Teacher Project, New Teacher Center at University of California, Santa Cruz, Waunakee, WI, snelson@waunakee.k12.wi.us

Critical Issue 2: High-Performance Culture
L13  
**Systemic Approach to Principal Professional Development**

Learn how to develop a systemic approach to principal professional development. Reflect on your current practices. Examine an approach to principal professional development that includes peer assessment followed by leadership course modules offered in workshops or online.

*Don Schmidt*, Hamilton County Educational Service Center, Cincinnati, OH, schmidt_d@hcesc.org  
*Barb Crist*, Hamilton County Educational Service Center, Cincinnati, OH, crist_b@hcesc.org  
*Gary Gardella*, Hamilton County Educational Service Center, Cincinnati, OH, gardella_g@hcesc.org

**Critical Issue 1: Leadership**

L14  
**Using and Understanding Data: Pathways to Improvement**

Standardized tests, classroom assessments, and demographic information are in your hands. What can all this data tell you? Learn data-based decision making through the inquiry process. Use and understand data to frame organizational and curricular practices with the goal of effective, sustainable school improvement.

*Catherine Garrison*, Measured Progress, Dover, NH, cgarrison@measuredprogress.org

**Critical Issue 2: High-Performance Culture**

L15  
**Professional Conversations: Motivating Staff to Effect Change**

How do you motivate? How do you get school district personnel or school staff to change? How do you guide discussions and lead meetings in a way that promote constructive, passionate conversations that lead to a change in practice in the classroom? Learn to use a process that creates passion, creative conversation, and the commitment needed for staff and student achievement at all levels.

*Albert Castillo*, Los Angeles Unified School District, Commerce, CA, albert.castillo@lausd.net  
*Elizabeth Horton*, California State University, Long Beach, CA, ehorton@csudh.edu

**Critical Issue 2: High-Performance Culture**

L16  
**Teams That Play Together, Stay Together**

What’s the difference between a mob and a team? We have many mobs in schools - people who band together on an individual issue. Student achievement is a result of hard work and teams with focus. To be an effective team requires trust, commitment, leadership, and a focus on results. Learn one interactive approach to building teams. Be ready to play and learn.

*Stevie Ray*, Stevie Ray’s Improv Company, Richfield, MN, stevie@stevierays.org  
*William Sommers*, SEDL, Austin, TX, wsommers@sedl.org

**Critical Issue 2: High-Performance Culture**

L17  
**United We Stand**

Learn about a powerful initiative that helped Tulsa Public Schools reach Annual Yearly Progress in 23 of 25 participating NCLB school improvement buildings during the 2004-05 school year. The principal of a high-minority, high-poverty school will describe the extensive professional development and instructional coaching that resulted in dramatic improvements in student achievement. Learn the content and process needed to replicate these results in your school or district.

*Cindi Hemm*, Tulsa Public Schools, Broken Arrow, OK, hemmci@tulsaschools.org

**Critical Issue 3: Race, Class, and Culture**

L18  
**Instructional Coaches Build Partnerships**

Instructional coaching is powerful professional development and key to school improvement. Explore the roles and responsibilities of instructional coaches. Learn how instructional coaches facilitate change in instructional practice to improve student achievement. Leave with specific tips and tools, such as learning communities, coaching, modeling, and conversations for working with eager and reluctant adult learners.

*Lisa Casto*, Richardson ISD, Richardson, TX, lisa.casto@risd.org  
*Charlie Scott*, Texas Staff Development Council, Odessa, TX, tsdc.charle@grandecom.net

**Critical Issue 2: High-Performance Culture**

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**“NASHVILLE NOTES”**

Bring your tickets to sessions. Tickets guarantee you have a seat and the presenter has the correct number of handouts.
L19
Standardizing and Evaluating Professional Development in a Large Urban District

Learn how a professional development model is being used to standardize high-stakes training in a large urban district. Examine data that draws connections between the multidimensional aspects of professional development and student achievement. Participate in a train-the-trainer session that will provide you with the knowledge needed to begin developing your own standardized professional development.

Beverly Winsch, Jefferson County Public Schools, Louisville, KY, bwinsch2@jefferson.k12.ky.us
Dena Dossett, Jefferson County Public Schools, Louisville, KY, ddosset1@jefferson.k12.ky.us
Kathleen Nichter, Jefferson County Public Schools, Louisville, KY, knichte1@jefferson.k12.ky.us

Critical Issue 1: Leadership

L20
Integrating Video Technology With the Five Standards for Effective Pedagogy

Hear how college of education faculty use digital video technology to train teachers by reviewing classroom interactions between preservice teachers and students. Observe and discuss the variables involved in the training of university faculty, teachers, and students in the use of digital video technology and the benefits of faculty, teacher, and student collaboration.

Lee Allen, University of Memphis, Memphis, TN, allenlee@memphis.edu
Allen Seed, University of Memphis, Memphis, TN, aseed@memphis.edu

Critical Issue 2: High-Performance Culture

L21
How An Urban School District Is Building Leadership and Creating Community

Learn how teams of coaches, supervisors, teachers, principals, and district leaders from one New York City region have successfully updated their knowledge, skills, beliefs, and practices by studying the essential elements of instruction, brain-based learning, and coaching for excellence. Learn how this work has positively enhanced leadership and influenced teacher practice and reflection. Study several professional development protocols and reflect upon the developmental journey the region and individual practitioners have taken to achieve this success.

Fern Berenberg, Heart of Change Associates, Hoboken, NJ, Fern@HeartofChange.com
Steve Frankel, Heart of Change Associates, Hoboken, NJ, S4frankel@aol.com
Laura LaSala, New York City Department of Education, Hoboken, NJ, llasala2@nycboe.net

Critical Issue 1: Leadership

L22
Building Site-Based Data Utilization Capacity for School Improvement

The East Tennessee Science Partnership serves middle school science and special education teachers in five rural, economically disadvantaged Appalachian school districts. Learn how a small school system was able to build data skills and capacity for sustained school improvement in the content areas (K-12) through teacher learning communities. Engage in data-driven dialogue and disaggregate student data. Develop content-specific action plans using sample data sets.

Terry Lashley, Tennessee Technological University, Knoxville, TN, t_lashley@charter.net
Colleen Goss, University of Tennessee, Knoxville, TN, cwofield7@utk.edu
David Timbs, Johnson County Schools, Mountain City, TN, timbsd@k12tn.net

Critical Issue 3: Race, Class, and Culture

L23
Coaching School Results

Enhance your coaching skills by experiencing coaching firsthand. Observe coaching skills and language and experience its benefits. Coaching School Results members provide a one-on-one coaching session with a professional coach. Give yourself 60-120 minutes to explore how you can increase teacher learning and student achievement in your district.

Karen Anderson, Coaching School Results, Shady Shores, TX, ronkatkee@centurytel.net
Kathryn Kee, Shady Shores, TX, kathykee@coachingresults.com
Marceta Reilly, Hoyt, KS, marcetar@aol.com
Frances Shuster, Flower Mound, TX, fshuster@comcast.net
Diana Williams, Millersport, OH, dwilli1398@aol.com

Critical Issue 1: Leadership

“NASHVILLE NOTES”
Register for a roundtable session and learn about two programs for the price of one.
Using Your Teacher Evaluation System to Identify, Nurture, and Train Teacher Leaders

Learn how to develop a teacher evaluation system tied to staff development and the development of teacher leaders.

Linda Antonowich, West Chester Area School District, West Chester, PA, lantonowich@wcasd.k12.pa.us
Michele Curay-Cramer, West Chester Area School District, West Chester, PA, mcuray-cramer@wcasd.net
Lisa Lucas, West Chester Area School District, West Chester, PA, llucas@wcasd.k12.pa.us

Restructuring for District and School Improvement

Review the different aspects of the restructuring process for schools, where restructuring means choosing among the five NCLB options.

Cheryl Pruitt, Learning Point Associates, Naperville, IL, cheryl.pruitt@learningpt.org

Creating Mental Space for Teachers

Learn research-driven strategies for creating mental space that gives teachers the opportunity to get away from their classrooms both mentally and physically to think about their work and expand their horizons.

Connie Mayo, Tennessee Department of Education, Nashville, TN, connie.mayo@state.tn.us
Deborah Boyd, Tennessee Department of Education, Nashville, TN, deborah.boyd@state.tn.us
Dawn Young, Cheatham County Schools, Ashland City, TN, youngd@cheatham.k12.tn.us
Dawn Vincent, East Cheatham Elementary School, Ashland City, TN, vincentdl@cheatham.k12.tn.us

Growing Into Our Vision

Learn how teachers from the Maplewood-Richmond Heights Early Childhood Center are developing their vision of school as studio by strategically using professional development time and focusing their collective learning on one goal: bringing depth and meaning to their school vision.

Linda D’Acquisto, D’Acquisto Consulting, Middleton, WI, ldacquisto@msn.com
Julie Dennison, Maplewood Richmond Heights Early Childhood Center, Saint Louis, MO, j.dennison@mrhsd.k12.mo.us
Megan Sanders, Maplewood Richmond Heights Early Childhood Center, Maplewood, MO, m.sanders@mrhsd.k12.mo.us
Cyndi Hebenstreit, Maplewood Richmond Heights Early Childhood, Maplewood, MO, c.hebenstreit@mrhsd.k12.mo.us

Learning Without Limits

Explore the Kansas Technology Rich Classroom Project and see how technology is transforming classrooms through meaningful professional development and collaboration.

Jana Craig Hare, ALTEC-University of Kansas, Lawrence, KS, jana@altec.org
Kari Stubbs, ALTEC-University of Kansas, Lawrence, KS, kstubbs@altec.org
Highly Effective Professional Learning and Technology

Learn about creating and delivering digitally enhanced school-based professional learning.

Lynn Kimberlin, Cobb County School District, Kennesaw, GA, lynn.kimberlin@cobbk12.org
Pam Schiftic, Cobb County School District, Marietta, GA, pamela.schiftic@cobbk12.org

School Leaders as Designers of Democratic Learning Communities

Explore the WorldBlu Organizational Democracy Framework, a set of 12 democratic principles for governing healthy relationships, facilitate trusting climates that support organizational learning, and many other positive school outcomes.

Lisa Kensler, Lehigh University, Bethlehem, PA, lak7@lehigh.edu

A Journey to High-Performing Schools Using Six Guiding Principles

Examine the six principles that frame the Failure Is Not An Option™/Professional Learning Communities of HOPE model for school improvement and see how these principles help schools reshape school culture, develop collaboration, use data, and build leadership capacity.

Dori Billows, HOPE Foundation, Palos Heights, IL, doribillows@comcast.net
Thomas Jatkowski, Roosevelt Magnet School, Peoria Public School District, Peoria, IL, thomas.jatkowski@psd150.org
Taunya Jenkins, Roosevelt Magnet School, Peoria Public School District, Peoria, IL, tjenkis@mtco.com

Addressing the Minority Achievement Gap Through Successful Mentoring and Induction

Examine keys to success that schools, districts, or state education departments can apply to their mentor and induction programs to address the achievement gaps of minority, special education, and English language learner students.

Connie Sims, Educational Testing Service, Tacoma, WA, conniesims@yahoo.com

Hailing a CAB for Teacher Leadership Teams

Hear about the Content Area capacity Building (CAB) Project, a multiyear opportunity offered by the area education agency that is focused on capacity building at a building or district level in the content areas of reading, math, or sciences. Develop a knowledge base of content, strategies, and use of data.

Kimberly Thuente, Heartland Area Education Agency #11, Johnston, IA, kthuente@ea11.k12.ia.us
Lea Davidson, Dallas Center-Grimes Community School District, Dallas Center, IA, ldavidson@dc-grimes.k12.ia.us

North Dakota Collegial Learning Program: High-Quality Professional Development Statewide

Hear how Bismarck Public Schools, the LEAD Center, and the North Dakota Curriculum Initiative, in partnership with the North Dakota Department of Public Instruction, developed a statewide, standards-based, professional development program that is job-embedded and site-based.

Justin Wageman, North Dakota State University, Fargo, ND, justin.wageman@ndsu.edu
Marvin Erhardt, ND LEAD Center, Bismarck, ND, marvin.erhardt@ndlead.org
Thomas Hesford, North Dakota Collegial Learning Program, Bismarck Public Schools, Bismarck, ND, tchesford@btinet.net
Tanna Kincaid, Hughes Education Center, Bismarck Public Schools, Bismarck, ND, tanna_kincaid@educ8.org

Leadership Development: A Framework for School Improvement

The challenges of education today demand that school leaders have specific skills to set the foundation for improving teaching and learning. Learn how the Cobb County School District uses a standards-based leadership program to invest in the professional growth of strong administrative and teacher leaders who, through collaboration and empowerment, are making a difference for students.

Cheryl Hungerford, Cobb County Schools, Kennesaw, GA, cheryl.hungerford@cobbk12.org
Sherri Sallinger, Cobb County Schools, Kennesaw, GA, sherri.sallinger@cobbk12.org

NSDC Academy Preview

Join Stephanie Webb and NSDC Academy graduates to learn more about Academy expectations, programs, and benefits.

Stephanie Webb, Florida Department of Education, Fort Myers, FL, Stephwebb46@aol.com

NSDC Board of Trustees Focused Conversation

Join NSDC Board of Trustees members to discuss how the Council’s efforts are assisting you to achieve NSDC’s goal: All teachers in all schools experiencing high-quality professional learning as part of their daily work by 2007.

Sue McAdams, Rockwood School District, Eureka, MO, mcadamsusie@rockwood.k12.mo.us
Sydnee Dickson, Granite School District, Salt Lake City, UT, sydnee.dickson@granite.k12.ut.us
M01
Beyond the Numbers Game: Sustainable Leadership for Sustainable Improvement

This speech will draw on Andy Hargreaves’ book, *Sustainable Leadership* (Jossey-Bass, 2005), and the compelling research-based examples described within it to argue that there is more to learning and to life than short-term gains in achievement results. Hargreaves shows how the future of student learning is to be found not in teacher-proof and leader-proof prescribed teaching methods, but in figuring out how to focus urgently, yet patiently, on learning as a shared and distributed responsibility that stretches over time from one leader to the next.

Andy Hargreaves, Lynch School of Education, Boston College, Chestnut Hill, MA, hargrean@bc.edu

Critical Issue 3: Race, Class, and Culture

Should Andy Hargreaves not be called upon during the conference as a back-up keynote speaker he will deliver his prepared keynote during the M01 concurrent session.

M02
Improve Your School or District Web Site

School and district web sites have the potential to support many aspects of a standards-based professional learning environment. Learn what makes school and district web sites particularly useful. Share your school or district web address ahead of time and receive a tailored analysis of your site.

Tracy Crow, National Staff Development Council, Columbus, OH, tracy.crow@nsdc.org

Critical Issue 2: High-Performance Culture

M03
Leading With Heart

Leaders who understand the power of leading with heart and creating powerful relationships experience success. Consider the beliefs and values of leader as servant and learn ideas from servant leadership that can be used to create dynamic organizations. Discuss how the elements of servant leadership can be used in the workplace to create an environment that promotes others and builds success.

Karen Nix, Mesquite ISD, Mesquite, TX, knix@mesquiteisd.org
Nancy Gray, Mesquite ISD, Mesquite, TX, ngray@mesquiteisd.org
Judy Pardun, Mesquite ISD, Mesquite, TX, jpardun@mesquiteisd.org

Critical Issue 1: Leadership

M04
Using Data to Design Strategic Mentor Professional Development

Assessments of mentor practice can help induction program leaders plan strategic, meaningful, ongoing professional development for mentors. The New Teacher Center at the University of California, Santa Cruz has designed professional mentor standards and a continuum of mentor development that can help mentors celebrate their successes and identify challenges of practice. Learn to use this data and template for meeting design in order to create powerful mentor learning communities focused on mentor development and teacher leadership.

Wendy Baron, New Teacher Center at University of California, Santa Cruz, Santa Cruz, CA, wbaron@ucsc.edu
Suzanne Riley, New Teacher Center at University of California, Santa Cruz, Santa Cruz, CA, eriley4515@aol.com

Critical Issue 1: Leadership

M05
Overcoming What We’ve Always Done: Implementing a Differentiated Professional Development Program

Student and teacher instructional data drive the professional improvement initiative at Wheatridge Middle School. Examine how the teaching staff of this suburban Kansas middle school increased their awareness and use of instructional strategies to improve student learning. Learn how the building leadership team overcame common barriers while implementing this initiative to increase teacher ownership and self-efficacy in the professional development process.

Christy Ziegler, Gardner Edgerton USD 231, Gardner, KS, zieglerc@usd231.com
Tim Brady, Gardner Edgerton USD 231, Gardner, KS, bradyt@usd231.com
Dustin Mortenson, Gardner Edgerton USD 231, Gardner, KS, mortensond@usd231.com

Critical Issue 2: High-Performance Culture

M06
A School-University Partnership: Supporting, Training, and Retaining Beginning Teachers

Learn how a university and seven geographically remote public school systems collaborated to develop a comprehensive induction program for beginning teachers. Examine beginning teacher support strategies and discuss components that can be replicated or modified in your own context through specific breakout discussions focusing on e-mentoring, on-site support, and induction evaluation.

Janice Holt, Western Carolina University, Cullowhee, NC, holt@email.wcu.edu
Teresa Hollifield, Jackson County Public Schools, Sylva, NC, thollifield@email.jcps.k12.nc.us
Ruth McCreary, Western Carolina University, Cullowhee, NC, rmccreary@email.wcu.edu

Critical Issue 2: High-Performance Culture
M07
Stirring Up Vocabulary
Learn to design and implement a comprehensive approach to teaching academic vocabulary as a district, a school, or an individual classroom teacher. Acquire ideas for improving job-embedded professional development for teachers in the area of content vocabulary instruction. Hear about changes in student performance, attitude, and behavior as well as teacher attitudes and instructional strategies.

Dianne Williams, Cheatham County Board of Education, Ashland City, TN, dwilliams@cheatham.k12.tn.us
Sherry Gibbs, Cheatham County Board of Education, Charlotte, TN, lcoach27@aol.com

Critical Issue 1: Leadership

M08
The Courage to Lead: Sustaining the Hearts of School Leaders
Building the skills and knowledge of instructional leadership is critical but not sufficient to eliminate the achievement gap. It is also critical to sustain and renew the heart and courage of school leaders working to transform schools. Courage to Lead programs effectively address this need. Experience the Courage to Lead approach and learn about national, district, and school-level efforts to sustain school leaders.

Terry Chadsey, Center for Courage and Renewal, Bainbridge Island, WA, terry@couragerenewal.org
Ellen Kahan, Edmonds School District, Seattle, WA, KahanE@edmonds.wednet.edu
Robert Kogane, Whitman Middle School, Seattle Public Schools, Seattle, WA, rkkogane@seattleschools.org
Edward Tobia, Center for Teacher Renewal, Austin, TX, etobia@austin.rr.com

Critical Issue 1: Leadership

M09
Learning Communities at Work
Learn about the research and characteristics of learning communities. Hear how the Baltimore Public School System and A.U.S.S.I.E. (Australian United States Services in Education) helped develop learning communities through partnerships. Explore strategies to use in developing learning communities. Create a plan to begin this work at your school and/or district.

William Hawk, Baltimore City Public Schools System, Baltimore, MD, WHawk@bcps.k12.md.us
Bill Richardson, A.U.S.S.I.E., New York, NY, brichardson75@hotmail.com

Critical Issue 1: Leadership

M10
Statewide Professional Development Is Possible: Utah’s Elementary CORE Academy
Since 2002, Utah school districts and the elementary CORE Academy have created a statewide mindset of continuous professional growth. Learn about the CORE Academy and how to create a culture where elementary teachers have the ability and desire to meet with colleagues and discuss ways of meeting the needs of learners. Leave with the vision to implement a statewide cycle of professional development program.

Max Longhurst, Utah State University, Logan, UT, max@cc.usu.edu
Bob Larson, Alpine School District, American Fork, UT, Nicole Paulson, Utah State Office of Education, Salt Lake City, UT, nicole.paulson@schools.utah.gov

Critical Issue 1: Leadership

M11
Project-Based Learning in the Global Environment
What constitutes a compelling project, and why do we care? When students participate in project-based learning, they contribute to individual and community learning in powerful ways. Be inspired by film segments documenting successful interdisciplinary K-12 projects and examples of online collaborative projects. Receive resource lists and ideas, and begin planning staff development to support project-based learning.

Sara Armstrong, Sara Armstrong Consulting, Berkeley, CA, saarmst@telis.org
Rosie Vojtek, Ivy Drive School, Bristol School District, Bristol, CT, rvojtek@edovation.com

Critical Issue 2: High-Performance Culture

M12
Powerful, Principled Professional Learning
Participate in a powerful, principled model of professional learning that combines aspects of Japanese lesson study and instructional coaching. Learn how to organize and orchestrate a facilitated/coached lesson study session. Use the lesson study approach to promote deeper, more informed, and more inquisitive professional dialogue focused on evidence of student learning.

Lucy West, Metamorphosis Teaching Learning Communities, New York City, NY, lucywest18a@aol.com

Critical Issue 2: High-Performance Culture
M13
An Administrator Guide to Differentiated Instruction
Examine how a small Canadian school district, using a three-year project, built a culture of differentiated instruction to meet the learning needs of all students. Review the research supporting differentiated instruction and what it looks like in a classroom setting. Leave with a model for implementing differentiated instruction at the school and system levels.
Rick Berry, Holy Family Catholic Schools, Peace River, AB, Canada, berry.r@hfcrd.ab.ca
Critical Issue 2: High-Performance Culture

M14
High-Quality Professional Development: A Virtual Solution
Learn how Cumberland County Schools have incorporated technology and the Internet to enhance and expand professional development and collaboration across North Carolina. Discuss ways technology is being used in school systems and examine research regarding online professional development. Compile and evaluate strategies and plan for your own innovative, collaborative learning network.
Elaine Duff, Cumberland County Schools, Fayetteville, NC, eduff@ccswebacademy.net
Barry Duff, Cumberland County Schools, Fayetteville, NC, bduff@ccswebacademy.net
Critical Issue 2: High-Performance Culture

M15
Key Ingredients for Getting Rapid Results With Diverse Learners: Differentiation That Works
Gain tools and the planning techniques needed to make differentiation feasible and sustainable at any level. Learn how to avoid pitfalls and staff resistance and build practical support. Examine tools to help your school focus on meeting diverse student needs rapidly and successfully.
Lin Kuzmich, Colorado State University, Loveland, CO, kuzenergy@comcast.net
Diane Lauer, Conrad Ball Middle School, Thompson School District, Loveland, CO, lauerd@thompson.k12.co.us
Critical Issue 3: Race, Class, and Culture

M16
Coaching for Excellence: You Can Do It!
Every school in the Kansas City Missouri School District has an instructional coach. Hear about the training of coaches and implementation based on Heart of Change and the Kansas City Missouri School District model. Participate in experiential learning activities, review the model, and begin developing your own coaching model in collaboration with others.
Cathy Dennis, Kansas City Missouri School District, Kansas City, MO, cathydennis00@yahoo.com
Lisa Boyd, Kansas City Missouri School District, Kansas City, MO, liboyd@kcmsd.net
Deborah Fortner, Kansas City Missouri School District, Kansas City, MO, dfortner@kcmsd.net
Patricia Rowles, Kansas City Missouri School District, Kansas City, MO, prowles@kcmsd.net
Critical Issue 2: High-Performance Culture

M17
Curriculum Mapping as a Tool for Staff Development
Learn how to implement curriculum mapping K-8. Identify the operational curriculum in each discipline that foster horizontal and vertical articulation among teachers.
Sondra Markman, Warren Township School District, Warren, NJ, smarkman@warrentboe.org
Robert Comba, Warren Middle School, Warren Township School District, Warren, NJ, rcomba@warrentboe.org
Mary Ellen Roberts, Warren Township School District, Warren, NJ, mroberts@warrentboe.org
Critical Issue 2: High-Performance Culture

M18
Data Conferencing: The Principal, the Coach, and the District Roles
Learn how the Kingsport City Schools District in Tennessee uses summative and formative data to better understand the needs of students. Examples of data conferencing between a principal and a teacher, including the teachers’ comments, will be shared. Explore how the school-based coach supports data mentoring and how a district supports data analysis.
Katie Moeller, The Learning Network, Richard C. Owen Publishers, Destin, FL, kmoeller@aol.com
Tammie Davis, Lincoln Elementary School, Kingsport City Schools, Kingsport, TN, tndavis@k12k.com
Karen Reed-Wright, Kingsport City Schools, Kingsport, TN, kreedwright@k12k.com
Critical Issue 1: Leadership

“NASHVILLE NOTES”
FOR TENNESSEE EDUCATORS ONLY
Professional Development Units for TASL-mandated individuals are available for attending the NSDC Conference. Information will be available on site.
M19
Archetypes, Not Stereotypes, for Culture and Race

Explore the theory of personality type, its worldwide use, and how cultures identify an archetype. Learn a framework for discussing race and its use for highlighting the strengths of students from diverse backgrounds. Discuss archetypes and biases of various cultures. Learn how to promote open dialogue about differences and how personality type works with other models of differentiation.

Jane Kise, Edina, MN, janekise@earthlink.net
Beth Russell, Minneapolis Public Schools, Minneapolis, MN, beth.russell@mpls.k12.mn.us
Critical Issue 3: Race, Class, and Culture

M20
The Maryland Leadership Succession Initiative

Leadership matters. Leadership is learned. Leadership impacts every child’s achievement. These belief statements drive the work of the Division for Leadership Development at the Maryland State Department of Education. Learn about MSDE’s efforts to provide consistent outreach to systems with the goal of collaboratively improving schools. Building leadership capacity is centered on carefully planned succession efforts. Hear about the Leadership Succession Planning Guide for Maryland, the Maryland Instructional Leadership Framework, and supporting professional development strategies.

Patricia Jones, Maryland State Department of Education, Baltimore, MD, pjohnes@msde.state.md.us
Ted Haynie, Calvert County Public Schools, Prince Frederick, MD, hayniet@calvertnet.k12.md.us
Critical Issue 2: High-Performance Culture

M21
United States of America

At the 2005 NSDC Annual Conference, Juan Enriquez presented ideas from the book As the Future Catches You. We are challenged to think about how to prepare our students for a world that we do not know. Join in discovering answers and new questions.

William Sommers, SEDL, Austin, TX, wsommers@sedl.org
Skip Olsen, Minneapolis, MN, wolsen@mn.rr.com
Critical Issue 3: Race, Class, and Culture

M22
Blue, Orange, Gold, and Green: Building the Perfect Team

Learn about True Colors, an asset-building model that answers the question: Why are people the way they are? Identify individual colors/styles and explore the characteristics of dominant styles/brightest colors. Participate in heterogeneous groups to deepen your understanding of working successfully with diverse teams and the application of this knowledge to other situations.

Kim Loucks, Teaching and Learning Connected, Auburn, NY, loucksltc@adelphi.net
Carolyn Hirst-Loucks, Auburn Enlarged City School District, Auburn, NY, hirst-loucks@auburn.cnyric.org
Critical Issue 2: High-Performance Culture

M23
Teachers, Principals, District Leaders: Partnering for Professional Learning and Student Achievement

Learn how a school district in Missouri formed an ongoing learning partnership of district administrators, principals, and teachers to build relationships, distribute leadership, raise expectations, and close the student achievement gap. See how 50 people have used high-quality professional learning to study effective schools, examine a framework for understanding poverty, explore brain research, and practice powerful instructional strategies to build an enhanced capacity to promote student success.

Pam Robbins, Mt. Crawford, VA, probbins@shentel.net
Jeff White, Fort Osage School District, Independence, MO, jwhite@fortosage.net
Critical Issue 1: Leadership

M24
Running Effective Meetings

Examine the art of running effective meetings. Our design encourages an open, supportive culture where meeting participants are engaged and part of the decision-making process. Reflect on your current agenda crafting practice, facilitation methods, and results. Acquire success indicators to use as measures of impact of future meetings.

Marilyn Conyers, School District of Philadelphia, Mt. Laurel, NJ, mconyers@phila.k12.pa.us
Maria Kreiter, School District of Philadelphia, Malvern, PA, mkreiter@phila.k12.pa.us
Michelle Thompson, School District of Philadelphia, Blue Bell, PA, mthompson@phila.k12.pa.us
Critical Issue 2: High-Performance Culture
Leading, Thinking, Developing: The Importance of SEL to the Other Side of the Report Card

Social and emotional learning (SEL) is essential to the growth and development of America’s children and youth. Explore and apply the key elements of SEL, emotional intelligence (EQ), and their relationship to each other. Gather ideas that can be used to create an environment of success in the workplace.

Harriett Arnold, University of the Pacific, San Jose, CA, harnold@pacific.edu
Maurice Elias, Rutgers University, Piscataway, NJ, rutgersmje@aol.com

RealTime Coaching™: Improving Instruction in the Moment

Hesston School District adopted the RealTime Coaching™ Model to support and improve teacher quality. Instead of waiting until after the lesson to meet with the teacher to discuss the lesson, teachers receiving RealTime Coaching™ receive feedback and support during the lesson, often immediately after or even while implementing a strategy. Learn how to replicate this model with any initiative.

Vern Minor, USD 460, Hesston, KS, minorv@usd460.ort
Jackie Minor, Kagan Publishing and Professional Development, Hesston, KS, jackie@kaganonline.com

M30
How to Implement Culturally Relevant Instruction: Teacher Teams Improve Student Achievement

Heart about the journeys of teams of teachers from 10 diverse school districts that addressed issues of race, class, and culture with rigorous professional development. Learn how teachers implement culturally relevant teaching strategies and conduct action research to improve student achievement. Enter the conversation, share your experiences, and leave with new ideas to continue the work in your district.

Willy Wood, Open Mind Technology, Columbia, MO, wordmanw@yahoo.com
Bonnie Davis, Cooperating School Districts, Irvine, CA, a4achieivement@earthlink.net
Nancy Saguto, Maplewood-Richmond Heights School District, University City, MO, nsaguto@ mindspring.com
MaryKim Schreck, Osage Beach, MO, marykim@aol.com

Critical Issue 1: Leadership

Critical Issue 2: High-Performance Culture

Critical Issue 3: Race, Class, and Culture
M31
What Works: A New Model Linking Teacher Evaluation and School Improvement
How do we recruit, interview, hire, and induct new teachers? Develop a rationale for an integrated model based on research-based principles of effective teaching. Learn what must be included in a supervisory model that can simultaneously maximize student achievement and teacher satisfaction. Critique various interview instruments. Draft a plan that begins when a district advertises a position and culminates in improved student performance.
Thomas Gannon, Mount Union College, Alliance, OH, gannontw@muc.edu
Judith Conk, Consulting for Results, Nanuet, NY, consult4results@optonline.net
Barbara Lentine, Readington Township Public Schools, Whitehouse Station, NJ, blentine@readington.k12.nj.us
Critical Issue 1: Leadership

M32
Technology Professional Development?
Piece of Cake
In order to ensure our students are technology literate by 8th grade, our teachers must be technology literate. Learn about Wicomico County’s professional development initiative to develop technology-literate teachers. Gain insight into our lessons learned and leave with easy-to-implement strategies for engaging teachers in the professional development necessary to become technology literate.
Carla Hurchalla, Wicomico County Board of Education, Salisbury, MD, churchal@wcboe.org
Chris Cuppett, Wicomico County Board of Education, Salisbury, MD, cuppett@wcboe.org
Critical Issue 2: High-Performance Culture

M33
Literacy and Leadership: Professional Development in Preschool Settings
Learn about professional development that prepares preschool teachers to implement a linguistically informed, structured, and content-rich curriculum to develop literacy and language skills. Gain professional development strategies to promote leadership and improved student outcomes.
Lynn Williams, East Tennessee State University, Johnson City, TN, williaml@etsu.edu
Martha Coutinho, East Tennessee State University, Johnson City, TN, coutinho@etsu.edu
Critical Issue 3: Race, Class, and Culture

M34
Instructional Leadership Coaching to Improve Student Achievement
Learn how a principal and teacher leaders made significant improvements in student achievement as measured by state standards. These gains were supported by leaders participating in a process of instructional leadership coaching using quality tools to close the achievement gap. Experience several of these tools and strategies.
Jeff Peterson, Educational Service District, Yakima, WA, jeffp@esd105.wednet.edu
Critical Issue 1: Leadership

M35
Using Music to Build and Enhance High-Performance Cultures
This creative and dynamic session will provide a hands-on overview of the numerous ways in which music can influence the successful outcome of a workshop. Learn how to influence the brain’s chemistry to boost attention, understanding, and recall, as well as create a nonthreatening, collaborative workshop climate. Leave with specific strategies for implementing music into any class, training, or meeting.
Rich Allen, Education Illustrated, Howell, MI, rich@educationillustrated.com
Robin Kitsis, Virginia Beach City Public Schools, Virginia Beach, VA, robin.kitsis@vbschools.com
Ron Nash, Virginia Beach City Public Schools, Virginia Beach, VA, ron.nash@vbschools.com
Critical Issue 2: High-Performance Culture

M36
Kick It Up a Notch: Teacher Leaders Provide the BAM
Hear how administrators and teachers work as a team to create and facilitate job-embedded professional development. Learn about Maine-Endwell’s unique instructional strategies, including roll-through and on-the-spot scoring to teach targeted skills. Gain knowledge to replicate the conversations, relationships, and leadership of this professional development program.
Kathryn Sever, Maine-Endwell CSD, Endwell, NY, ksever@me.stier.org
Linda Bowgren, Maine-Endwell CSD, Endwell, NY, lbowgren@me.stier.org
Alicia Boyce, Maine-Endwell CSD, Endwell, NY, aboyce@me.stier.org
Michelle Doig, Maine-Endwell CSD, Endwell, NY, mdoig@me.stier.org
Critical Issue 1: Leadership

“NASHVILLE NOTES”
General sessions provide an opportunity to network with colleagues, participate in Council celebrations, and hear stimulating keynote speakers. Plan to attend all of them!
M37
Staff Development That Makes Social Studies Teachers Active
Active teaching strategies are the best way to teach social studies. Staff development for these strategies should be active as well. Learn how to incorporate simulations and primary sources into your professional learning. Walk away with energy and excitement about staff development possibilities.
Emily Smith, Teacher Created Materials, Bristow, VA
esmith@teachercreatedmaterials.com
Marcia Russell, Teacher Created Materials, Huntington Beach, CA
mrussell@tcmpub.com
Critical Issue 1: Leadership

M38
Transforming Teacher Committees to Effective Leadership Teams Focused on Learning
A professional learning community develops when teacher teams are empowered with time and knowledge. Learn how to use collaborative processes, and apply research focused on the stages of change and group development, to transform teacher committees into effective leadership teams that produce results. Hear how the roles of the principal and teachers have expanded through distributive leadership to improve the school culture and student achievement.
Cindy Newell, Northwest Heights Elementary School, Durant Public Schools, Durant, OK, cnewell@durantisd.org
Nancy Johnson, Northwest Heights Elementary School, Durant Public Schools, Durant, OK, njohnson@durantisd.org
Tanya Lindley, Northwest Heights Elementary School, Durant Public Schools, Durant, OK, tlindley@durantisd.org
Elaine Sawyers, Northwest Heights Elementary School, Durant Public Schools, Durant, OK, esawyers@durantisd.org
Critical Issue 1: Leadership

M39
Getting Engaged Without a Ring
You don’t need a fiancée to get engaged. Successful engagement occurs when an organization commits to listening and responding to its constituents, especially its own employees. By focusing on internal engagement, a school district can find itself at the altar, marrying public support with an effective organization. Hear how one Tennessee school district is becoming a national model for public engagement and how your district can become engaged as well.
Elise Shelton, Clarksville-Montgomery County School System, Clarksville, TN, elise.shelton@cmcss.net
Sandra Husk, Clarksville-Montgomery County School System, Clarksville, TN, sandra.husk@cmcss.net
Michelle Newell, Clarksville-Montgomery County School System, Clarksville, TN, michelle.newell@cmcss.net
Critical Issue 4: Advocacy

M40
Developing a Reflective Model for Supervision/Evaluation That Focuses on Professional Growth
Learn how your school district can design and implement a supervision/evaluation model using Charlotte Danielson’s framework. Promote professional growth, develop teacher leadership, and enhance student achievement through job-embedded learning. Review a four-year evaluation plan that is aligned to teacher, school, and district goals using self-assessment, collaboration, and reflection in a three-tiered approach.
Helene Spak, Northbrook School District 27, Northbrook, IL, spak.h@nb27.org
Theresa Fournier, Northbrook School District 27, Northbrook, IL, fournier.t@nb27.org
David Kroeze, Northbrook School District 27, Northbrook, IL, kroeze.d@nb27.org
Critical Issue 2: High-Performance Culture

M41
When the Choir Began to Sing
Simulate a trip to a small town and church facing change. Notice the mile markers and the road in front of you as well as the landscape along the way. Enjoy the trip and the company of fellow travelers. Apply the experience and learning to your own change initiatives.
Harry Eastridge, Educational Service Center of Cuyahoga County, Valley View, OH, harry.eastridge@lnoca.org
Critical Issue 4

“NASHVILLE NOTES”
Arrive on time for general sessions. Meals will only be available for the first 30 minutes. Meal service stops when the general session begins.
M42
Using Reflective Practice to Analyze Instructional Materials
Review a continuum of leadership skills essential to decision making from prescreening to selection and implementation of instructional materials. Through a blend of presentation and interactive activities, experience the Analyzing Instructional Materials (AIM) process that will improve the selection and purchase of quality instructional materials.
Jody Sherriff, K-12 Alliance, WestEd, Rocklin, CA, jskidmo@wested.org
Jo Topps, K-12 Alliance, WestEd, Santa Ana, CA, Critical Issue 1: Leadership

M43
Telepresence-Enabled Coaching: The Future of Professional Development
Research shows that brief “drive-by” workshops do not support transfer of new skills and strategies into classrooms. When classroom-based coaching is added to professional development, there is significant enactment. Classroom-based coaching helps teachers enact new knowledge and skills. Learn about and experience a new approach to coaching: a professional development delivery method that makes use of telepresence to connect teachers with coaches that are expert both in content and professional development strategies.
Jeff Stephens, Weber School District, Ogden, UT, jstephens@weber.k12.ut.us
Shawn Edmondson, North Logan, UT
Critical Issue 2: High-Performance Culture

M44
Meeting the Needs of English Language Learners
How do we empower classroom teachers with the skills necessary to meet the needs of English language learners? View the American school culture through the eyes of a second language learner and hear stories of survival. Learn how conflicts in culture result in miscommunication. Experience effective strategies for teaching second language learners and examine alternative assessments.
Susan Howell, Metropolitan Nashville Public Schools, Lebanon, TN, susan.howell@mnps.org
Critical Issue 3: Race, Class, and Culture

M45
Tools and Strategies for Effective K-8 Science Teaching
The eight essentials of inquiry-based science offer professional development providers and teacher leaders a research-based approach to professional development for K-8 science. Participate in interactive activities to learn about the eight essentials. Leave this session with a step-by-step process for creating high-quality, integrated science instruction.
Elizabeth Hammerman, Vass, NC, hammerman23@earthlink.net
Critical Issue 2: High-Performance Culture

M46
Coaching School Results
The purpose of this coaching session is to support school leaders in achieving what they want for their schools and districts. Coaching School Results will provide skilled results coaches to allow you to experience the process. Use this time for self-reflection, goal setting, identifying success strategies, and creating multiple pathways for achieving our goals.
Frances Shuster, Coaching School Results, Flower Mound, TX, fshuster@comcast.net
Kathryn Kee, Shady Shores, TX, kathykee@coachingresults.com
Karen Anderson, Mesquite, TX, kanderson97@comcast.net
Marceta Reilly, Hoyt, KS, marcetar@aol.com
Diana Williams, Millersport, OH, dwilli1398@aol.com
Critical Issue 1: Leadership

“NASHVILLE NOTES”
Special notes are indicated throughout the 2006 Conference program. Please read through all the recommendations before you finalize your conference plans.
P01
Quality Results From Support Staff: Wowing Your Customers
Support staff play a key role in creating a quality school culture that impacts teachers’ working conditions and enhances student learning. This session models a professional development activity that engages support staff in reflection and conversations that lead to the creation of ideas for improvement.
Robb Bingham, Convergent Solutions, Lyles, TN, robb@convergentsolutions.us
Stephen Barkley, Performance Learning Systems, New Hope, PA, sbarkley@plsweb.com
Critical Issue 2: High-Performance Culture

Getting to Yes: How Improvisation Improves Achievement
The award-winning improvisational comedy ensemble, Wavelength, demonstrates improvisation’s place in improving student achievement. Gain insights and perspectives on educational issues through the performers’ use of parody, irony, and satire. Participate in activities that will provide research and takeaways designed for using humor, improvisation, and spontaneity to help create a climate where a community of learners can support each other and flourish.
Rochelle Winter, Wavelength, Chicago, IL, winwave@aol.com
Julie Ganey, Wavelength, Chicago, IL, winwave@aol.com
Debbie Lauer, Wavelength, Chicago, IL, winwave@aol.com
Ric Walker, Wavelength, Chicago, IL, winwave@aol.com
Critical Issue 1: Leadership

Challenging Beliefs, Crafting Structures: Tools for Sculpting High-Performance Cultures
Imagine a school culture that supports all students learning and achieving at high levels; members of the faculty accepting collective responsibility for all students; and students and adults behaving as if they believe their individual and collective efforts will improve performance. Use strategies designed to explore core beliefs about ability and achievement; efficacy and effort; and power and control. Explore structures that align these powerful beliefs with behaviors.
Jackie Walsh, Walsh Consulting Group, Montgomery, AL, walshja@aol.com
Chris Corallo, Henrico County Public Schools, Richmond, VA, ccorallo@henrico.k12.va.us
Beth Sattes, Enthused Learning, Charleston, WV, sattesb@gmail.com
Critical Issue 2: High-Performance Culture

Commercial Conversations
People watch the Super Bowl for the commercials as well as the game. Learn how commercials can be used to stimulate conversation about important school matters. See how professional developers use commercials to increase impact, energize meetings and workshops, and set the stage for meaningful conversations among educators. Leave with a repertoire of commercials to use in faculty discussion.
Walter Olsen, Minneapolis, MN, wolsen@mn.rr.com
William Sommers, SEDL, Austin, TX, WSommers@sedl.org
Critical Issue 1: Leadership

Improving Teacher and Leader Learning and Student Achievement by Creating Effective Learning Teams
Learn about an effective learning team model for building community and advancing student learning. Participants will lead and participate in the creation of synergistic school groups, effective learning teams, and learning communities as essential building blocks for enhanced teacher and leader learning, school improvement, and increased student performance. Relevant learning exercises, applications, and actual school examples will be shared.
Dale Lick, Florida State University, Tallahassee, FL, dllick@lsi.fsu.edu
Carlene Murphy, Augusta, GA, carlenemurphy@comcast.net
Critical Issue 1: Leadership
P06
Multiple Roles of School-Based Coaches

School-based coaches wear many different hats. Explore nine roles of school-based coaches and examine the purpose, knowledge and skills, and challenges of each role. Learn how coaches contract regarding their roles to clarify expectations and responsibilities.

Joellen Killion, National Staff Development Council, Arvada, CO, Joellen.killion@nsdc.org
Cynthia Harrison, Instructional Improvement Group, Broomfield, CO, crh@instructimprove.org
Critical Issue 2: High-Performance Culture

P07
Building Team Capacity

How can we encourage teams to use the best of what we know about learning communities? We want to focus on learning, build collaborative relationships, and care about results for all students. What do the best learning communities do? They learn how to work in high-trust environments, confront resistance, and look at student data and student work. They develop common assessments and rubrics. Walk away with ideas to help your teams use these techniques.

Ann Delehant, Delehant and Associates, Pittsford, NY, ADelehant@aol.com
Jody Hoch, Canandaigua, NY, jhoch@rhnet.org
Critical Issue 2: High-Performance Culture

P08
Creating Teacher Checklists: Repacking the Standards

Unpacking the standards is only the first step. Hear about the critical second step necessary for standards-based teaching. By creating sequential checklists and key vocabulary lists, teachers plan their instruction and assessments correlated to standards. Learn how repacking the standards with the end in mind organizes instruction and guides assessment.

Kay Burke, Kay Burke and Associates, Deerfield, IL, kay@kayburke.com
Julie Davis, Central Ohio Regional School Improvement Team, Columbus, OH, juliedavis@cositpd.org
Amy Gwazdauskas, Central Ohio Regional School Improvement Team, Columbus, OH, amygwazdauskas@cositpd.org
Chris Jaeggi, Arlington Heights, IL, chris.jaeggi@sbcglobal.net
Critical Issue 2: High-Performance Culture

P09
Talking About Teaching

As principals strive to be the instructional leaders in their buildings, they are encouraged to spend time in classrooms. While making their rounds, they observe teaching practice, sometimes for very short periods of time. But then what? How can administrators structure a subsequent conversation about teaching to maximize the opportunities for teachers to strengthen their practice? This session will focus on the skills of talking about teaching to make the most of informal observations.

Charlotte Danielson, Outcomes Associates, Princeton, NJ, charlotte_danielson@hotmail.com
Critical Issue 2: High-Performance Culture

P10
Getting Your Book Published: The Nuts and Bolts of Publishing

Learn from editors with more than 40 years of publishing experience at more than a dozen publishing companies. The presenters will explain how to write a winning book proposal, negotiate a rewarding book contract, and navigate the publishing process.

Rachel Livsey, Corwin Press, Thousand Oaks, CA, rachel.livsey@corwinpress.com
Robb Clouse, Corwin Press, Thousand Oaks, CA, robb.clouse@corwinpress.com
Faye Zucker, Corwin Press, Thousand Oaks, CA, faye.zucker@corwinpress.com
Critical Issue 4: Advocacy
REGISTRATION INFORMATION

REGISTRATION POLICIES AND PROCEDURES
To register to attend the conference, please complete the registration form on the next page. Registration forms may also be downloaded from the NSDC web site, www.nsdc.org, or you can register online with a credit card.

Fees for Saturday and Sunday include the Friday Welcoming Reception, lunch on Saturday and Sunday, morning break refreshments, and materials. Fees for the three-day conference include the Sunday evening reception, breakfast and lunch on Monday and Tuesday, and brunch on Wednesday. The Wednesday one-day fee includes brunch and the post-conference.

If you are not a current NSDC member, you must join. “Taste Test” Trial Memberships do not apply.

THREE WAYS TO REGISTER
Registrations will be accepted via mail, fax, or online. If you register by fax or online, do not mail the registration form. If you mail the form, do not fax or register online. This can cause duplicate charges. All registrations require payment for processing.

REGISTRATION DEADLINE
Registrations must be postmarked on or before November 15. Call the NSDC Business Office at (800) 727-7288 after that date to check on conference availability.

EARLY REGISTRATION DISCOUNT
If your registration is postmarked on or before October 13, you may deduct $50 from a 3-day or 5-day registration.

PRESENTER & ACADEMY DISCOUNT
All presenters may deduct an additional $25 from their conference fees. Current Academy members may also deduct an additional $25.

GROUP DISCOUNT
A 10% discount on registration fees for 10 or more persons will be granted to school districts if 10 or more registrations are completed and are included in one envelope with a school district check (no purchase orders or credit cards) for the total amount due.

CANCELLATION POLICY
A full refund less a $50 administrative fee will be issued upon written request received in the NSDC Business Office by November 10, 2006; one-half refund less a $50 administrative fee by November 21, 2006; no refunds will be issued for cancellations received after November 21, 2006. No refunds will be issued until after the conference.

CONFIRMATION
You will receive registration confirmation via e-mail. Please make sure we have your current e-mail address. Please call the NSDC Business Office (800) 727-7288 if you have NOT received confirmation within two weeks of registering. Please bring your registration confirmation to the NSDC registration area to receive a nametag, session tickets, and additional conference materials.

REGISTRATION FORM
SECTION I - Registration Data must be filled out completely. Your current membership number appears on your address label.
SECTION II - Registration Fees must accompany registration. No registrations will be processed without payment in full.
SECTION III - Form of Payment. Fees are payable by check, Visa/MasterCard, or purchase order. The purchase order must be enclosed or faxed with the registration. NSDC will invoice your school/district on the purchase order upon receipt. Payment of the invoice must be received before the conference.

SESSION SELECTION PROCESS
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, 3rd, and 4th choices for each time period. Full and cancelled sessions will be listed on our web site. Please list a 5th and 6th choice if you register after October 15.

POST-CONFERENCE
Wednesday post-conference: NSDC is offering specially selected three-hour sessions (12:00 pm – 3:00 pm) after the traditional brunch and close of the conference at noon Wednesday. This is available to participants who register for Wednesday only one-day regular conference. Three-day or five-day registrants may add the Wednesday post-conference for $50.

EXPERT TRACK
Choose the “Expert” track, and you will receive tickets for Keynote Q&A’s, Distinguished Lectures, and Tennessee Scholars.

A NEW SESSION OPTION
Choose the Beginner Staff Developer Learning Community specially designed for beginning staff developers. This session meets Monday AND Tuesday (see session description A01 for more details.)
**NASHVILLE CONFERENCE REGISTRATION FORM**

Is this your first NSDC Conference?  ☐ Yes  ☐ No  ☐ I would be willing to host concurrent session(s) that I am attending.

## SECTION I - REGISTRATION DATA

NSDC Member No. ___________________________  Your membership number appears on your address label.  

Three people can attend using one organizational membership number.

<table>
<thead>
<tr>
<th>First Name (this will appear on your nametag)</th>
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<th>School District / Organization</th>
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<th>Address / Street (all conference and membership materials will be sent to this address)</th>
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E-mail – Make sure we have your current e-mail as your conference confirmation will be e-mailed to you.

☐ Special dietary needs ________________________________

## SECTION II - REGISTRATION FEES (List each fee that applies)

1-Day Preconference (indicate day attending)  ☐ Saturday 12/2  OR  ☐ Sunday 12/3  .................. $250

1-Day Regular Conference (indicate day attending)  ☐ Mon. 12/4  ☐ Tues. 12/5  OR  ☐ Wed. 12/6  .................. $185

2-Day Preconference or two 1-Day Preconferences (Saturday 12/2 AND Sunday 12/3)  .................. $395

3-Day Regular Conference (Monday 12/4, Tuesday 12/5, Wednesday (a.m.) 12/6)  .................. $395

5 Days (2-Day Preconference and Regular Conference) (Saturday 12/2 through Wednesday (a.m.) 12/6)  .................. $695

Add Wednesday afternoon Post-Conference to a 3-day or 5-day .................................. $50

Sounds of the Season from Music City USA Sunday Evening 12/3 .................................. $27

Performance Benefiting the Tennessee Governor’s Books to Birth Initiative.*  See ad on page 113.

**MEMBER FEE OR RENEWAL FEE.** All nonmembers MUST add the fee for one of the options below. These are one-year memberships. Go to www.nsdc.org for complete membership benefits. (“Taste Test” trial memberships do not apply)

- Non-member fee .................................. $50
- Teachers Teaching Teachers Introductory Membership (teachers only) .................................. $49
- Teacher Leader Membership (teachers only) .................................. $99
- Principal Leader Membership .................................. $99
- System Leader Membership .................................. $99
- Comprehensive Membership .................................. $129
- Organizational Membership .................................. $179
- Add PLUS Option to any U.S. Membership (Canada $59, all others $84) .................................. $49
- Book Fee for preconference 101, 105, 201, 202, 311 .................................. $99

Deduct $50 early discount [on 3- or 5-day registrations only] if postmarked before Oct. 13, 2006 –

Current Academy members and Presenters deduct an additional $25 –

Academy # _______ or Presenter Session # _______

**TOTAL DUE** .................................. $49

*Sponsored by the Tennessee Staff Development Council. Your $27.00 provides one book per month for a year for two children under the age of 5.

## SECTION III - FORM OF PAYMENT

Registration fees made payable to NSDC must accompany this form.

Invoice issued on purchase order must be paid prior to the conference.

Fees are payable by:

☐ MasterCard  ☐ Visa  ☐ Check  ☐ Purchase Order (Purchase Order must accompany form)

<table>
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<th>CARD NO.</th>
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Return completed forms and fees to:

NSDC Conference Registration
5995 Fairfield Road, #4
Oxford, OH 45056
(800) 727-7288
Fax (513) 523-0638
E-mail: NSDCOffice@nsdc.org
www.nsdc.org

**SAVE $50 on a 3-day or 5-day registration when you register by October 13, 2006**

**THE NSDC CONFERENCE WILL BE HELD AT THE GAYLORD OPRYLAND HOTEL DECEMBER 2-6, 2006 NASHVILLE, TN**

Remember your conference fees include coffee breaks and lunch on preconference days, breakfast and lunch on Monday and Tuesday, and brunch on Wednesday.

Cancellation Policy
A full refund less a $50 administration fee will be issued upon written request received in the NSDC Business Office by Nov. 10, 2006; one-half refund less a $50 administration fee by Nov. 21, 2006; no refunds will be issued for cancellations received after Nov. 21, 2006.

Questions? Phone. (800) 727-7288

Promotions may not be combined. Prices are subject to change. ©2006. All rights reserved.
**SESSION REGISTRATION**

**PRECONFERENCE WORKSHOP SELECTIONS  DECEMBER 2 AND 3**

Please indicate three choices (mark 1st, 2nd, and 3rd)

SATURDAY, DECEMBER 2, 2006

- PC 101 Roy and Rowell
  (add $10 book fee)
- PC 102 Lovelace Taylor and Garner
- PC 103 Champion
- PC 104 Robinson and Stempel
- PC 105 Stiggins
  (add $30 book fee)
- PC 106 Delehan
- PC 107 Zion
- PC 108 Tate

SUNDAY, DECEMBER 3, 2006

- PC 201 Roy and Hord
  (add $24 book fee)
- PC 202 Pencik
  (add $48 book fee)
- PC 203 Spiro, Adams-Rodgers,
  Wilson, and Cole
- PC 204 Jackson
- PC 205 Eaker
- PC 206 Wright
- PC 207 Walqui
- PC 208 Drago-Severson
- PC 209 Zion
- PC 210 Nobuto,
  Valcic, and Niven
- PC 211 Sousa
- PC 212 Hayes Jacobs

SATURDAY AND SUNDAY, DECEMBER 2–3, 2006

- PC 301 Carothers and Dyer
- PC 302 Klicher and Ryan
- PC 303 Almanzán, Gonzales, and Asp
- PC 304 Hargreaves and Fink
- PC 305 Walker and Little
- PC 306 DuFour and DuFour
- PC 307 Kingsbery and Davis-Livingston
- PC 308 Resnick, Johnston, and Owen
- PC 309 Love and Umoja
- PC 310 Moir and Gless
- PC 311 Garmston and McKanders
  (add $40 book fee)
- PC 312 Chapman
- PC 313 Herrera and Klock Persing
- PC 314 Bocchino

**CONCURRENT SESSION SELECTIONS  DECEMBER 3, 4, 5, AND 6**

Please indicate six choices (mark 1st, 2nd, 3rd, 4th, 5th, and 6th 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.

SUNDAY, DECEMBER 3, 2006

Networking Sessions: 4 p.m. – 5:30 p.m.

Concurrent Set N

1. __________ 2. __________

MONDAY, DECEMBER 4, 2006

Morning Concurrent Session Choice: Identify your top six choices for this time period from Set A, B, C, D, or Roundtable 1. Remember: Sessions A & B take the entire day and should also be marked in the same order in your afternoon schedule.

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Afternoon Concurrent Session Choice: Identify your top six choices from Set A, B, E, F, or Roundtable 2. Remember: If you previously chose sessions from Set A or B, you need to list them in the same order below as they are all-day sessions.

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

TUESDAY, DECEMBER 5, 2006

Morning Concurrent Session Choice: Identify your top six choices for this time period from Set G, H, I, J, or Roundtable 3. Remember: Sessions G and H take the entire day and should be marked in the same order in your afternoon schedule.

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

Afternoon Concurrent Session Choice: Identify your top six choices from Set G, H, K, L, or Roundtable 4. Remember: If you previously chose sessions from Sessions G or H, you need to list them in the same order below as they are all-day sessions.

1. __________ 2. __________ 3. __________ 4. __________ 5. __________ 6. __________

WEDNESDAY, DECEMBER 6, 2006

Morning Concurrent Session Choice: Identify your top three choices from Set M.

1. __________ 2. __________ 3. __________

POST-CONFERENCE, DECEMBER 6, 2006

Post-Conference (Set P): Identify your top three choices from Set P.

You must add $50 for post-conference unless you have registered for Wednesday only.

1. __________ 2. __________ 3. __________

**EXPERT TRACK**
Check here to register for all Q & A sessions with Keynote Speakers, Distinguished Lectures, and Tennessee Scholars. DO NOT register for concurrent sessions if you select this option.

**BEGINNER**

**STAFF DEVELOPER LEARNING COMMUNITY**
(See complete description for session A01)
Check here to register for sessions specifically designed for new staff developers. This choice covers sessions all day Monday and Tuesday. You may select Wednesday sessions with this option.

**ROUNDTABLES ONLY**
Check here to register for the four Roundtable sessions on Monday and Tuesday. This choice allows you to attend eight 45-minute sessions. You may select Q & A’s C02 and I02 and Wednesday sessions with this option.
5-15% discount on airfare available for individuals
(30 day advance purchase recommended for best discount)

Special group rates offered for 10 or more traveling together

• Call Kay at the NSDC Travel Desk - 800.445.3265

or

• e-mail your request to Kay@stellartravel.com

Include the following information in your email:

1. Name(s)
2. Departure City
3. Departure Date & Preferred Time
4. Airline Preference
5. Return Date & Preferred Time

OR

Call United Airlines special meeting desk 1-800-521-4041
Refer to meeting ID number 531WS

Stellar Travel, located in Bellevue WA, is a travel agency specializing in exceptional personal care to each traveler. Under the same local ownership for twenty years, the company is recognized as one of the top travel businesses in the Pacific Northwest. Stellar Travel is a proud member of the Virtuoso network of travel agencies with expert travel-planning travel consultants that specialize in connecting travelers to the world’s destinations - in the best ways possible. All Virtuoso travel specialists take the time to get to know you so your travel requirements and expectations really do become reality.

www.stellartravel.com
All conference events and sessions will be held at the Gaylord Opryland Resort and Convention Center, 2800 Opryland Drive, Nashville, TN 37214.

To book a hotel room use the password NSDC6 (case sensitive) to make your reservations from the link on the NSDC web site www.nsdc.org/connect/events.cfm or call 615-883-2211 and ask for group rate N-NSDC6.

The room rate for a Tradition View room single or double is $169.00*.

A Garden View room is $219.00*.

*These rates include the $10.00 resort fee.

A deposit of one night’s room and tax is required.

The deposit will be refunded if a guest cancels 72 hours prior to arrival.

“NASHVILLE NOTES”

This is an intense conference. Schedule a break to process your learning! Make a date with others to meet and debrief implications for your work.
Please Join Us for a Night of Music and Fun!

SOUNDS OF THE SEASON
from
Music City
USA

FEATURING
WAYNE NELSON AND
THE LITTLE RIVER BAND
AND MORE!

Benefiting the Tennessee Governor’s Books to Birth Initiative* and Sponsored by the Tennessee Staff Development Council.

*The price of admission provides one book per month for a year to two children under the age of five

Sunday, December 3
8 p.m. to 10 p.m.
Following the Member Reception

$27 per Ticket

Be sure to select this event on the Nashville Conference Registration Form on page 109 of this Program.
SCHEDULE OF LOCAL TOURS

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TIMES</th>
<th>TOUR</th>
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<tbody>
<tr>
<td>Friday</td>
<td>12/1/06</td>
<td>12 p.m.-4 p.m.</td>
<td>Frist Center/Parthenon</td>
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<td>6 p.m.-9:30 p.m.</td>
<td>Grand Ole Opry</td>
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<td>8:30 a.m.-1 p.m.</td>
<td>Bellemeade/Cheekwood</td>
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<td>9:30 a.m.-4 p.m.</td>
<td>Franklin Tour</td>
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<tr>
<td></td>
<td></td>
<td>6 p.m.-9:30 p.m.</td>
<td>Grand Ole Opry</td>
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<tr>
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<td></td>
<td>6 p.m.-10 p.m.</td>
<td>Wildhorse Saloon</td>
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<tr>
<td>Sunday</td>
<td>12/3/06</td>
<td>8:30 a.m.-12 p.m.</td>
<td>Ryman/Country Music Hall of Fame</td>
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<td>1 p.m.-5 p.m.</td>
<td>The Hermitage</td>
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<tr>
<td>Tuesday</td>
<td>12/5/06</td>
<td>6 p.m.-10:30 p.m.</td>
<td>General Jackson</td>
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<td>6:30 p.m.-10 p.m.</td>
<td>Miss Marple’s Dinner Theater</td>
</tr>
<tr>
<td>Wednesday</td>
<td>12/6/06</td>
<td>12:30 p.m.-6 p.m.</td>
<td>Jack Daniels Distillery</td>
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<td></td>
<td></td>
<td>1 p.m.-5 p.m.</td>
<td>The Hermitage</td>
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TOUR DESCRISTIONS

THE FRIST CENTER FOR THE VISUAL ARTS AND THE PARTHENON
Friday, December 1, 2006 • 12 p.m.-4 p.m.

The Frist Center for the Visual Arts will host traveling exhibitions from the United States and abroad, as well as develop its own exhibitions on a diverse range of themes. One of the exhibits scheduled during your visit is “5,000 Years of Jewelry from the Walters Art Museum.” Next, it is off to see a truly unique structure, the Parthenon. Nashville’s full-scale replica of the Athenian monument forms the centerpiece for the city’s historic Centennial Park and also houses an art museum. The jewel in the crown of the collection, a 42-foot tall statue of Athena, one of the largest pieces of indoor sculpture in the nation, is the creation of Nashville artist Alan LeQuire.

BELLE MEADE PLANTATION AND CHEEKWOOD MANSION AND ART GALLERY
Saturday, December 2, 2006 • 8:30 a.m.-1 p.m.

The day begins with a tour of Belle Meade Plantation. On the National Register of Historic Places, Belle Meade Mansion has been beautifully restored to reflect the sumptuous elegance of the 19th century. Elaborately furnished with antiques and art of the period, Belle Meade brings to life true antebellum Tennessee. Visit the mansion’s colossal carriage house, which is filled with restored antique carriages, and see the stables, which once housed some of horse racing’s finest lineage. The day concludes with a tour of Cheekwood. Once the private estate of the Leslie Cheek family, of the Maxwell House Coffee fortune, Cheekwood today includes the Botanical Garden, the Museum of Art, landscaped lawns, and forested hills.

GRAND OLE OPRY
Friday, December 1, 2006, and Saturday, December 2, 2006 6 p.m.-9:30 p.m.

This legendary show, which hasn’t missed a broadcast since it first took to the WSM-AM airwaves in 1925, has been the undisputed home of country music and an attraction for millions of fans and visitors from around the world. Come see superstars, Hall of Famers, legends, and hot new stars perform on the stage of the Ryman Auditorium, the original home of the Grand Ole Opry. Opry membership includes country favorites such as Little Jimmy Dickens, Vince Gill, Lorrie Morgan, Alison Krauss, Porter Wagoner, Connie Smith, Alan Jackson, Bill Anderson and Martina McBride. Lineups are not typically announced until the week of the show.

HISTORIC FRANKLIN TOUR
Saturday, December 2, 2006 • 9:30 a.m.-4 p.m.

The 15-block original downtown area of Franklin dates from 1799, and the history shows! Enjoy a driving tour of this charming downtown area with its restored and renovated 19th-century homes and shops that are listed in the National Register of Historic Places. Our first stop today will be the Carter House.

During the Civil War’s pivotal Battle of Franklin on November 30, 1864, bullets whizzed all around the yard and garden of the compact, elegant Carter House, which served as a command post. Now open to the public, this...
GENERAL JACKSON SHOWBOAT  
Tuesday, December 5, 2006 • 6 p.m.-10:30 p.m.

The General Jackson combines the sights and sounds of a river excursion with sensational on-board entertainment and sumptuous food in a thoroughly congenial and relaxing atmosphere. In the majestic, two-story-high Victorian Theater, you will take your place at a table set with crystal and china as our wait staff moves into action with quiet precision, serving one magnificent course after another. A joyous Uncle Scrooge invites you to join him for a festive evening cruise. You'll enjoy a four-course feast and a wonderful music show filled with the songs of the season as you cruise down the Cumberland River.

WILDHORSE SALOON  
Saturday, December 2, 2006 • 6 p.m.-10 p.m.

The Wildhorse Saloon is Nashville’s #1 dining and entertainment destination. The Wildhorse Saloon is a 66,000-square-foot space housed in a three-level historic warehouse on 2nd Avenue in downtown Nashville. Guests will enjoy listening to the house band while savoring a delicious southern buffet. After dinner, guests may try out their two-step on the dance floor.

WORLD FAMOUS JACK DANIEL’S DISTILLERY TOUR  
Wednesday, December 6, 2006 • 12:30 p.m.-6:30 p.m.

Journey back in time to the oldest registered distillery in the United States, the Jack Daniel Distillery in Lynchburg, Tennessee. See how the famous “sippin’ whiskey” is made. You will experience a firsthand account of every step in the process of making the world-famous Jack Daniel’s whiskey. Enjoy lunch in Lynchburg followed by some time to shop on the square before returning home.

WILDHORSE SALOON  
Saturday, December 2, 2006 • 6 p.m.-10 p.m.

The Wildhorse Saloon is Nashville’s #1 dining and entertainment destination. The Wildhorse Saloon is a 66,000-square-foot space housed in a three-level historic warehouse on 2nd Avenue in downtown Nashville. Guests will enjoy listening to the house band while savoring a delicious southern buffet. After dinner, guests may try out their two-step on the dance floor.

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THE HERMITAGE  
Sunday, December 3, 2006, and Wednesday, December 6, 2006 • 1 p.m.-5 p.m.

A tour of The Hermitage offers a commemorative tribute to one of America’s most admired presidents and great military heroes, Andrew Jackson. Many original furnishings, personal items, and beautiful landscaping and gardens are kept much as they were when the Jackson family lived. Upon arrival at the house, you will enjoy an 18-minute video depicting the life of Andrew Jackson. Following the film, you will have the opportunity to tour the home; Rachel’s Garden, containing a variety of shrubs and flowers popular during her lifetime; the tomb of Rachel and Andrew Jackson; and the original spring house, smokehouse, log cabins and kitchen.

MISS MARPLE’S MURDER THEATER  
Tuesday, December 5, 2006 • 6:30 p.m.-10 p.m.

Enjoy dinner as you become wrapped up in a hilarious plot that will leave everyone asking “whodunit?” Follow along and participate in the mystery. Interact with the characters and buy clues with Miss Marple’s money. The team that nails the guilty person will win a prize! Plays change often, and they’re all original scripts written by the owner of Miss Marple’s. This is sure to be an evening of fun for everyone!

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You may also register online at http://www.nashvilledmc.com/tours/nsdc.html

<table>
<thead>
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<th>Tour Name</th>
<th>Price</th>
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<td>$ ____________</td>
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<td>General Jackson</td>
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<td>$ ____________</td>
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<td>The Hermitage</td>
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**TOTAL** $ ____________

Name _____________________________________________________________________________________________________________
Address ___________________________________________________________________________________________________________
City ____________________________________________________________________  State __________  Zip _____________________
Day Phone ____________________________________________  Evening Phone ____________________________________________
Payment: □ Visa □ MC □ Check
Credit Card # ____________________________________________  Exp. Date: ____________
Signature: ________________________________________________________________________________________________________

Please indicate below if you require any consideration under the Americans with Disabilities Act
The members-only area of the NSDC web site has been redesigned and expanded, thanks to an exciting partnership with Microsoft Partners in Learning.

Features include:

» New Staff Development Communities: Discussion areas designed to support collaboration and information sharing among members with similar concerns. Sections include System Leader, Principal, and Teacher Leader.

» NSDC Members Library: Full archives of NSDC publications, links to valuable web resources, and a special collection of staff development tools organized in one place.

» Professional Development in the News: Links to current news stories about professional development policies and practices.

Follow these easy steps to log into the new web site area:

1. Go to members.nsdc.org.

2. Use your NSDC membership ID (on the mailing label of this publication) and the password learning in the box that opens.

3. Fill out a quick profile of yourself for members to see.

4. Create a unique password.

5. Use your NSDC membership ID and new password to access the entire site.

The NEW members-only area of the NSDC web site

members.nsdc.org
NSDC’s Custom-Designed Services

Individually Tailored Workshops, Programs, and Services
How you want it, when you want it, where you want it

You’ll receive...
- A skilled consultant to provide one-on-one assistance in the selection of objectives, program design, and presenters; and
- Complimentary NSDC resources: newsletters, standards brochures, and product catalogs for all participants

TRAINING
NSDC will provide you with an outstanding learning experience on a topic relevant to the needs of your staff.

PLANNING
NSDC will help you create the blueprint for ensuring the achievement of your organization’s goals.

AUDITING
An NSDC audit team will assess the quality and impact of professional development in your school, system, or organization.

COACHING
NSDC will arrange on-site or telephone-based coaching services for your leaders.

EVALUATING
NSDC will conduct an evaluation of a selected program or initiative.

CONSULTING
NSDC will help strengthen your staff development efforts and effectiveness with expert advice and/or facilitation.

Expect the Best When You Use NSDC’s Custom-Designed Services
Add on Teachers Teaching Teachers e-newsletter to any membership package for only $29 (a $20 savings)

Read about other educators who do similar work – and face similar challenges

Learn how NSDC’s Standards for Staff Development apply to your job

Try out a tool that has proven effective for others

Join a dynamic online community of teacher leaders — coaches, math facilitators, literacy specialists, instructional specialists, cadre leaders — who face your challenges and share your vision for the difference you can make for all children.

Believe It or Not, This Really Adds Up
4 Books for Only $49 (a $100 value)

Add a PLUS Option to any membership package for only $49

In cooperation with Corwin Press Publishing, receive a book selected just for NSDC members four times a year.

PAST EXAMPLES of Plus Option Books include:

1. Developing Highly Qualified Teachers: A Handbook for School Leaders
   by Allan Glatthorn, Ann Bullock, and Brenda Jones

2. Leading Every Day
   by Joyce Kaser, Susan Mundry, Katherine E. Stiles, and Susan Loucks-Horsley

3. Breakthrough
   by Michael Fullan, Peter Hill, and Carmel Crévola

Go to www.nsdc.org/connect/memberenhance.pdf to download a membership enhancement form. Complete and return the form via fax to the NSDC Business Office and start receiving these Membership Enhancements immediately.

Questions? Please call the NSDC Business Office at (800) 727-7288.
**NSDC MEMBERSHIP OPTIONS**

**BENEFITS FOR ALL NSDC MEMBER CATEGORIES:**
- Connect with NSDC e-newsletter (12X/year)
- Access to the online community for your specific job role or responsibilities
- 20% discount on items in the Bookstore
- Access to members-only section of web site
- Annual Conference Program (1X/year)
- Summer Conference Program (1X/year)
- Member price for Summer Conference, Annual Conference, and institutes

**Teachers Teaching Teachers Introductory Membership** .................................... $49
- Teachers Teaching Teachers eight-page e-newsletter (8X/year)
- All member benefits listed above

**Teacher Leader Membership** ................................................................. $99
- Teachers Teaching Teachers eight-page e-newsletter (8X/year)
- Tools for Schools eight-page print newsletter (4X/year)
- JSD professional magazine on leadership and learning (4X/year)
- All member benefits listed above

**Principal Leader Membership** ........................................................ $99
- The Learning Principal eight-page print newsletter (8X/year)
- Tools for Schools eight-page print newsletter (4X/year)
- JSD professional magazine on leadership and learning (4X/year)
- All member benefits listed above

**System Leader Membership** ................................................................. $99
- The Learning System eight-page print newsletter (8X/year)
- Tools for Schools eight-page print newsletter (4X/year)
- JSD professional magazine on leadership and learning (4X/year)
- All member benefits listed above

**Comprehensive Membership** ........................................................ ....... $129
- The Learning Principal eight-page print newsletter (8X/year)
- The Learning System eight-page print newsletter (8X/year)
- Tools for Schools eight-page print newsletter (4X/year)
- JSD professional magazine on leadership and learning (4X/year)
- All member benefits listed above

**Organizational Membership** ................................................................. $179
- The Learning Principal eight-page print newsletter (8X/year)
- The Learning System eight-page print newsletter (8X/year)
- Tools for Schools eight-page print newsletter (4X/year)
- Teachers Teaching Teachers eight-page e-newsletter (8X/year)
- JSD professional magazine on leadership and learning (4X/year)
- Opportunity for three people to attend either the Summer Conference or the Annual Conference at the member rate
- All member benefits listed above

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**$49**

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“NASHVILLE NOTES”
Special notes are indicated throughout
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you finalize your conference plans.
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