Making a Difference: Educational Practices That Work!

January 11-14, 2011

Hershey Lodge and Convention Center
Hershey, Pennsylvania
Description
This annual, statewide conference highlights effective instructional strategies and interventions designed to make an educational difference for all students.

Audience
General education, special education, and gifted education administrators and teachers, career and technical education administrators and teachers, preschool administrators and teachers, parents, paraprofessionals, school psychologists, speech and language therapists, higher education faculty, and professional development staff are encouraged to attend.

Keynote Presenters
Larry Bell is a 25-year veteran in the field of education. He is a former teacher who was nominated for the National Agnes Mayer Outstanding Teacher Award. Mr. Bell was recognized for his innovative classroom strategies as a classroom teacher at a diverse high school consisting of over 3000 students speaking over 36 different languages. Mr. Bell was the recipient of a $550,000 grant to pilot his ideas and was selected as the Mary Hatwood Futrell Award winner by the Virginia Education Association. For the last 18 years, Mr. Bell has traveled the world in his efforts to help schools close the achievement gap.

David H. Rose is founder and chief education officer of the Center for Applied Special Technology (CAST). CAST was founded with a vision of expanding opportunities for students with disabilities through the innovative development and application of technology. Dr. Rose specializes in developmental neuropsychology and in the universal design of learning technologies. Dr. Rose also lectures at Harvard Graduate School of Education, and is co-author or editor of the books: Teaching Every Student in the Digital Age: Universal Design for Learning; Learning to Read in the Computer Age; A Practical Reader in Universal Design for Learning; The Universally Designed Classroom: Accessible Curriculum and Digital Technologies.

Tony Wagner founded the Change Leadership Group (CLG) at the Harvard Graduate School of Education and has served as its co-director since 2000. An initiative of the Bill and Melinda Gates Foundation, CLG helps teams to be effective change leaders in schools and districts. Mr. Wagner also consults widely to schools, districts, and foundations around the country and internationally. His previous work experience includes 12 years as a high school teacher, K-8 principal, university professor in teacher education, and founding executive director of Educators for Social Responsibility. Mr. Wagner is a frequent speaker and widely published author. His work includes numerous articles and four books, including his most recent, The Global Achievement Gap: Why Even Our Best Schools Don’t Teach the New Survival Skills Our Children Need—And What We Can Do About It.

Dave Weber is an internationally recognized speaker, a captivating presenter, and a phenomenal storyteller who is described as “a Chihuahua on caffeine.” Mr. Weber believes that people like to laugh and have fun. He strongly identifies with the challenges professionals face and his goal is to motivate, challenge, and inspire everyone who hears him to embrace change. He strives to help individuals change perceptions, change attitudes, change behaviors, and change lives! Mr. Weber is the author/creator of the Life Time Organizer and the author of Sticks and Stones Exposed: The Power of Our Words. He is president and CEO of Weber Associates, Inc., a training and consulting firm in Atlanta, Georgia.

This is an Earth-friendly Event
In the interest of the planet, printed handouts will no longer be provided for conference sessions.

All session handouts will be posted on the PDE Conference website at: http://pdeconference.pattan.net and will be made available approximately one month prior to the event for downloading.

Prior to attending the conference, we encourage you to download the handouts to your laptop or print the copies and bring them with you to the sessions.

We appreciate your assistance in promoting an earth-friendly event at this year’s Making a Difference: Educational Practices That Work conference.

Please Note:
Meeting rooms will not have wireless access and will have very limited electrical outlets.
### Conference Sessions

#### Tuesday, January 11, 2011

**Preconference Session**

1. **RtII for Mathematics**  
   (Amanda VanDerHeyden, Ph.D., Consultant)

   This presentation will focus on how to evaluate and ensure the technical adequacy of Response to Instruction and Intervention (RtII) implementation for mathematics. She will provide “how-to” details needed to evaluate Tier 1 instruction, successfully plan and implement classwide interventions for mathematics, and plan and implement Tier 3 intervention. Special attention will be paid to the findings of the National Math Advisory Panel (2008) as a context for implementation of multi-tiered interventions.

**Dinner on your own**

#### Wednesday, January 12, 2011

- 7:30 a.m. - 8:30 a.m. Continental Breakfast
- 7:30 a.m. - 9:00 a.m. Registration
- 9:00 a.m. - 11:00 a.m. Opening Keynote
- 11:00 a.m. - 12:30 p.m. Lunch
- 11:00 a.m. - 4:00 p.m. Ask the Bureau
- 11:00 a.m. - 5:00 p.m. Poster Sessions
- 11:00 a.m. - 6:00 p.m. Exhibit Hall Open
- 12:30 p.m. - 1:30 p.m. Concurrent Sessions
- 2:00 p.m. - 4:00 p.m. Concurrent Sessions
- 4:00 p.m. - 5:00 p.m. Exhibit Hall Reception
- 5:30 p.m. - 8:00 p.m. State Task Force Dinner

#### Thursday, January 13, 2011

- 7:30 a.m. - 8:30 a.m. Continental Breakfast
- 7:30 a.m. - 8:30 a.m. Registration
- 7:45 a.m. - 8:45 a.m. Networking Breakfast Meetings
- 8:00 a.m. - 2:30 p.m. Exhibit Hall Open
- 9:00 a.m. - 11:00 a.m. Concurrent Sessions
- 11:00 a.m. - 12:30 p.m. Lunch
- 11:00 a.m. - 4:00 p.m. Ask the Bureau
- 12:30 p.m. - 2:30 p.m. Concurrent Sessions
- 12:30 p.m. - 5:00 p.m. Poster Sessions
- 2:45 p.m. - 4:15 p.m. Keynote
- 5:30 p.m. - 8:30 p.m. Parent Networking Dinner

#### Friday, January 14, 2011

- 7:30 a.m. - 8:30 a.m. Continental Breakfast
- 7:30 a.m. - 8:30 a.m. Registration
- 9:00 a.m. - 11:00 a.m. Concurrent Sessions
- 9:00 a.m. - 11:00 a.m. Ask the Bureau
- 11:15 a.m. - 1:15 p.m. Closing Keynote

---

**A Warm Welcome to All Attendees**

**Tuesday evening**, from 8:00-9:00 p.m., be sure to attend the Making a Difference Welcome Reception sponsored by Leader Services. Enjoy complimentary light snacks and a cash bar. Network with colleagues from across the commonwealth.
**Wednesday, January 12, 2011**

**Opening Keynote**  
9:00 a.m. - 11:00 a.m.

3. **Teaching, Learning and Leading in the 21st Century**  
   (Tony Wagner, Ed.D., Harvard Graduate School of Education)

There is a new Achievement Gap: the gap between the new skills that all students need in the 21st century versus what is tested and taught even in our best schools. There is also a Learning Gap: the gap between how the Net Generation is learning and collaborating out of school versus what they do all day in classrooms. In this presentation, Tony Wagner will help educators to understand these gaps and explore the most effective strategies for preparing all students for careers, college, and citizenship in the new global knowledge society.

**Ask the Bureau**  
11:00 a.m. - 4:00 p.m.

This is your opportunity to meet and talk with Bureau of Special Education advisors.

**Poster Sessions**  
11:00 a.m. - 5:00 p.m.

These poster sessions will highlight effective practices used by school districts and programs throughout the state.

**Concurrent Sessions**  
12:30 p.m. - 1:30 p.m.

4. **Blending Preschool Programwide and Schoolwide Positive Behavior Support**  
   (Susan Zeiders, M.Ed., BCBA, EITA; Anne Katona-Linn, M.Ed., BCBA, PaTTAN)

This session will provide an overview of the key components to blending programwide and schoolwide positive behavior support of data, systems, and practices at the preschool and school district level in Pennsylvania. It will include lessons learned and direction for the future within the PA PBS Network.

5. **Coaching: Helping Students on the Autism Spectrum Succeed in Their Social and Academic World**  
   (Rene Soufer, M.A., Yeshiva University)

This workshop will provide an examination of the cognitive differences that may impact academic achievement at different developmental stages for those on the Autism Spectrum. Other focus areas will include learning how to support students with social skills difficulties, recognizing mental health problems that need referral, learning strategies for supporting personal independence, and new approaches to collaborating with student resources at school and in the community.

6. **Ethical Issues Surrounding Electronic Communication**  
   (Barbara Bole Williams, Ph.D., Rowan University)

This workshop will provide an introduction to the National Association of School Psychologist’s (NASP) 2010 Principles for Professional Ethics. The discussion will focus on interpreting ethical principles surrounding the challenges to confidentiality brought by electronic communication, digital technology, and other related issues.

This session is offered for 1 hour of Ethics Credit for Psychology State Licensure. Combine with session 12 to meet the 3-hour requirement.

7. **Implementing District-Wide Positive Behavior Supports**  

Participants in this session will learn how to successfully create and sustain a district-wide positive behavior support (PBS) leadership team that can provide significant support for the reliable, comprehensive implementation of multi-tiered school PBS systems.

8. **Pennsylvania Algebra: Current State of Affairs**  
   (Jacqueline Greene, M.Ed., PaTTAN; Allen Muir, M.Ed., PaTTAN)

Participants will explore Pennsylvania’s algebra in terms of the upcoming Keystone exams, Standards Aligned System, and the Common Core Standards. This session will help attendees make connections between these three and discover how an algebra teacher can scaffold instruction to enhance student success. Participants will also get a brief glimpse of evidence-based algebra instruction.

**Explore the Exhibit Hall!**  
11:00 a.m. - 6:00 p.m.  Wednesday

**Don’t miss the Exhibit Hall Reception!**  
Join us for complimentary snacks and a cash bar.  
4:00 p.m. - 5:00 p.m.  Wednesday
9. **The Pennsylvania Department of Education: An Overview**  
(Tom Seben, PA Department of Education, Bureau of Special Education)

The mission of the Pennsylvania Department of Education is to assist the General Assembly, the Governor, the Secretary of Education, and Pennsylvania educators in providing for the maintenance and support of a thorough and efficient system of education. This session will provide information about the Pennsylvania Department of Education and the Bureau of Special Education.

10. **Secondary Transition: A Panel Discussion**  
(Paul Fogle, Bern Gavlick, and Allison Mervis, Graduates of Pennsylvania Schools)

A panel of high school graduates who benefitted from personal transition plans will provide a student and consumer view of their experience. They will also address audience questions about transition planning.

11. **What Every Educator Needs to Know: Critical Spanish Phrases for Enhancing Communication with Latino Parents**  
(Teri Duckett, M.Ed., PaTTAN; Luz Hernandez, HUNE)

Attendees will participate in a one-hour crash course on key Spanish phrases that will enhance parent/teacher communication and relations.

---

**Concurrent Sessions 2:00 p.m. - 4:00 p.m.**

12. **Ethical Principles for School Psychologists: A Problem-Solving Approach**  
(Barbara Bole Williams, Ph.D., Rowan University)

This workshop will provide participants with a problem-solving model that will effectively interpret ethical principles in school psychology and can be applied as school psychologists encounter ethical and legal issues. This workshop will use actual cases and provide examples of behaviors that would comply with standards of appropriate professional conduct.

This session is offered for 2 hours of Ethics Credit for Psychology State Licensure. Combine with session 6 to meet the 3-hour requirement.

13. **An Introduction to Writing Strategy Instruction in Elementary School**  
(David Coker, Ph.D., University of Delaware)

This session will introduce participants to strategy instruction, one of the most powerful, research-based approaches to writing instruction. The presenter will explore the nature of cognitive strategies and learn why they are important for all writers, especially those who struggle. Specific writing strategies will be examined and teachers will learn how to integrate these strategies into their current writing curricula.
14. The Key Comprehension Routine: Content Literacy Instruction  
   (Joan Sedita, M.Ed., Keys to Literacy)

This workshop will present a routine for teaching comprehension, writing, and study skills in content area subjects in grades 4-12. Instruction includes the use of top-down topic webs, two-column notes, summarizing, and question generation while teaching math, science, social studies, or English/English Language Acquisition. This routine can be used as Tier I instruction for all students or Tier 2 instruction by specialists for students who need more direct instruction and guided practice.

15. The Latest Trends in Education  
   (Linda Fusco, J.D.)

Learn about the hottest issues from the courtroom to the classroom. Topics will include: the design and delivery of turbocharged IEPs; confidentiality steps and missteps; addressing truancy, school phobia and other behavioral issues; critical child find decisions; powerful inclusion strategies and more. Come and learn to predict and prevent potential disasters!

16. Pennsylvania’s Indicator 13 Process: Ensuring Effective Secondary Programs and Post School Outcomes  
   (Michael Stoehr, M.Ed., PaTTAN)

Indicator 13 ensures that children with disabilities aged 14 and above have an Individualized Education Program (IEP) that includes coordinated, measurable annual goals and transition services that will reasonably enable the youth to meet their post-secondary goals. This session will provide information on the Indicator 13 process in Pennsylvania.

17. Physical Education for Students with Disabilities: Legal and Practical Aspects of Quality Adapted Physical Education Programs  
   (Garth Tymeson, Ph.D., University of Wisconsin, La Crosse)

This presentation will describe the short- and long-term benefits of physical activity for students with disabilities along with legal requirements and provision of services regulations based on IDEA 2004. Characteristics of quality and appropriate physical education services and programs will be discussed as well as common misconceptions and best practices of physical education for students with disabilities.

18. Ready, Set, Resilience - Supporting and Understanding the Social and Emotional Health, Self-Determination, and Resilience of Young Children  
   (Mary Mackrain, M.Ed., Child Care Expulsion Prevention Program (CCEP))

This session will introduce simple ideas to help adults to recognize, understand, and support the primary components of resilience in preschool children (attachment, initiative, and self-regulation) so children can face the odds and succeed in school and life.

   (Paul J. Riccomini, Ph.D., Pennsylvania State University)

The purpose of this session is to introduce and develop the core principles of an effective response to instruction and intervention (RtII) framework in mathematics with the primary focus on instructional recommendations. This session will provide content, instructional, and intervention recommendations for teaching mathematics to students who have traditionally struggled. The presenter will draw upon currently available research-based evidence for teaching mathematics.

20. What Administrators Need to Know About Gifted Education  
   (Julia Roberts, Ph.D., Western Kentucky University)

Often, children who are gifted and talented are not challenged in the classroom. This session is designed to provide basic information administrators need to make decisions that ensure all children make continuous progress. The focus will be on research and best practices for ensuring that children who are gifted thrive in school.
**Thursday, January 13, 2011**

**Networking Breakfast Meetings**  7:45 a.m. - 8:45 a.m.

Participants will have the opportunity to network with those who have similar interests.

**Concurrent Sessions**  9:00 a.m. - 11:00 a.m.

21. **Bullying Prevention in Positive Behavior Support**  
   (Robert H. Horner, Ph.D., University of Oregon)

   This session will focus on specific steps for incorporating bully prevention within schoolwide positive behavior support. The bully prevention training materials and research results with these materials will be available.

22. **Implementing Universal Design for Learning in Classrooms and at the District Level: Part 1**  
   (Denise DeCoste, Ph.D., Maryland’s Montgomery County Public School’s High Incidence Accessible Technology (HIAT) team)

   This two-part workshop will focus on implementation of Universal Design for Learning (UDL) both in the classroom and at the district level. Participants will learn about implementation research and processes that build UDL leadership teams and issues that districts must address to support the implementation of UDL. (For Part 2, see session 33)

23. **Inclusive Education in 2011: Beyond Access to Learning in the General Education Classroom**  
   (Michael McSheehan, Ph.D., University of New Hampshire)

   What are the latest developments in designing and sustaining inclusive education? Using case studies, video/photo, and lessons from 30 years of research and practice, the presenter will explore five core elements that focus on work in inclusive classrooms.

24. **Math Lessons from Research**  
   (Douglas Clements, Ph.D., Common Core Committee of the National Governor’s Association and the Council of Chief State School Officers)

   Participants will draw several “lessons” from research-findings that support visions of research-based approaches to mathematics education, including information from recent national reports. The information presented in this session will be applicable for students in pre-k to grade 8 and beyond.

25. **Positive Relationships – School Success: Creating a Family-Friendly School**  
   (Kathleen Minke, Nationally Certified School Psychologist)

   Families and educators share the goal of student success, but they sometimes have difficulty understanding each other and working together collaboratively. This session will review strategies based in ecosystemic theory and short-term, strength-based counseling theory that can support the development of positive relationships. Strategies reviewed will include verbal and written communication and schoolwide strategies to create a welcoming school environment.

26. **Social and Emotional Needs of Children Who Are Gifted**  
   (James T. Webb, Ph.D., President of Great Potential Press, Inc.)

   This workshop provides information about how characteristics of children who are gifted relate to their social/emotional needs, interpersonal and emotional styles, and how difficulties can arise if these children are not understood and nurtured. This information will help parents and teachers understand why children who are gifted experience peer difficulties, underachieve, challenge or rebel against traditions, or show patterns of perfectionism or depression.

27. **Specific Strategies Parents Can Use to Help Children be Successful in School**  
   (Larry Bell, Educational Consultant, Multicultural America, Inc.)

   This is an interactive session during which the presenter will share his research and will facilitate small group discussion. It will be upbeat, fast-paced, and full of humor.

28. **Teaching Word Recognition: Kindergarten through Grade 4**  
   (Rollanda E. O’Connor, Ph.D., University of California)

   Reading words in kindergarten and first grade focus on teaching students the relationship between print and spoken words. This session will demonstrate activities to promote phonemic awareness (the ability to apprehend and manipulate the sounds in spoken words), letter sound acquisition, and the alphabetic principle. Working from a developmental framework of reading acquisition, these “beginner skills” enable decoding and recognition of printed words. Methods to improve reading rate will also be demonstrated.
29. Understanding the Role of Transition within RtII in Secondary Schools  
(Mary E. Morningstar, Ph.D., University of Kansas)

This session will overview multi-tiered systems of support such as Response to Instruction and Intervention (RtII) and how transition is considered as a critical component of school reform models. Strategies for incorporating transition planning and services within secondary multi-tiered models will be offered.

32. Educating Students with Autism in General Education Classes: Evidence-Based and Promising Practices to Facilitate Membership, Participation, and Learning  
(Michael McSheehan, Ph.D., University of New Hampshire)

This session will highlight the most recent advances in inclusive education research for students with autism spectrum disorders such as how it translates into practice in the classroom and what supports need to be in place for this to happen. Video examples will emphasize students with labels of autism and cognitive impairment engaged in general education classrooms, learning general education academics.

33. Implementing Universal Design for Learning in Classrooms and at the District Level: Part 2  
(Denise DeCoste, Ph.D., Maryland’s Montgomery County Public School’s High Incidence Accessible Technology (HIAT) team)

This two-part workshop will focus on implementation of UDL both at the classroom and at the district level. Participants will learn about implementation research and processes that build UDL leadership teams and issues that districts must address to support the implementation of UDL. (For Part 1, see session 22)

34. The Importance of Recognizing Positive Student Behavior Within School-Wide Positive Behavior Support  
(Robert H Horner, Ph.D., University of Oregon)

The session will focus on the core features of school-wide positive behavior support, the controversy around use of rewards in schools, and practical strategies for motivating students to be independent, self-directed learners.

35. Motivation and Underachievement  
(James T. Webb, Ph.D., President Great Potential Press, Inc.)

Many children who are gifted underachieve and have problems with motivation. Dr. Webb will describe the most common reasons for motivational problems and focus on practical “how to” techniques that can be useful for parents and teachers of all children, but particularly appropriate for children who are gifted.

Explore the Exhibit Hall!  
8:00 a.m. - 2:30 p.m. Thursday
36. **Teaching Word Recognition: Grades 5-10**  
(Rollanda E. O’Connor, Ph.D., University of California)

Reading long words is a major stumbling block for poor readers in upper grades. Dr. O’Connor will demonstrate how to use the sight-word knowledge that children in grades 5 and up have to integrate decoding and vocabulary instruction, read multisyllabic words, and how to use morphemes in words to extend decoding and comprehension of long words.

(Mary E. Morningstar, Ph.D., University of Kansas)

Focusing on transition assessment is a critical aspect of effective transition planning. Done right, transition assessment guides the development of post-school goals as well as transition services and annual Individualized Education Program (IEP) goals. The presenter will share a model to guide transition assessment planning and will review a wide range of transition assessments. In addition, resources and ideas for assessing students with significant disabilities will be included.

---

**Poster Sessions** 12:30 p.m. - 5:00 p.m.

These poster sessions will highlight effective practices used by school districts and programs throughout the state.

**Keynote** 2:45 p.m. - 4:15 p.m.

38. **Closing the Achievement Gap**  
(Larry Bell, Educational Consultant, Multicultural America, Inc.)

Are you trying to close the achievement gap in your schools? This session will provide practical, proven teaching strategies used in “model” schools to enhance achievement for all students. Larry Bell will share the 12 words that trip up “at-risk” students on standardized tests, even when students know the answers to the questions. He will also discuss the five major academic obstacles faced by students and suggest strategies to overcome them. Participants will leave with 20 standardized assessment activities every classroom teacher should be doing all year long.

---

**Friday, January 14, 2011**

**Concurrent Sessions** 9:00 a.m. - 11:00 a.m.

(David Cattell, M.Ed., Chester County Intermediate Unit; Susan Gill, M.Ed., PaTAN)

IDEA and Chapter 14 require that students with print disabilities be provided with textbooks and other materials in accessible formats. This session will offer guidance and resources for meeting the mandate. The presenter will discuss how some districts are making decisions about which students need AIM, what those students need, and how those materials are being obtained.

40. **Beyond Highly Qualified: Preparing, Supporting, and Identifying Effective Teachers and Their Role in Improving the Outcomes for Students With Disabilities**  
(Lynn Holdheide, M.Ed., Vanderbilt University)

This session will provide an overview of the skills, knowledge, and competencies all teachers need in order to be effective at improving the outcomes for students with disabilities. The special skills required to meet the needs of students who require intensive, individualized supports will also be identified.

41. **Collaboration: Key to Successful IEP Teams**  
(Nicholas Martin, Conflict Resolution Consultant)

This session will cover in simple, practical terms how to live the vision of IDEA. Highlights include the characteristics of great IEP team members, what makes meetings “great,” principled negotiation based on shared interests, and what it really means to communicate well.

42. **DIBELS Next: Significant Advances in Reading Assessment to Inform Instruction**  
(Roland Good III, Ph.D., University of Oregon)

This session will provide information about DIBELS Next. DIBELS Next incorporates extensive and rigorous procedures to reduce differences in passage difficulty, analysis of student performance on the passages, and arrangement of the passages into designed triads for increased precision in educational decision making.
43. **Management of Sports Concussion and Mild Traumatic Brain Injury: What Are We Learning?**

(Michael Collins, Ph.D., University of Pittsburgh Medical Center)

This session will highlight the pathophysiology and signs/symptoms of mild traumatic brain injury/sports concussion, discuss outcomes associated with sports concussion, and provide data on risk factors associated with poor outcomes following concussion. It will also touch on academic considerations during recovery, the role of cognitive exertion on recovery and the utility of computerized neurocognitive testing in terms of academic care planning and decisions regarding return to academic and sports activity.

44. **Pennsylvania Career and Technical Education: Smart Strategies that Raise Student Achievement**

(Hans Meeder, M.B.A., President and Founder, Meeder Consulting Groups, for the Pennsylvania Department of Education)

In 2010, the Pennsylvania Department of Education launched a statewide initiative to document the most promising strategies that Pennsylvania career and technology centers are using to improve student achievement. At this session participants will learn about these best practices, and find specific examples from Pennsylvania schools that they can use to improve their own programs.

45. **Practical Strategies for Chronically Disruptive Youth**

(Deborah Crockett, Ph.D., Nationally Certified School Psychologist)

The number of students who have chronically disruptive behavior has been increasing. These students may have problems such as gang involvement or chronic mental health challenges. The purpose of this session is to share how one school system is successfully addressing the needs of this student population.

46. **Promoting the Development of Procedural Flexibility**

(Jon Star, Ph.D., Harvard University)

This session will focus on the development of students’ procedural flexibility in mathematics. Procedural flexibility is an important learning outcome, particularly in middle and high school as students move into symbolic algebra. At its core, procedural flexibility involves knowing more than one way to approach problems of a given type, as well as the ability to choose the most appropriate strategy for completing a specific problem from within this type.

47. **Schools’ Facilitation of Parent Involvement: From Statewide Reporting to Local Implementation**

(Batyba Elbaum, Ph.D., University of Miami, Consultant, OSEP-funded Data Accountability Center; and James Palmiero, Director, PaTTAN)

This session will provide an overview of Pennsylvania’s approach to collecting data and reporting on Indicator 8 of the State Performance Plan. This indicator addresses the extent to which families report that schools are facilitating their involvement. The newly developed Indicator 8 training modules will also be presented.

48. **Unpacking Content Standards for Students With Complex Support Needs: When Does Instruction Hit the Target?**

(Sarah Kennedy, M.S., University of Kentucky, Inclusive Large Scale Standards and Assessment (ILSSA) Group)

When do teachers know their instruction is clearly linked to the state’s content standards? Through a set of four guiding questions, teachers will be given the tools to examine what they are currently teaching and what they develop in the future. Participants will use these questions to review several examples of instruction across reading, mathematics, and science.

49. **Universal Design for Learning: Present and Future Directions**

(David Rose, Ed.D., Center for Applied Special Technology (CAST))

Recent research in cognitive neuroscience reveals that what we call “learning” is highly diverse – both within and across individuals. One of the great advantages that digital learning materials bring to education is their flexibility, their ability to respond adaptively and positively to diversity. This presentation will present a cognitive neuroscience framework for understanding individual differences in learning, and provide some examples and guidelines for using digital learning environments that are effective in meeting the challenge of those differences.
Registration Information

Conference Registration Deadline: Early-bird registration by January 3, 2011. Beginning January 4, 2011, registration will be accepted at the conference site only.

Online Registration: We encourage all participants (except those who are applying for a parent scholarship) to register for this PaTTAN-sponsored event by visiting our website at www.pattan.net.

By registering online, you can view all PaTTAN-sponsored continuing professional education courses/clock hour activities (including Act 48), receive confirmation via email once you have registered for the course/activity, and keep track of courses/clock hour activities with the online transcript feature. If you prefer, you may fax your registration form to Debra Jordan at 610-265-5737.

Registration Fee: Early-bird registration (by January 3, 2011) is $125. Beginning January 4, 2011, registration will be accepted at the conference site only and the registration fee will be $175. Out-of-state registration is $500 at any time. Payment may be made with check, cash, or purchase order; no credit cards will be accepted. Make checks payable to MCIU 23/PaTTAN and send them to Debra Jordan, PaTTAN, 200 Anderson Road, King of Prussia, Pennsylvania 19406.

Cancellations: If you are unable to attend the conference you must cancel your registration by January 3, 2011, by contacting Debra Jordan at 800-441-3215 ext. 7224 or djordan@pattan.net, or your registration fee will not be refunded.

Hotel Registration Deadline: December 17, 2010

Participants may register for rooms at the Hershey Lodge and Convention Center at 717-533-3131 or 800-437-7439. The cost per room is $115.00 per night.

Pennsylvania Department of Education Annual Conference
Making a Difference: Educational Practices That Work!
January 11-14, 2011

Registration Form

We encourage all participants, except those who are applying for a parent scholarship, to register online for this PaTTAN-sponsored event by visiting our website at www.pattan.net.

Name ___________________________________________________________

Home Address _______________________________________________________

City/State/Zip _______________________________________________________

Home Phone _____________________________ Email _____________________________

(to confirm registration and receive upcoming training announcements)

Name of Employer / School District/RO/IU ________________________________

Building _______________________________

Employer Address ______________________________________________________

I am a:

[ ] Education Administrator [ ] Principal [ ] Paraprofessional [ ] Student
[ ] General Educator [ ] School Psychologist [ ] Higher Education Faculty [ ] Parent
[ ] Special Educator [ ] Speech Language Therapist [ ] Service Coordinator [ ] Advocate
[ ] Gifted Educator [ ] Physical Therapist [ ] Agency Direct Service
[ ] Career and Technical Educator [ ] Occupational Therapist [ ] Agency Administrator
Session Reservations

In the spaces provided, write the numbers of the sessions you wish to attend.

Tuesday, January 11, 2011: Preconference
1:00 p.m. - 4:15 p.m. Session Number ■ ■ ■
6:00 p.m. - 8:00 p.m. Session Number ■ ■ ■

Wednesday, January 12, 2011
9:00 a.m. - 11:00 a.m. Session Number ■ ■ ■
12:30 p.m. - 1:30 p.m. Session Number ■ ■ ■
2:00 p.m. - 4:00 p.m. Session Number ■ ■ ■

Thursday, January 13, 2011
9:00 a.m. - 11:00 a.m. Session Number ■ ■ ■
12:30 p.m. - 2:30 p.m. Session Number ■ ■ ■
2:45 p.m. - 4:15 p.m. Session Number ■ ■ ■

Friday, January 14, 2011
9:00 a.m. - 11:00 a.m. Session Number ■ ■ ■
11:15 a.m. - 1:15 p.m. Session Number ■ ■ ■

Americans With Disabilities Act (ADA) Accommodations

The Pennsylvania Department of Education (PDE) is committed to equal opportunity in all programs, events, and services. PDE provides reasonable accommodations with adequate notice. Please detail your request for ADA reasonable accommodations below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please check to apply for the following credits:

[ ] Act 48

Individuals attending this event must arrive on time and stay the duration of the event in order to receive Act 48 Professional Education hours. Requests for exceptions are to be brought to the attention of the individual’s superintendent or IU director prior to the event.

[ ] Psych

The Pennsylvania Training and Technical Assistance Network is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. PaTTAN maintains responsibility for the program(s). This workshop is offered for up to 19.5 CEUs, which includes Ethics Credit for Psychology State Licensure.

Act 48 Information

(Offered to individuals with a valid PA Professional Educator Certificate. Please complete ALL information.)

Professional Personnel ID Number ____________________________

This information is being collected for Act 48 purposes only and must be provided if you are seeking graduate credit, continuing professional education program credit (formerly known as in-service credit), or PDE approved clock hours.
We are able to offer scholarships for Pennsylvania parents who are not professionally employed by a school entity. Eligibility requirements are as follows:

• Your child must have an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP), in preschool through the year of high school completion.

• Parents of children with a gifted-only IEP are eligible for exemption from the $125 registration fee only.

• **MAIL** your Parent Scholarship Request to: Ms. Dana Colson, PaTTAN, 200 Anderson Road, King of Prussia, PA 19406, postmarked by the following deadlines.

• **Deadlines:**
  - **November 19, 2010** - Scholarship request for registration fee, meals, and hotel
  - **January 3, 2011** - Scholarship request for registration fee only

---

### Parent Scholarship Request

Please PRINT clearly.

Name

Home Address  City  State  Zip

Daytime Phone  Alternate Phone

Employer  Work Phone

Email (primary mode of communication from PaTTAN)

____ I am requesting exemption from the $125.00 registration fee ONLY.

____ I do not need a hotel room.

____ I will need a hotel room for the following nights: (Please check all that apply.)

  ____ Tuesday, January 11, 2011
  ____ Wednesday, January 12, 2011
  ____ Thursday, January 13, 2011

Hotel rooms must be guaranteed with a credit card (American Express, Master Card, Visa, or Discover).*

*Name as it appears on credit card ____________________________

*Credit card type  *Credit card number  *Expiration date

*If you cannot attend the conference and do not cancel your hotel room by January 6, 2011, by contacting Donna Salkin at 800-441-3215 ext. 7267 or dsalkin@pattan.net, your credit card will be billed for your room.

A single room will be provided for each scholarship recipient. If you would like to share a room with another scholarship recipient, please provide the additional name.
Parent Scholarship Request  continued

Please provide the following information about your child(ren) with an IEP/IFSP for verification purposes:

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Child’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>School District of Residence</td>
<td>School District of Residence</td>
</tr>
<tr>
<td>Child’s School or Preschool</td>
<td>Child’s School or Preschool</td>
</tr>
</tbody>
</table>

My child has an: _____ IFSP _____ IEP

My child’s primary disability is number _____ below:

1. Autism
2. Deafblindness
3. Emotional Disturbance
4. Hearing Impairment
5. Mental Retardation
6. Multiple Disabilities
7. Orthopedic Impairment
8. Other Health Impairment
9. Specific Learning Disability
10. Speech and Language Impairment
11. Traumatic Brain Injury
12. Visual Impairment including Blindness

Complete your registration by mailing the Parent Scholarship Request Form and Conference Registration Form to:

Ms. Dana Colson  
PaTTAN  
200 Anderson Road  
King of Prussia, PA 19406

Parent Scholarship Requests must be postmarked by November 19, 2010.

For additional information contact: Linda Cartwright or Jacqui DiDomenico at 610-265-7321 ext. 7202 or 7269.

Scholarship recipients will be notified of acceptance after the November 19, 2010, deadline. PaTTAN will register scholarship recipients for the conference and hotel room.
This is an Earth-friendly Event

In the interest of the planet, printed handouts will no longer be provided for conference sessions.

All session handouts will be posted on the PDE Conference website at: http://pdeconference.pattan.net and will be made available approximately one month prior to the event for downloading.

Prior to attending the conference, we encourage you to download the handouts to your laptop or print the copies and bring them with you to the sessions.

We appreciate your assistance in promoting an earth-friendly event at this year’s Making a Difference: Educational Practices That Work conference.

Please Note:
Meeting rooms will not have wireless access and will have very limited electrical outlets.

Visit the PDE Making a Difference Conference website at http://pdeconference.pattan.net to find:

- 2011 Making a Difference Conference handouts
- Webcasts from the 2009 and 2010 conferences

Enhance your education practices based on current research.
Apply educational practices that work to Achieve improved student outcomes.