Join New Teacher Center for our 20th National Symposium. It’s time we **FULFILL THE PROMISE** by delivering best-in-class professional development programs for teachers and school leaders nationwide to ensure every student has an equitable, quality education from highly engaged teachers and school leaders who are invested in their students’ success.

### SCHEDULE AT A GLANCE

**SUNDAY, FEBRUARY 11, 2018**
- 7:30–9:00 am Registration & Breakfast
- 9:00 am–3:00 pm Pre-Conference Workshops
- 3:00–5:00 pm Early Symposium Registration

**MONDAY, FEBRUARY 12, 2018**
- 7:00–8:00 am Registration & Breakfast
- 8:00–9:00 am Welcome & Keynote Speaker
  - Ellen Moir
- 9:15–10:45 am Session A
- 11:00 am–12:30 pm Session B
- 12:45–2:15 pm Lunch & Keynote Speaker
  - Dena Simmons, Ed.D.
- 2:30–4:00 pm Session C
- 4:00–6:00 pm 20th anniversary celebration and reception

**TUESDAY, FEBRUARY 13, 2018**
- 7:00–8:00 am Registration & Breakfast
- 8:00–9:15 am General Session & Keynote Panel
  - Amanda Fernandez
  - Nikole Hannah-Jones
  - Allan Golston
  - John B. King
- 9:30–11:00 am Session D
- 11:15 am–12:45 pm Session E
- 1:00–2:30 pm Lunch & Keynote Speaker
  - John B. King
- 2:45–4:15 pm Session F

### EVENT TRACKS

**TEACHER LEADERSHIP = STUDENT SUCCESS**
- Early Learning
- Teacher Induction
- Instructional Coaching

**SCHOOLS AS CHANGE AGENTS**
- School Leadership
- Culture

**FROM EDUCATION TO SOCIAL JUSTICE**
- Equity
- Advocacy
- Policy

**THE FUTURE STARTS NOW**
- Leadership
- Innovation
- Funding

REGISTER ONLINE AT NEWTEACHERCENTER.ORG
REGISTER AND PAY ON OR BEFORE DECEMBER 20, 2017 AND SAVE
1 Attaining New Heights in Instructional Coaching and Teacher Induction

Laura Baker, Vice President, Program Delivery and Cindy Brunswick, Senior Vice President, Program Strategy and Delivery, New Teacher Center

Strong teacher induction and instructional coaching programs engage in cycles of continuous improvement. This interactive session will share a process of program formative assessment based upon key components of New Teacher Center’s (NTC) models for induction and instructional coaching. NTC leaders will engage participants in a variety of protocols to examine, analyze, and assess their local induction and instructional coaching program practices. Strategies for identifying and collecting data on a program’s impact on teacher retention and effectiveness and student learning will also be explored.

2 Exploring the C’s of Reality Pedagogy: Improving Teacher Practice

Christopher Emdin, Ph.D., Author and Associate Professor, Teachers College, Columbia University, New York

Reality pedagogy is an approach for teaching and learning that is both a philosophy and a set of teaching tools. In this workshop, Dr. Emdin weaves both into an exploration for improving classroom practice. Participants will delve deeply into how and why teachers teach, and unpack a teacher toolkit for self-reflective and constantly evolving practice.

3 How Learners Learn Best in 21st Century Classrooms

Sharon Grady, Senior Director Learner Variability and Alyson Mike, Vice President, Program Strategy and Development, New Teacher Center

Join us for a session about personalizing learning that meets the diverse needs of 21st Century learners. This content targets those who are just beginning the personalized learning journey or are implementing some principles of personalized learning. This session will explore various frameworks, competencies, technology, and other resources and examine how those ideas look and sound in practice.

4 Put the Growth Mindset into Practice: Five Social-Emotional Tools Every Teacher Needs to Unlock Student Potential

Mawi Asgedom, Author and Educational Speaker and Evona Frink, Education Consultant, Mawi Learning

Attendees will learn how to ignite learning and unlock student potential using five research-based tools such as Growth Circles, the Turbo Button, and Measurable Attainable Deadline-Driven (MAD) Goals. Participants will acquire a clear understanding of the research behind each tool and how to use them to drive learning every day. The session will also provide strategies for avoiding burnout, maintaining energy, and “Finding Sunlight.” Throughout this hands-on workshop, attendees will gain proven motivational techniques and social-emotional best practices from Mawi Learning’s twenty years of direct field work with more than one million students.

5 Transforming Districts: Schools as the Unit of Change

Colleen Oliver, Vice President and Adam Parrott-Sheffer, Senior Director, School Leadership, New Teacher Center

What does grassroots systems level change look like? How do you leverage schools as the unit of change in order to transform districts? This session for district/systems level leaders and key building leaders engages participants in the theory of school level change at the heart of New Teacher Center’s (NTC) Achieving Leaders: Effective Schools partnership. Participants will explore a theory of systems level change grounded in NTC’s Effective Schools Framework and adapt it to their local context and priorities. Participants will then use these tools to identify opportunities for systems change—emphasizing school practices, leveraging networks of leaders, and building coherence through frameworks and strategic improvement processes. Finally, participants will assess and identify internal capacity to meet ambitious goals and consider if external partners can increase the pace of growth.
SESSION A  ❖  9:15–10:45 am

1A  
**Diversifying Mentor Selection: An Opportunity to Build Capacity**  
*Kristin Trompeter, Instructional Supervisor, Miami-Dade County Public Schools, Florida*

Research shows that an instructionally-focused induction program can significantly impact student achievement in beginning teachers’ classrooms, but it can also positively impact mentors. How can we as a school make the most of the opportunity to not only support new teachers, but grow mentors as well? This session explores the role that mentor selection plays in the ability to impact teachers and students throughout a school. Participants will reflect on current mentoring practices and develop processes for mentor selection that better support their overall school vision and mission for success.

*Track: Teacher Leadership = Student Success*

2A  
**Top Ten Components of a High-Quality Early Learning Program**  
*Betsy Fox, Director, Early Learning Partnerships and Jenna Wachtel, Senior Director, Early Learning, New Teacher Center*

Looking to close the achievement gap in your school and community? Providing access to high quality early learning programs is an important part of the solution. In this session, participants will have the opportunity to explore research-based components that support our youngest students’ development and learning. Attendees will walk away with concrete actions to take back to their schools, districts, and organization.

*Track: From Education to Social Justice*

3A  
**Thinking Differently**  
*David Flink, Chief Executive Officer, Eye to Eye National; Zoila Lara-Cea, Special Education Teacher, Sterne School, California*

In this session, David Flink, Chief Executive Officer and Founder of Eye to Eye National, and Zoila Lara-Cea, an Eye to Eye Alumn’Eye and special education teacher in the Bay Area, will explore how their model creates spaces for all learners of all ages to be heard and seen. Eye to Eye’s mission is to improve the life of every person with a learning disability. Eye to Eye fulfills their mission by supporting and growing a network of youth mentoring programs run by and for individuals with learning differences, and organizing advocates to support the full inclusion of people with learning disabilities and Attention Deficit Hyperactivity Disorder in all aspects of society. Participants will learn how teachers and mentor coaches can support students with learning differences and attention issues, and gain inspiration from the power of mentorship and role models.

*Track: From Education to Social Justice*
**4A FEATURED SPEAKER**

Jenny Grant Rankin, Ph.D. teaches the PostDoc Masterclass at University of Cambridge but lives most of the year in California writing books for educators. She has a Ph.D. in Education and served as an award-winning teacher, assistant principal, district administrator, and chief education and research officer. Jenny wrote the book First Aid for Teacher Burnout: How You Can Find Peace and Success and she has been honored by the U.S. White House for her work.

**Leadership as First Aid for Teacher Burnout**

From 40%–50% of new teachers leave within their first five years on the job and attrition is increasing. The presenter’s book First Aid for Teacher Burnout contains a 2-page spread of similar statistics. Grooming teacher leaders within the profession is a key strategy in battling burnout, as it empowers teachers, breaks professional monotony, supports advocacy for better conditions for teachers and students, and leads to improvements in the profession. This session gives participants strategies and resources for growing teacher leadership in themselves and/or colleagues, for all school and veteran levels.

Track: The Future Starts Now

---

**5A**

**Data-Informed Decision Making in an Early Childhood Urban District**

Kathryn Black, Senior Research Specialist and Pam Crookedacre, Senior Training Specialist, CAP Tulsa, Oklahoma

How do instructional coaches within an early childhood, urban district authentically reflect and inform strategic relationships using Learning Zone data? Utilizing a holistic approach, shifting the mindset to understanding, and acting on data is critical to providing individualized support to teachers. Participants will see how one early childhood district actively reflects on and uses data to drive teacher effectiveness.

Track: Schools as Change Agents

---

**6A**

**Using Data for Stakeholder Engagement and Program Improvement**

Lisa Schmitt, Director, Analytics, Helen Chong Rekers, Senior Director, Performance Strategy, and Michelle Robellard, Program Consultant, New Teacher Center

This interactive session addresses the use of survey and program implementation data as tools to communicate about and make improvements to instructional mentoring and coaching programs. Presenters will share example survey data that highlight the relationship between mentor support and outcomes for both students (achievement) and teachers (self-efficacy, job satisfaction, and intent to stay in their schools) with an emphasis on the value of such data for monitoring program quality. Presenters also will share strategies for using program implementation data to effectively engage school and district stakeholders to better understand program supports and use data to advocate for implementation improvement. Participants will have the opportunity to develop a program quality/implementation monitoring plan based on data available in their context.

Track: Teacher Leadership = Student Success

---

**7A**

**Building Awareness of Educational Equity: It Starts with You**

Jean Hamilton, Resilient Consultant and Sarah Kremer, Director, Acknowledge Alliance

Students from underserved populations still lack opportunities in education compared to wealthier students (Reardon, 2016). Recent research offers strategies toward changing equity practices: Social Emotional Learning and building awareness in your own understanding of biases, privileges, and your community’s sociocultural and political climate. This session will highlight these practices to integrate into existing teaching and coaching strategies, and take a deep dive into personal reflecting, sharing, and supporting. Participants will walk away with guidelines for continuing these conversations and a checklist to support their commitments to reengaging students.

Track: From Education to Social Justice

---

**8A**

**New Teacher Center 101**

Jen Bloom, Senior Director, Bay Area, and Tammy Phuong, Senior Program Consultant, New Teacher Center

Aligned teacher induction and instructional coaching leadership evidence-based programs can improve the effectiveness of educators at all levels to ensure all students are college, career, and community ready. Explore how New Teacher Center develops partnerships that build, support, and sustain results-oriented programs with a deep focus on instructional practice and an Optimal Learning Environment. In this interactive session, participants will identify priorities, assess current solutions for teacher effectiveness, and determine next steps.

Track: Teacher Leadership = Student Success
9A  
Making the Invisible Visible: Fostering Community Through Culturally Responsive Practices  
Jen Ammenti, M.Ed., Associate Program Consultant, New Teacher Center; Antonio Tapia, Principal, OnePurpose School, California  
This session is for teachers, school teams, and educational leaders interested in developing or strengthening their approach to culturally responsive community building at their schools. Participants will explore best practices for building trusting and supportive relationships with historically marginalized communities.  
Track: Schools as Change Agents, From Education to Social Justice

10A  
Better Together: How Rural Districts can Network for Continuous Improvement  
Allison Carter, Vice President and Nicodemus Ford, Senior Program Manager, Pivot Learning  
The Rural Professional Learning Network aims to build the capacity, skills, and knowledge of network members to design a county and district-wide learning community focused on a shared Problem of Practice. In this session, participants will analyze their own experiences as school leaders in building and designing collaborative structures. Additionally, participants will engage in discussions around guiding principles and methods that can be adapted and modified for all types of educator networks that seek to address high-leverage problems with innovative, teacher-driven improvement and change.  
Track: The Future Starts Now

11B  
Reducing Stress and Improving Executive Functions with Mindfulness  
Wendy Baron, M.A., Co-founder and Chief Officer, Social and Emotional Learning, New Teacher Center  
Stress is among the top three emotions experienced by both teens and educators, as revealed in recent Emotion Revolution surveys conducted by Yale Center for Emotional Intelligence. Stress can send us into a flight, flight, or freeze survival response, impairing our executive functioning, our physical health, and damaging our relationships. In this session, participants will explore how mindfulness reduces overall stress, improves attention, working memory, decision-making, and emotional regulation—critical executive functions that are keys to academic and life success. Attendees will experience a variety of mindfulness practices that can be used personally, as well as in the context of teaching and leading, to develop greater capacity to be clear, calm, and centered—even in times of stress and adversity.  
Track: The Future Starts Now

12B  
Practical Classroom Management Skills for Teacher Induction: One District’s Successes  
Grace Dearborn, Consultant/Instructional Coach, Conscious Teaching; Scott Sturgeon, Executive Director of Elementary Schools, Omaha Public Schools, Nebraska  
New teachers and mentors at Omaha Public Schools benefit from a comprehensive focus on visible and doable classroom management skills. Omaha’s induction program uses dozens of easy-to-implement strategies and program components to support new teachers. Hear, discuss, and practice some of the things that are working, and learn how one failing Omaha school turned itself around as a result. Leave with a toolkit overflowing with resources to transform your induction program and support student learning through greater teacher effectiveness.  
Track: Teacher Leadership = Student Success

13B  
Sharing Leadership: Empowering the Instructional Leadership Team  
Bobby Dillard, Director and Krysten Wendell, Instructional Designer, School Leadership, New Teacher Center  
The work of creating substantial student success and social justice across a school is overwhelming for an individual school leader. Effective schools develop a vision of leadership that includes all stakeholders with an Instructional Leadership Team (ILT) of teachers stewarding the work. Participants in this session will envision their desired state of shared leadership and assess their current reality using New Teacher Center’s Instructional Leadership Team Continuum. Participants will construct a shared vision, identify necessary skills to create a community of practice, and define the work of leadership and next steps in professional learning beyond the ILT meeting. This learning will be organized around insights from NTC’s Achieving Leaders: Effective Schools field test sites.  
Track: Schools as Change Agents

14B  
Professional Learning Communities: Creating Equity of Voice to Discuss Equity for Students  
Courtney McCall, Deputy Director, Center for Educational Innovation  
Professional Learning Communities (PLCs) are common in our schools, but are we utilizing them to have difficult and important conversations about student learning? Are PLCs honing all voices? In this interactive session, participants will participate in a model PLC meeting centered around the topic of equity. Participants will learn how to maximize their PLC meetings to tackle the difficult topics, and what tools and resources they can use in their own learning communities to ensure all perspectives are welcomed.  
Track: From Education to Social Justice
15b
Coaching to Improve College, Career, and Community Readiness Practices
Ellen Greig, Senior Director, Products and Curriculum and Lisa Mount, Senior Director, Product Development, New Teacher Center

Explore New Teacher Center’s (NTC) proven approach to supporting and accelerating teacher development in this hands-on session. The session will examine NTC’s coaching and mentoring tools that facilitate powerful instruction-focused conversations and provide formative data for continuous improvement on standards-aligned content.

Track: Teacher Leadership = Student Success

16b
Kandice Sumner, M.Ed. teaches humanities (a combination of history and English) for the Boston Public Schools and is a doctoral student in Urban Educational Policy. She created and facilitates a professional development curriculum entitled R.A.C.E. (race, achievement, culture and equity) to engage professionals of all ages on how to conduct courageous critical conversations concerning race for the betterment of today’s youth. As the subject of the documentary film Far From Home, Kandice speaks publicly and consults with organizations on facilitating difficult conversations about race and education.

Born and raised in urban Boston, Kandice graduated from a suburban school system through a voluntary desegregation program (METCO). She then matriculated at Spelman College (a historically Black liberal arts college) and graduated Phi Beta Kappa. From being one of a few Blacks in her school to learning at a historically Black college to teaching in the underserved and predominantly Black and Latino neighborhoods of Boston, Kandice has spent a lifetime traversing the lines of race, class and gender.

Race and Other Four Letter Words
Learn, discuss, and explore the role that race plays in the institutions that guide our daily lives—oftentimes without our consent. This talk will encourage participants’ thinking about an uncomfortable topic in a comfortable way, so as to empower all in attendance to be their best selves for the youth of this country (and world). The social construct of race was created as a tool of division and control, and when left unchecked, this social cancer metastasizes. This talk will challenge participants to view race as a vehicle for unity and equip them with the tools to do so.

Track: From Education to Social Justice

17b
Learnings from New York City: School-based Mentoring Model has Impact in the Highest Need Schools
Thandi Center, Senior Director and Karali Pitzele, Program Director, New York City, Karen Cornetto, Senior Director and Patrick Dougherty, Associate Director, Analytics, New Teacher Center

This session will highlight key components of New Teacher Center’s (NTC) model in New York City, our theory of change and strategy for developing school-based mentors and school leaders, and the impact we are seeing in teacher retention, practice and student learning. Through this partnership, NTC and New York City have been able to better understand the relationship between intentional inputs, such as mentor development, aligned and focused school leader development, in-field coaching, alignment with local priorities (e.g. Department of Education instructional priorities), and intense and instructionally focused new teacher support, and desired outcomes related to teacher retention and student learning. The school-based model provides a unique opportunity to accelerate mentor, leader, and new teacher skills and knowledge and lift professional culture and teaching practice. NTC’s access to teacher and student data provides an exceptional opportunity to track and examine progress and outcomes, and so does the formative data we collect via Learning Zone and infield coaching visits. Participants will leave the session with clear strategies for deepening both program and impact in their contexts, and ideas for strengthening their use of data to drive sustainability, inform adjustments and new design, and to inform key stakeholders.

Track: Teacher Leadership = Student Success

18b
Professional Learning Plans to Grow Educational Leaders
Danielle Brown and Mary Field, Professional Learning Directors and Angelia Ebner, Associate Director of Programs, Northern Arizona University, Arizona

Inspired by a belief that learning never ends for educators nor students, this session focuses on inquiry and reflection. The presenters offer a structure for professional learning, while keeping student achievement at the forefront. Learn about the use of Professional Learning Plans to develop expertise, ignite professional passion, and create authentic learning communities where inquiry into practice is linked to student achievement to create a sense of community and positive culture.

Track: Schools as Change Agents
19b
Just-in-Time Mentoring
Jamie Brown and Marvilyn Quiroz, Assistant Directors, Melissa Roberts, Director, Emily L. Davis, Ph.D., Program Director, Santa Cruz/Silicon Valley New Teacher Project, Santa Cruz County Office of Education

Coaching during instruction can be a powerful opportunity to model, discuss, and support adjustments in teacher practice “in the moment” instead of waiting until after a lesson to debrief and plan for change. In this interactive teacher leadership session, participants will learn a series of research-based strategies for coaching during instruction that can help teachers improve their practice in the moment and consider how to implement these strategies in their coaching.

Track: Teacher Leadership = Student Success

20b
How do Successful Diverse Schools Support Beginning Teachers? Practical Findings from a Comparative Case Study
Chris Sadler, Ph.D., Principal, Sun Prairie Area School District, Wisconsin

Our schools welcome a diverse population of students who vary in ethnicity, language, socioeconomic status, and many other areas. Beginning teachers especially need specific support to meet the wide range of student needs. This session centers on a comparative case study between two socioeconomically, racially, and linguistically diverse schools. Discover the structures beginning teachers found to be the most effective support in helping them meet the needs of all learners in a diverse classroom. The findings are framed using the New Teacher Center Induction Standards within the tenets of Culturally Relevant Pedagogy. This presentation will share specific structures and strategies to ensure beginning teachers are not only feeling supported, but finding success with all students and creating. Participants will use the findings to create an action step to improve their own practice in supporting beginning teachers.

Track: From Education to Social Justice

12:45 – 2:15 pm
LUNCH & KEYNOTE SPEAKER
DENA SIMMONS, Ed.D.

FROM SURVIVING TO THRIVING: LEVERAGING EMOTIONAL INTELLIGENCE AND CULTURALLY RESPONSIVE PRACTICES TO CREATE WELCOMING COMMUNITIES FOR ALL STUDENTS

Dena Simmons, Ed.D., is the Director of Education at the Yale Center for Emotional Intelligence, where she works with schools to use the power of emotions to create a more effective and compassionate society. As an activist, educator, and student of life, she writes and speaks nationally about social justice pedagogy and creating emotionally intelligent and safe classrooms within the context of equity. Dena has been profiled in the Huffington Post, the AOL/PBS project, MAKERS: Women Who Make America, and the Beacon Press Book, Do It Anyway: The New Generation of Activists.
21c
Understood.org: Using On-demand Supports for Diverse Learners
Robert Cunningham, Advisor on Learning and Attention Issues, Understood.org
Understood brings together experts from its partner organizations and friends who work with teachers, coaches, and mentors for demonstrations and discussions of tools that teachers can use to solve students’ learning and attention issues. Coaches and mentors will explore tools and strategies from Understood.org to support students who struggle with issues such as reading, math, writing, focus, and organization.
Track: Teacher Leadership = Student Success

22c
Student 360: Prioritizing Human Connection as a Learning Foundation
Ryan Gleason, Director of Education and Leadership and Ashley Wenter, Credential Programs Coordinator, Las Virgenes Unified School District, California
How can we reconnect with the human side of education? In the midst of our district’s transition to 21st century skills, we realized that we were losing the emotional intelligence that had been at the heart of previous generations, as our students and staff were struggling with high levels of stress and anxiety. Learn how one district developed a framework for building human connection and relational intelligence, transitioned to new standards, and created happier/healthier school climates. This session shares how to radically change the way we think about preparing our kids for life.
Track: The Future Starts Now

23c
More than Meets the Eye: Teachers as Transformational Leaders
Jaime Dusinberre, National Instructional Leadership Coaches and Kemba Edwards, Teacher Engagement Manager, Memphis, Teach Plus; Tanya Hill, Teach Plus Teacher Leader, Shelby County Public Schools, Memphis, Tennessee
In this session, participants will learn how to recognize, activate, and engage instructional teacher leaders as transformational leaders, and unpack the concrete tools and strategies to support them in implementing, facilitating, and monitoring change. Participants will have the opportunity to: 1) engage in strategic dialogue with field leaders around successful models of transformational teacher leadership; and 2) collaborate with peers on methods and pathways to bring these models of transformational leadership to their own contexts.
Track: Schools as Change Agents

24c
Embedding Teacher Voice in Professional Learning: Lessons from the Better Together California Teachers Summit
Emily W. Davis, Director, Better Together: California Teachers Summit and Kitty Dixon, Senior Vice President, Innovation, New Teacher Center
In this session, strategies and lessons learned about how teacher voice can drive professional learning for and with teachers will be shared. The facilitators will also share what they’ve learned about connecting teachers statewide through the past four years of planning ongoing professional learning opportunities for teachers across California with a wide variety of partners. This interactive session will also ask participants to share strategies they have used to embed teacher voice in development opportunities, as well as consider how they might use strategies employed by the Better Together collaborative to drive teacher-led professional learning and networking. Participants will walk away with an understanding of different approaches for teacher-directed and teacher-led professional learning.
Track: Teacher Leadership = Student Success, The Future Starts Now

25c FEATURED SPEAKER
Micia Mosely, Ph.D., is a comedian and educator who performs her brand of social justice stand up and facilitates educational equity workshops across the country. She began her career teaching high school social studies in San Francisco and went on to work as a coach with The National Equity Project and a National Training Specialist with The Posse Foundation. Micia’s work focuses on equity, race, and urban education. Currently she is the Executive Director of The Black Teacher Project, an organization committed to recruiting, developing, and sustaining Black teachers for schools in the U.S. Learn more at www.miciamosely.com and www.blackteacherproject.org.

Building a Sustainable Black Teaching Force: What you can do to Support New Black Teachers
Much has been written about the need to diversify our teaching force and recently school leaders have focused on recruiting more Black teachers. While the numbers of Black teachers entering the teaching force have increased, the rate at which they are exiting has also increased. What can educators and school systems do to support Black teachers to stay in the classroom? This talk will explore practical ways different members of the educational community can work to ensure the success and sustainability of Black teachers entering the field.
Track: From Education to Social Justice
26c
Personalized Learning: One District’s Approach Towards Humanizing Pedagogy

Cindy Brunswick, Senior Vice President, Program Strategy and Delivery, New Teacher Center; Curtis Mould, Director of Digital Media, Innovation and Strategy, Sun Prairie Area School District, Wisconsin

Personalized learning is a design that places learners at the center. Common look-fors in this approach are individual student access to data, knowledge about academic standards, knowledge of skills needed to demonstrate mastery, and setting goals with to reach mastery. Students grow at rates that are respectful of individual development. Students’ voices inform choices and shape learning. Growth is academic and personal for teachers and students. The design is humanizing. Learn how students and teachers have co-designed and scaled personalized learning across an entire district.

Track: The Future Starts Now

27c
Using Instructional Materials Reviews for Effective Coaching

Shannah Estep, Outreach Specialist, EdReports.org

Identifying or implementing standards-aligned materials is a frequent challenge that coaches take on with both new and experienced teachers. This session will support coaches with research and best practices in the overlap between curriculum and professional development. Participants will navigate free, online reviews that provide information on the alignment and usability of yearlong materials. Participants will navigate and consider how to use free, online reports and review tools as part of their coaching toolkit.

Track: Teacher Leadership = Student Success

28c
Reimagining Supports for Learner Variability

Sharon Grady, Senior Director, Learner Variability, Peter Mlot, Instructional Designer, and Jennifer Morgan, Vice President Product Development, New Teacher Center

Gone are the days of “one size fits all” instruction. Research confirms that there is no such thing as “average” learners. This session will explore learner variability and the strengths-based mindsets necessary to understand, expect, and welcome all aspects of learner variability in today’s diverse classrooms. Participants will delve into the practices of student goal setting and the importance of high-quality teacher feedback to empower students to take ownership of their learning.

Track: From Education to Social Justice

29c
Everyone Deserves a Coach—Including the Coach!

Meredith Egan, Claudine Henderson, and Johanna Riddle, Lead Coaches and Wafa Picciolo, Program Lead, Volusia County Schools, Florida

Instructional coaches are an integral part of improving teacher practice and student achievement. What systems need to be in place to ensure that coaches are deepening their practice? This session provides an overview of the elements in developing and supporting effective coaches. Participants will learn how a school district in Florida has implemented a system that provides individualized support and professional development for instructional coaches.

Track: Teacher Leadership = Student Success

30c
Addressing Equitable Access and Teacher Shortages with Comprehensive Induction and Mentoring

Lisa Lachlan, Ph.D., Principal Researcher and Dalia Zabala, Technical Assistance Consultant, American Institutes for Research

Comprehensive induction can be a critical strategy for addressing teacher shortages and gaps in equitable access to excellent educators. Yet, initiating the conversation and gaining stakeholder support can be key challenges to getting this work off the ground. Using state Every Student Succeeds Act (ESSA) plans as a focal point, this session explores opportunities to address teacher shortages and equity. Participants will learn of State Education Agency (SEA) efforts to support induction initiatives and learn of free tools and resources that Local Education Agencies (LEAs) can use to initiate the development of a comprehensive induction program and develop strategic partnerships with SEAs.

Track: From Education to Social Justice
TUESDAY, FEBRUARY 13, 2018

7:00–8:00 am  REGISTRATION & BREAKFAST
8:00–9:15 am  GENERAL SESSION & KEYNOTE PANEL

FUTURE FORWARD: ENDING EDUCATIONAL INEQUITY IN OUR LIFETIME

**AMANDA FERNANDEZ**

Amanda Fernandez is the CEO and co-founder of Latinos for Education, the first Latino-founded and led national organization dedicated to creating leadership pathways for emerging Latino leaders in the education sector. Most recently Amanda served as the Vice President of Latino External Engagement at Teach For America, and was also a Director at the Bridgespan Group, supporting clients on organization and talent development. Amanda has over 25 years of experience in the areas of recruiting, diversity, organization development, change management, strategic planning, and Latino community relations.

**NIKOLE HANNAH-JONES**

Nikole Hannah-Jones is a National Magazine Award-winning investigative journalist, writing on modern day civil rights for The New York Times Magazine. Her widely read articles on segregated housing and schools, as well as her deeply personal reports on the black experience in America, expose how racial inequality is maintained through official policy. They also offer a compelling case for greater equity. She won the Hillman Prize for Magazine Journalism for her New York Times Magazine cover story “Choosing a School for My Daughter in a Segregated City.” Nikole is a 2017 MacArthur Fellow.

**ALLAN GOLSTON**

Allan Golston is President, U.S. Program of Bill and Melinda Gates Foundation and leads the foundation’s efforts to help all students graduate from high school and get to and through college. Originally joining the foundation in 2000 as the chief financial officer, Allan felt a deep connection to the U.S. Program work—which spans early learning, K–12, and postsecondary—and began serving as president in 2006. Allan believes education provides a bridge to opportunity unlike any other in America, and he is committed to ensuring all young people have the education and opportunity they deserve. This includes a deep focus on equity in education and using data to get to better outcomes for students of all backgrounds.

**JOHN B. KING**

John B. King is currently President and Chief Executive of the Education Trust, a nonprofit organization that advocates for high academic achievement for all students, particularly low-income students and students of color. He was named Secretary of Education in January, 2016, succeeding Arne Duncan. Described as “an exceptionally talented educator” by President Obama, the appointment recognized Dr. King’s lifelong dedication to preparing every child for success as a teacher, principal and leader of schools and school systems. As Secretary, Dr. King focused on advancing excellence and equity throughout pre-school, K–12, and higher education, supporting educators and elevating the teaching profession, and improving college access, affordability and completion.
SESSION D ▶ 9:30–11:00 am

31D  Developing Learner-Centered and Personalized Learning Environments

James Basham, Ph.D., Associate Professor, University of Kansas; Sharon Grady, Senior Director, Learner Variability, New Teacher Center

The education system is experiencing unprecedented transformation, from the diversity of our learners to the use of technology, this session will highlight forces shaping the modern learning environment, and deepen understanding of practices and resources to support the transformation of schools and teaching practices. Among the topics that will be discussed: Personalized Learning, Universal Design for Learning (UDL), and the Every Student Succeeds Act (ESSA).

Track: From Education to Social Justice

32D  Supporting Learner Variability in a Personalized Learning Classroom

Stacy Parker-Fisher, Consultant, SparkLearning; Vic Vuchic, Chief Innovation Officer, Digital Promise Global

How can we offer top-notch, personalized opportunities to prepare each student for a world that is increasingly global and information-based? How can we ensure equity and excellence in preparing students to think critically, persevere, understand how they learn, and take ownership of their learning? Participants will learn how Digital Promise Global is working with top researchers across the learning science field and harnessing the tools of technology to design a new framework and tool for personalization that reveals what a learner does or doesn’t know, and how each learner learns best. This framework and supporting tools help focus on personalizing learning to support learner diversity. The presenters will walk through basics of learner variability and introduce the new Learner Positioning Systems reference tool to help participants understand learner diversity. This interactive session will include working in small groups to work through scenarios, develop insights, and provide feedback and ideas for improving supports for teachers and learners in the classroom.

Track: The Future Starts Now

33D  Developing Leaders in an Aligned Birth to 12th Grade System

Betsy Fox, Director, Early Learning Partnerships, New Teacher Center; Katy Madden, Program Manager, Pre-kindergarten and Laura Mitchell, Program Manager, Child Development Programs, Fresno Unified School District, California

Developing early learning teacher and administrative leadership is an essential component of building high-quality programs that meet the needs of all children. In this session, participants explore the structure and effect of Fresno Unified School District’s pre-kindergarten teachers’ professional learning communities. Bimonthly meetings, facilitated by lead teachers, focus on best practices of instruction and assessment through teacher collaboration. In addition, these teacher leaders serve as an advisory group for proposed changes affecting the pre-kindergarten program. Participants will learn how this district trains and develops current and emerging preschool administrators. A monthly seminar series, supported by New Teacher Center, is designed to build administrative and pedagogical leadership through collaborative professional learning while one-on-one coaching site supervisors provide practical application support.

Track: Teacher Leadership = Student Success

34D  Authentic Partnership: District and Nonprofit Collaboration

Blanca Baltazar, Ph.D., Associate Superintendent of Instructional Services, Salinas Union High School District, California; David Herrera and Marishka Winters, Senior Directors, School Leadership, New Teacher Center

What does it look like when districts and nonprofits engage in authentic partnership? How do districts place their core identity and previous success at the center of the work when engaging in new initiatives? How do nonprofits honor the work of the district while providing support with fidelity to program outcomes? This session engages participants in identifying strengths and opportunities in their current partnerships or future ones using frameworks and key questions to identify the critical aspects of their theory of change. The learnings from the NTC field test of Achieving Leaders: Effective Schools in Salinas Union High School District and Alum Rock Union Elementary District root this session in actual practices and case studies of effective partnership. Participants will leave with a greater sense of how they can collaborate to provide consistent, measurable practices grounded in the context of the district and schools.

Track: Schools as Change Agents
35d
Gratitude Creates Growth: Relationship and Growth Mindset Maximize Student Potential

Heather Lageman, Executive Director of Leadership Development and Linda Marchineck, Director, Baltimore County Public Schools, Maryland

Science has proven that social and emotional factors play an essential part in the acquisition of what were once regarded as purely academic knowledge and skills. Everyone’s competence grows best in an environment of physical and emotional safety and support. How do we create an Optimal Learning Environment for students to maximize their potential? This session explores how building trust and cultivating a growth mindset fosters a culture of student success. Participants will receive resources that can be shared in classrooms as well as professional development for instructional coaches.

Track: Teacher Leadership = Student Success

36d
Coaching for Racial Equity

Jen Bloom, Senior Director, Bay Area, New Teacher Center; Swaicha Chanduri and Carla Hinojosa, Lead Mentors, and Sarah Twiest, Program Lead, San Francisco Unified School District, California.

Critical to our students’ success is helping coaches support new teachers to cultivate an equity mindset, implement culturally responsive pedagogy, and form learning partnerships with their students. In this session, education leaders will learn about San Francisco Unified School District’s journey to implement a new induction program with a commitment to racial equity at the core. Participants will receive resources to support coaches and mentors in embedding this commitment in their work with teachers. Participants are encouraged to examine their own practices and contextualize their learning in order to implement programs or structures to build and sustain a mentoring culture in their own educational contexts.

Track: From Education to Social Justice

37d
Gamification: A New Tool for Teachers to Engage Disengaged Learners

Manju Banerjee, Ph.D., Vice President of Educational Research and Innovation; Ibrahim Dahlstrom-Hakki, Ph.D., Director, Landmark College, Vermont

In recent years, much has been discussed about brain-based learning and ways to engage diverse learners through changing mindsets. The importance of games in engaging and learning is indisputable. Advances in educational technology and in particular, gamification, have teachers, education professionals, and parents equally excited and concerned. Based on research from projects at Landmark College, funded by the National Research Foundation and other evidence-based practices, this session will introduce participants to the learning paradigm of gamification and its easy applications in the classroom to engage all learners.

Track: The Future Starts Now

38d
Systematic Approach to In-field Coaching and Building Capacity

Marc Dembowski, Program Consultant and Tammy Phuong, Senior Program Consultant, New Teacher Center; Monica Fales, Lead Mentor, Polk County Schools, Florida

This session will define a systematic approach using in-field coaching to increase highly effective practice with mentors and coaches. Participants will explore the process of in-field coaching as a “through line” to build capacity, and the variety of ways they can implement this model in their own contexts. Opportunities will be provided to see authentic coaching conversations through video, share insights from districts currently implementing in-field coaching, and envision how to implement this approach in their schools, districts, or programs.

Track: Teacher Leadership = Student Success

39d
FEATURED SPEAKER

Richard Ingersoll, Ph.D., is a Professor at the University of Pennsylvania and his research is concerned with the character of elementary and secondary schools as workplaces, teachers as employees, and teaching as a job. Richard’s research is nationally recognized, has resulted in numerous research awards, and has been featured in numerous major education reports.

School Leadership Matters

Dr. Ingersoll’s most recent research is an analysis of data on school leadership from NTC’s Teaching, Empowering, Leading and Learning (TELL) Survey. His study focused in particular on instructional leadership and teacher leadership and examined how widely these are implemented in schools and whether they are connected to student achievement. This session will summarize his analysis and findings and the implications for school leaders.

Track: From Education to Social Justice

40d
Leveraging Your Instructional Coaching Program for Greater Impact

Wafa Picciolo, Program Lead, Volusia County Schools, Volusia, Florida; Michelle Robellard, Program Consultant, New Teacher Center

Learn how New Teacher Center and Volusia County Schools are partnering to implement an instructional coaching model focused on researched-based program components, instructional practice, and Optimal Learning Environment to improve teacher effectiveness and student achievement. Participants will examine the role of innovative data systems in improving instructional practices and continuous program improvement. Assess your current instructional coaching program, set priorities, and identify next steps.

Track: Schools as Change Agents
41E
Mind, Brain, and Education Science: The Future of Teacher and School Leadership Training
Ian Kelleher, Ph.D., Head of Research and Glenn Whitman, Director, St. Andrew’s Episcopal School, Maryland
Every day students bring their brains, the organ of learning, to class. What if there was an evidence-based, professional growth framework to help teachers and school leaders better understand how the brain learns? This highly interactive session will model a “brain friendly” learning environment and provide participants the opportunity to collaborate with the internationally recognized Center for Transformative Teaching & Learning. New and veteran teachers and school leaders will deepen their understanding of how to use Mind, Brain, and Education (MBE) Science Research to inform and improve how student and adult brains work and thrive. Mind, Brain, and Education is research being applied to close the achievement gap: The Relationship Gap, The Expectations Gap, and The Relevance Gap. Participants will learn strategies for closing the learning gaps in their classrooms and schools.
Track: Teacher Leadership = Student Success

42E
Teaching Diverse Learners by Closing the Learning Gaps
Takesha Winn, Onboarding and Retention Manager and James West, Coordinator, Dallas Independent School District, Texas
As classrooms become increasingly more diverse, teachers are tasked with providing an equitable, relevant, and rigorous learning experience for every student. Where exactly should a teacher begin in his or her efforts to support the learning needs of diverse students and close the achievement gap? In this session, participants will explore strategies and best practices for closing the learning gaps that contribute to the achievement gap: The Relationship Gap, The Expectations Gap, and The Relevance Gap. Participants will learn strategies for closing the learning gaps in their classrooms and schools.
Track: From Education to Social Justice

43E
The Future Starts Now! New Teacher Center and Nearpod Team Up
Ann Addison, Ph.D., Coordinator of New Teacher Induction, Olathe Public Schools Unified School District, Olathe, Kansas; Melissa Pelochino, Director of Professional Development, Nearpod; Kitty Dixon, Senior Vice President and Anne Watkins, Senior Director, Innovation, New Teacher Center
Teachers learn best with and from their peers with access to high quality content and learning environments. New Teacher Center and Nearpod, an interactive learning tool, partnered to create a session based on effective adult learning theory. This session will model instructional design concepts behind engaging, experiential learning. Together, participants will work through a professional learning session, “Mentoring Teachers, A Strengths-Based Approach” on Nearpod, then deconstruct their experience. An innovative leader will share her district’s application of this content. Bring your own technology to this interactive session.
Track: The Future Starts Now

44E
Collaborative Teaching as a Shared Leadership Practice for Professional Growth
Amanda Estes, Teacher, Ann-Marie Skaggs, Inquiry and Technology (Teacher on Special Assignment) Coach, and Michelle Walker, Principal, The Cove School, Larkspur-Corte Madera School District, California
This session will highlight the development of a successful new school, from guiding principles and signature practices to collaborative teaching designed to grow and empower teacher leaders and foster student success. The principal and teacher leaders will specify strategies for sustaining a professional growth culture through shared leaderships, collaborative teaching teams, daily peer coaching, and reflection. Participants will learn how stakeholders and staff have developed collective ownership of the school’s success through shared values, leadership, trust, transparency, and a willingness to change. Strong commitment to vision and continuous improvement provides inspirational learning experiences for all students.
Track: Schools as Change Agents

45E
Instructional Coach Credentialing
Bernadine Dorantes, Ph.D., Supervisor and Patricia Transue, Induction Coach, Broward County Public Schools, Florida
Research shows that effective instructional coaching programs respond to particular needs suggested by data, allowing improvement efforts to target issues such as closing achievement gaps and advocating for equity. This session will outline a systemic process for developing instructional coaches across a large district. The system includes everything from redefining the job description to developing coaches’ skills using Formative Assessment tools to measuring their effectiveness as coaches through Learning Zone and student achievement data. Participants will consider how best to develop and apply these systems and processes within the context of their school districts.
Track: Teacher Leadership = Student Success

46E
Towards Equity: Assessing and Addressing Context
Milissa McClare Gary and Clarissa Williams, Senior Program Consultants, and Jenna Wachtel, Senior Director, Early Learning, New Teacher Center
During this session, participants will identify their contextual equity needs and self-assess their readiness to exercise courage in taking a stand in challenging, and at times controversial, circumstances to elevate the voices of teachers, students, and their families. Using New Teacher Center’s Optimal Learning Environment framework, session attendees will explore implications for students and their learning when equity is not treated as a priority in their context. Participants will begin a plan of courageous action, outlining their next steps for addressing equity issues in their home context and how they will bring the voices of students, their families, and teachers into that plan.
Track: From Education to Social Justice
47E
Accelerate Development of Coaches Through Ongoing Communities of Practice and Learning

Geoff Baker and Shelley Winterberg, Senior Program Analysts, New Teacher Center

The most important role of the coach is to promote a culture of continual learning, with effective cycles of observation, actionable feedback, and ongoing analysis of student learning that lead to improved teaching practices and accelerated student achievement. To do this well, coaches need their own rigorous community of practice, grounded in data, to develop their practice. This session will support program leaders and those who lead coaches to create effective, responsive, and impactful communities of learning.

Track: Teacher Leadership = Student Success

48E
Furthering Educational Equity Through Policy and Funding

Liam Goldrick, Director of Policy and Ann Maddock, Senior Policy Advisor, New Teacher Center

Federal and state policies and funding impacts educators’ and schools’ ability to provide an equitable education for all. The federal education law—Every Student Succeeds Act (ESSA)—has heralded a new era of more state and local control within education. In response, some states have developed policy blueprints to tackle educational inequity and develop and support effective educators. However, other states and districts continue to rely upon existing policies and practices to achieve similar ends and improve their schools. In this session, New Teacher Center’s policy team will share their analyses of federal law and funding priorities, state ESSA plans, and existing state policies on educator development and support. The presentation will explore the research on what educational and non-educational interventions impact student outcomes and what he shifting federal and state funding and policy environment means for educators across America?

Track: From Education to Social Justice

49E
FEATURED SPEAKERS

Marc Brackett, Ph.D., is Director of the Yale Center for Emotional Intelligence. He is also a senior research scientist in psychology and faculty fellow in the Edward Zigler Center in Child Development and Social Policy at Yale University. He co-created RULER and has developed two university courses on emotional intelligence. His grant-funded research focuses on the role of emotional intelligence in learning, decision making, relationship quality, and mental health, as well as the measurement of emotional intelligence, and the influences of emotional intelligence training on student and educator effectiveness, bullying prevention, and school climate. Marc is also working with Facebook on a large-scale research project designed to both prevent and decrease online bullying.

Wendy Baron, M.A., is a leader in the field of new teacher, principal, and mentor development and is a co-founder of New Teacher Center and the Santa Cruz/Silicon Valley New Teacher Project. Wendy has overseen the design, development, and refinement of New Teacher Center’s products and services. She began her career as a classroom teacher, taught aspiring teachers at the university level, and has mentored new and experienced teachers for over 20 years. She is co-developer of numerous New Teacher Center trainings, videos, books and articles on induction, mentoring, teacher assessment, teacher development, and leadership. Wendy has an Administrative Services credential, is a certified Organizational Relationship and Systems Coach, and a Chopra Center certified yoga, meditation, and Ayurveda health and wellness instructor.

The Emotion Revolution for Educators

Teachers across America report that the top three emotions felt daily in school are: overwhelmed, stressed, and frustrated. These emotions take a toll on teachers’ motivation to teach as well as their physical and mental health. Join us for a conversation about the possible causes of these feelings, the relationship of these emotions to other school factors, such as the school environment and culture, and learn strategies to support teachers so they can be their best selves for their students.

Track: Schools as Change Agents

50E
What New Teacher Center Learned from the i3 Validation Study

Cindy Brunswick, Senior Vice President, Program Strategy and Delivery and Ali Picucci, Vice President, Impact and Improvement, New Teacher Center

New Teacher Center (NTC) is one of the few organizations that has been able to move the needle on student learning in math and English learning arts/reading. Join this session to unpack what was learned from the i3 Validation Study. The facilitators will share results from the independent evaluation, dive deeper into what contributed to the results, and share how NTC is applying these learnings to our work today.

Track: Teacher Leadership = Student Success
51F
Brave Spaces: Elevating Student and Teacher Voices for Educational Equity
Leonard Jones, Teacher Leader, East Side Union High School District; Shane Safir, Coach, Safir and Associates
To have excellent schools, we must create equitable schools. This interactive workshop will transport participants into a large urban high school with a big achievement gap. Co-facilitated by author/coach Shane Safir, along with Evergreen Valley High School teacher and student leaders, the session will explore how one school community is moving toward greater equity by listening to students, cultivating staff and student leadership, and training all staff in concepts like unconscious bias and microaggressions.

Track: From Education to Social Justice

52F
Professional Development: Building Capacity Through Free Online Learning
Rachel Croft, Science, Technology, Engineering, Math (STEM) Coach, Carson City School District; Ernie Rambo, Virtual Learning Community Coordinator, Nevada National Board Professional Learning Institute
National Education Association sponsors an ecosystem of 100 free learning modules (Micro-Credentials), providing an opportunity for educators and administrators to learn and be recognized for skills and knowledge targeted to increase student social, emotional, and academic growth. Members of a National Board Certified Teachers (NBCT) Micro-Credential writing team will share how personalized learning experiences can foster student success, starting with the 5 Core Propositions from the National Board for Professional Teaching Standards. Participants will consider how the vast array of topics could best be leveraged to create empowered educators and administrators.

Track: Schools as Change Agents
53F
Millennial Teachers: How Mentoring Programs can Retain New Teachers

Jenna Elias and Rachel Maleski, New Teacher Mentors, Tucson Unified School District, Arizona

The Arizona State University Morrison Institute for Public Policy reports that 42 percent of Arizona teachers hired in 2013 left the profession within three years. Could mentoring practices tailored to the needs of the millennial mindset retain more beginning teachers? This session will identify the qualities and characteristics of the millennial generation, how we can identify the strengths and areas for growth of this population entering the educational workforce, and translate those qualities into opportunities for success in our mentoring practice.

Track: Teacher Leadership = Student Success

54F
Encouraging Authenticity and Agency for Equity

Raquel Ríos, Ph.D., Author and Consultant; Clarissa Williams, Senior Program Consultant, New Teacher Center

This session is about understanding the role of the human spirit in supporting teachers to become authentic practitioners and change agents for equity. Participants consider a holistic pathway for cultivating mindsets and practices for greater equity consciousness, teacher agency and authenticity with the goal of moving away from divisive ideologies, implicit bias, and narratives that often dominate our thinking and practice in education.

Track: From Education to Social Justice

55F
Enabling Teachers as Changemakers!

Valentina Raman, Education Partnerships Manager, Ashoka

For more than three years, Ashoka has partnered with Changemaker school districts—districts which embed the changemaking skills of empathy, leadership, teamwork, and creative problem solving into their mindset, curriculum, systems, and culture. A key part of this process is shifting educators’ mindsets to see themselves as powerful changemakers, and equipping them with the skills and support to lead innovation in the school district. This session will focus on teacher leadership, enabling participants to experience how they can discover their own inner changemaker and create a culture of innovation, empathy, and changemaking in schools and districts.

Track: Teacher Leadership = Student Success

56F
Universally Designed Leadership

Kim Oliveira, Executive Director and Kristan Rodriguez, Ph.D., Director of Professional Learning and Grants, CREST Collaborative

As educational leaders, we aspire to build great systems in a landscape of barriers. Universal Design for Learning (UDL) does that for students, and universally designed leadership applies proven principles of learning to successful leadership practices in the 21st Century. This session will cover the basics of UDL and provide tools for how UDL can effectively enhance educational leadership practices to better support students and staff.

Track: Schools as Change Agents
REGISTRATION INFORMATION

PAYMENT
Space is limited so register early. Payment in full is required by December 20, 2017 to secure Early Bird discount rate.
Payment may be made by check, purchase order, or credit card. Make checks payable to New Teacher Center.
Send completed form and payment to:
New Teacher Center
110 Cooper Street, Suite 500
Santa Cruz, CA 95060
Questions? Email symposium@newteachercenter.org or phone 831.600.2277.
Please send Purchase Orders and billing inquiries to ar@newteachercenter.org.

REGISTRATION FEE
Registration includes breakfasts, lunches, celebration reception, and access to mobile site.

| Payment received on or before December 20, 2017: | $500 per person |
| Payment received after December 20, 2017: | $600 per person |

PRE-CONFERENCE & SYMPOSIUM FEE
Registration includes breakfasts, lunches, celebration reception, and access to mobile site.

| Payment received on or before December 20, 2017: | $760 per person |
| Payment received after December 20, 2017: | $850 per person |

Receipt of payment, confirmation of sessions, and directions will be sent in January.

REGISTRATION POLICY
• Registration Fees: Registration fees are due in full and payment is required by February 9, 2018.
• Session Selections: Session placement is not guaranteed until payment is received in full. Session capacity is subject to change, and availability may not be guaranteed.
• Early Bird Discounted Registration: To secure your Early Bird Discount, registration payment must be received in full no later than December 20, 2017. Payment may be submitted online by credit card or by mailing a check to New Teacher Center by the payment deadline. Unpaid Early Bird registration fees after December 20, 2017 will result in forfeiture of discounted registration rates, and full registration rates and payment will be required.
• Purchase Orders: New Teacher Center will accept Purchase Orders to secure registration, however payment must be received no later than December 20, 2017 to retain Early Bird Discount rate.
• New Teacher Center Federal Tax ID: 26-2427526
• Credit Card Payments: Credit card payments may be processed online or by contacting New Teacher Center at 831.600.2273.

CANCELLATION POLICY
• Written Notification of Cancellation: All cancellations must be submitted in writing and addressed to symposium@newteachercenter.org
• Cancellation Deadline: Cancellations received prior to January 19, 2018 are eligible for a full refund less a $100 per person administrative fee. No exceptions.
• Fees: A $100 administrative fee will be billed and collected for all unpaid and cancelled registrations received in writing prior to January 19, 2018. Registrants cancelling after January 19, 2018 and no-shows are liable for the full registration fee and payment will be collected.
• Refunds: All eligible refunds will be processed after the conclusion of the event. Cancellations received after January 19, 2018 will not be eligible for refund.

HOTEL INFORMATION
Accommodations are available at the Hyatt Regency San Francisco Airport (SFO) at a special Symposium rate of $179 plus tax for single or double occupancy. Reservations at the $179 rate are available until January 19, 2018 or until our contracted room block is full, whichever occurs first. Reservations requested after this will be based on availability at the hotel’s prevailing rates. Make reservations online at https://aws.passkey.com/go/NewTeacher2018 or call 888.421.1442 and indicate that you are with the New Teacher Center Symposium group. Visit https://sanfranciscoairport.regency.hyatt.com for more information about the hotel.

PARKING INFORMATION
Hyatt Regency San Francisco Airport offers self-parking and valet parking. Self-parking is $7 up to 1 hour, $15 up to 6 hours, and $30 for 6+ hours or overnight. Valet parking is $13 up to 1 hour, $21 up to 6 hours, and $35 for 6+ hours or overnight. For oversized vehicles, the rate is $40, with $20 per additional axle.

TRANSPORTATION
Complimentary Hotel Shuttle from SFO: Hyatt Regency SFO complimentary shuttle runs every 10–15 minutes 24 hours a day. From SFO, take your luggage to the Departures Level center island and look for the area marked “Hotel Shuttle.” The shuttle bus is marked “Hyatt Regency and Marriott.” For arrivals and departures between 12:00 am and 4:45 am, free shuttles pick up guests every 30 minutes.
Taxi: Approximately $20–$25 one way.
Visit https://sanfranciscoairport.regency.hyatt.com/en/hotel/our-hotel/transportation.html for more information about local transportation from SFO and to downtown San Francisco.
REGISTRATION INFORMATION

SYMPOSIUM FEE:
Payment received on or before December 20, 2017: $500 per person
after December 20, 2017: $600 per person

PRE-CONFERENCE AND SYMPOSIUM FEE:
Payment received on or before December 20, 2017: $760 per person
after December 20, 2017: $850 per person

CANCELLATION POLICY:
- Written Notification of Cancellation: All cancellations must be submitted in writing and addressed to symposium@newteachercenter.org
- Cancellation Deadline: Cancellations received prior to January 19, 2018 are eligible for a full refund less a $100 per person administrative fee. No exceptions.
- Fees: A $100 administrative fee will be billed and collected for all unpaid and cancelled registrations received in writing prior to January 19, 2018. Registrants cancelling after January 19, 2018 and no-shows are liable for the full registration fee and payment will be collected.
- Refunds: All eligible refunds will be processed after the conclusion of the event. Cancellations received after January 19, 2018 will not be eligible for refund.

MAIL-IN REGISTRATION FORM

or Register Online at newteachercenter.org

Print your name as you wish it to appear on all conference materials.

Name
Title/Position
Organization School/Dept.
Email
Phone Fax
Address
City/State/Zip
Other billing organization if applicable
Billing contact (name/phone/email)
Select your first and second choice of sessions. Space is limited and will be filled on a first-paid, first-served basis.

### PRE-CONFERENCE SUNDAY FEBRUARY 11, 2018:

<table>
<thead>
<tr>
<th>Session</th>
<th>1st Choice</th>
<th>2nd Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SYMPOSIUM MONDAY, FEBRUARY 12, 2018:

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>1st Choice</th>
<th>2nd Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>9:15-10:45 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>11:15 am-12:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2:30-4:00 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TUESDAY, FEBRUARY 13, 2018:

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>1st Choice</th>
<th>2nd Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>9:30-11:00 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>11:15 am-12:45 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>2:45-4:15 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I am enrolling in:**

- Payment received on or before December 20, 2017
- Payment received after December 20, 2017

- [ ] Symposium only
  - $500
- [ ] Pre-Conference & Symposium
  - $760
- [ ] Pre-Conference & Symposium
  - $850

**Special needs or dietary requests**

---

**PAYMENT:** Call 831.600.2291 to pay by credit card or submit payment online.

- Enclosed Check #
- Purchase Order #

**Amount Enclosed** $_________________________ **Date** __________

**Check the one role that best applies:**

- [ ] District Administrator
- [ ] State Level Leader
- [ ] Mentor
- [ ] Teacher
- [ ] School Administrator
- [ ] Local Education Leader
- [ ] Coach
- [ ] Other

Payment is due by February 8, 2018. Payment may be made by check, purchase order, or credit card.

Make checks payable to **New Teacher Center**. Send completed form and payment to:

**New Teacher Center**  
110 Cooper Street, Suite 500  
Santa Cruz, CA 95060  
phone: 831.600.2200  
fax: 831.427.9017

**QUESTIONS:** Email symposium@newteachercenter.org or phone 831.600.2277. Receipt of payment, confirmation of sessions, and directions will be sent in January.

I acknowledge that I have read and understand the Symposium 2018 registration and cancellation policies.

By registering for Symposium 2018, you consent to photography, audio recording, and video recording. You agree that New Teacher Center (NTC) and its affiliates and representatives may release, publish, exhibit, or reproduce photographs, audio recordings, and video recordings of you for any purpose, including without limitation advertising of NTC services and other commercial purposes. You release NTC and each and all persons involved from any liability connected with the taking, recording, digitizing, or publication of photographs, images, video, or sound recordings. You waive all rights you may have to any claims for payment or royalties in connection with the use of your image and voice. You also waive any right to inspect or approve any photo, video, or audio recording taken by NTC or the person or entity designated to do so by NTC.

**SIGNATURE:** ___________________________________________________________________________

*Please note that registration forms cannot be processed without your signature.*