

NSDC's 5th Annual
Summer Conference

Going the Distance with School-Based Professional Learning

A Conference for Teacher Leaders and
the Administrators Who Support Them



Save \$75

when you register by Feb. 1, 2009
on a 3- or 4-Day registration.

**EARLY BIRD
REGISTRATION**

July 19–22, 2009 • Boston, MA



NATIONAL
STAFF
DEVELOPMENT
COUNCIL

Going the Distance with School-Based Professional Learning

Boston, Massachusetts

KEYNOTE SPEAKERS



Robert Duke, professor of music and human learning, The University of Texas at Austin

Robert Duke is the Marlene and Morton Meyerson Centennial professor in music and human learning, university distinguished teaching professor, Elizabeth Shatto Massey distinguished fellow in teacher education, and director of the Center for Music Learning. He is the founder of the National Forum on Research in Motor Learning and Music, a research collaborative devoted to the study of motor skill development and procedural memory consolidation. A former studio musician and public school music teacher, he has worked closely with children at risk, both in public schools and through the juvenile court system. Duke directs an active research program in motor skill learning and procedural memory at The University of Texas at Austin.



Ronald F. Ferguson, economist and senior research associate, Malcolm Wiener Center for Social Policy at Harvard University

Ronald F. Ferguson is an economist and senior research associate at the Malcolm Wiener Center for Social Policy at Harvard University. His teaching and publications cover a variety of issues related to education and economic development. Ferguson's research, which focuses on racial achievement gaps, has been featured in publications of the National Research Council, the Brookings Institution, and the U.S. Department of Education, in addition to various books and scholarly journals. He serves in a variety of consulting and policy advisory activities, including working with school districts on closing achievement gaps. He is the creator and director of the Tripod Project for School Improvement and is also faculty co-chair and director of the Achievement Gap Initiative at Harvard University.



Carol Johnson, superintendent, Boston Public Schools

Carol Johnson has been superintendent of the Boston Public Schools since August 2007 and serves as a cabinet member for Mayor Thomas Menino. She previously served as superintendent of the Memphis City Schools in Memphis, TN, and as superintendent of Minneapolis Public Schools, where she was named Minnesota Superintendent of the Year. Johnson serves as secretary-treasurer of the board of directors for the Council of the Great City Schools, on advisory boards for the Spencer Foundation, the Harvard University Urban Superintendents, and as an advisor to the College Board.



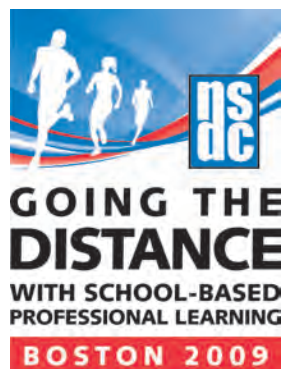
Phillip Schlechty, president and CEO, Center for Leadership in School Reform

Phillip Schlechty is president and CEO of the Center for Leadership in School Reform, Louisville, KY. Schlechty taught in public schools, colleges, and universities, with his most lengthy tenure at the University of North Carolina at Chapel Hill, where he was professor of education, department chair, and associate dean. He has also served as special assistant to the superintendent of the Charlotte-Mecklenburg schools, founding executive director of the Gheens Professional Development Academy, and founder of the Center for Leadership in School Reform. Schlechty has written several books, including *Inventing Better Schools: An Action Plan for Educational Reform* and *Schools for the 21st Century: Leadership Imperatives for Educational Reform*.



Cris Tovani, teacher, consultant, and author

Cris Tovani taught elementary school for 10 years before becoming a high school reading specialist and English teacher. A nationally known consultant, she still teaches high school students full-time. Tovani has also worked for many years as a staff developer for the Denver-based Public Education and Business Coalition, which has received national acclaim for its work in reading comprehension reform. In addition to teaching and consulting, she has served as an adjunct instructor at the University of Denver and the University of Colorado at Denver. Tovani is the author of *I Read It, But I Don't Get It* and *Do I Really Have to Teach Reading?*



NSDC SUMMER CONFERENCE STRANDS

- Learning Communities: Creating, sustaining, and evaluating school-based learning teams.
- Data-Driven Learning: Using data to improve professional learning, instruction, curriculum, and assessment.
- Professional Learning Processes: Developing skills for planning, facilitating, presenting, and convening learning teams, and building collegial relationships.
- The Learning Gap: Applying research-based strategies (e.g. differentiated instruction, RTI) to improve student performance in literacy, math, and/or science.
- New Teacher Support: Accelerating new teacher competence and developing mentors.
- Teacher Leadership: Identifying, developing, and supporting teacher leaders.
- Administrator Development: Strengthening principal and central office instructional leadership and professional development skills.



PC101 INSTRUCTIONAL PROBLEM SOLVING WITHIN RESPONSE TO INTERVENTION (RTI)



Mary Little, *University of Central Florida, DeBary, FL, mlittleucf@aol.com*

Educators can improve achievement for all students through ongoing problem solving using assessment data, resulting in data-driven instruction and interventions. An increasing number of educators are applying action research to define the impact of instruction on student learning, a process central to the RTI model. Examine the instructional action research process within the current framework of RTI. Review case studies, resources, and processes for classroom, school, and district implementation.

Participants will be able to:

- Compare policy mandates with school and classroom opportunities for implementation of instructional problem solving, professional learning communities, and action research.
- Describe the framework and processes of RTI.
- Develop and participate in an action plan for classroom implementation of instructional problem solving within the RTI process in schools and districts.

PC102 USING DATA AND GETTING RESULTS: IMPROVING STUDENT ACHIEVEMENT THROUGH COLLABORATIVE INQUIRY



Nancy Love, *Research for Better Teaching, Acton, MA, love@rbteach.com*

In one year, schools serving poor students in a rural county in Tennessee virtually closed the achievement gap between regular and special education students in mathematics and reading in grades 3 through 8. Urban middle and high schools in Canton, OH, made significant gains in mathematics for all students over a three-year period. Elementary schools in Colorado made similar improvements in mathematics and reading performance. Examine a structured collaborative inquiry process that is contributing to these results for students. Learn how to unleash the creativity and resourcefulness of educators to solve the biggest problems schools face.

Participants will be able to:

- Understand the underlying assumptions and logic model that lead from data analysis to improved student achievement.
- Gain skills in facilitating data-driven dialogue and lay the foundation for successful implementation of collaborative inquiry.
- Make working with data a positive, collaborative learning experience.
- Acquire tools for responding to system causes of achievement gaps and shift conversations from blame to collective responsibility.

PC103 TEACHER EXPECTATIONS: THE KEY TO CLOSING THE ACHIEVEMENT GAP AND INCREASING STUDENT ACHIEVEMENT



Robert Green, *Las Vegas, NV, greenro3@msu.edu*

Examine best practices based on research for advancing student achievement. Review factors related to establishing orderly and safe environments, leveraging support personnel, applying strategic teaching, providing adequate and constructive feedback, and respecting classroom diversity.

Participants will be able to:

- Apply strategic teaching techniques.
- Offer constructive feedback in a diverse classroom.
- Understand the research-based factors that contribute to orderly and safe learning environments.
- Identify new methods for utilizing classroom support personnel effectively.

PC104 CREATING INTENTIONAL COLLABORATION IN SCHOOL



Thomas Many, *Kildeer Countryside Community Consolidated School District 96, Buffalo Grove, IL, tmany@district96.k12.il.us*

Susan Sparks, *Front Range BOCES for Teacher Leadership, Denver, CO, susan.sparks@cudenver.edu*

Collaborative relationships are indeed powerful, but what can schools do to encourage the development of highly effective collaborative teams? What happens to student achievement when teachers begin to collaborate? What changes take place in teachers' practice, language, and relationships as a collaborative culture develops in a school? Learn about specific structures and processes that need to be in place. Examine the skills and relationships necessary to ensure schools create and sustain high-performing collaborative teams.

Participants will be able to:

- Apply practical strategies to build powerful collaborative cultures.
- Describe the five keys for facilitating successful collaborative team meetings.
- Understand the impact of important concepts like trust and conflict on team effectiveness.
- Manage and monitor the development of collaborative teams.

Participants who register in advance will be given a prereading assignment.

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PC105 EXPEDITING READING COMPREHENSION FOR ENGLISH LANGUAGE LEARNERS IN MIDDLE AND HIGH SCHOOLS



Margarita Calderón, Johns Hopkins University School of Education, Baltimore, MD, MeCalde@aol.com

Learn and experience instructional strategies for helping English Language Learners (ELL), Students with Interrupted Formal Education (SIFE), and adolescent Long-Term English

Language Learners (LTELL). Recent research and effective practices show ways to accelerate the development of academic language, literacy, and content domain knowledge as an integrated comprehensive program approach. Learn from a four-year study called ExC-ELL, funded by the Carnegie Corporation, developed and piloted in secondary schools producing amazing results, using instructional sequences that cut across all content areas.

Participants will be able to:

- Gain instructional strategies for helping ELL, SIFE, and LTELL students.
- Develop different types of academic vocabulary.
- Use reading comprehension strategies.
- Apply oracy: descriptive, question generation, and summarization.
- Employ content-related writing strategies.

PC106 MATHEMATICS COACHING MODELS



Ed Joyce, The Efficacy Institute, Waltham, MA, ejoyce@efficacy.org

Math coaching can be a powerful tool for improving student achievement. Review effective models for training mathematics coaches, especially when districts formulate specific

expectations. Examine key factors in successfully utilizing math coaches at the district and school level. Consider how districts communicate the expectations and the role of mathematics coaches to school administrators and teachers in order to maximize their effectiveness. Learn how math coaches can be evaluated in terms of impact on teachers and on student achievement and how analysis of student performance data inform the work of math coaches.

Participants will be able to:

- Assist educators in creating classroom and school environments that support high levels of student success.
- Describe math coaching and instructional models producing results in a variety of systems and schools.
- Evaluate options for strengthening their current math improvement strategies.
- Design a process for developing deeper math content knowledge among teachers.

PC107 THE SKILLFUL PRINCIPAL



Jonathon Saphier, Research for Better Teaching, Acton, MA, jonsaphier@comcast.net

It is one thing to know the practices and structures of a successful school (e.g. a common vision of good teaching, use of data to focus on student results) and another to mobilize staff commitment and capacity to make them operate well.

Principals need the interpersonal and technical skills to build robust communication and decision making environments. These need to be supplemented by political skills so that the pace and scope of improvement efforts are appropriate but continuous. Review the knowledge and skills of successful principals and the learning experiences that have been crafted over the past two decades by many principals' institutes across the country.

Participants will be able to:

- Explain why school leaders need courage, knowledge, and skill to handle the disruption and challenge of large-scale improvement efforts.
- Apply strategies to assist principals to develop emotional intelligence and knowledge for handling communication and managing change.
- Practice formats and exercises for developing these and other related skills.
- Form a map for the comprehensive development of principals' knowledge and skills.

PC108 MANAGING DIFFERENTIATED INSTRUCTION AS A LEADER: EDUCATORS WORK SMARTER! STUDENTS WORK HARDER!



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

Attention all leaders in state-, district-, or school-level positions interested in learning to manage differentiated classrooms. Educators must face the complex task of differentiating

instruction to meet the needs of today's learners. Experience a train-the-trainer model of assessing, planning, and managing differentiated instruction.

Participants will be able to:

- Describe the how-to of informal and formal assessments.
- Discuss guidelines and tips for using centers and stations, independent and small-group assignments, academic contracts, and flexible grouping.
- Use planning tools that simultaneously meet the needs of students who are on three different knowledge levels.
- Apply 10 practical planning models for differentiating instruction.



PC109 CLOSING THE ACHIEVEMENT GAP BY ELIMINATING THE INSTRUCTIONAL GAP



Stephanie Robinson, *The Education Trust, Washington, D.C., srobinson@edtrust.org*

Shana Kennedy, *The Education Trust, Washington, D.C., skennedy@edtrust.org*

In spite of hard work, progress over the past 10 years toward closing the gap has been disappointingly slow. This lack of progress is due in part to the failure to address one of the primary causes of achievement differences: the disparity between what many students are taught and what they need to learn to be successful. Learn about the Standards in Practice gap analysis process and how it works to reveal and close the instructional gap by ensuring that teachers' assignments are aligned with standards and assessments. Work through the six steps of the Standards in Practice gap analysis strategy.

Participants will be able to:

- Describe the Standards in Practice gap analysis process.
- Apply the six steps to a framework for professional dialogue that leads to uncovering the information gap and developing targeted instructional intervention.
- Analyze classroom assignments against standards and assessments, identify the information gap, and discuss strategies to close the instructional gap.

PC110 EFFECTIVE INSTRUCTIONAL COACHING



Cindy Harrison, *Instructional Improvement Group, Broomfield, CO, crh@instructimprove.com*

Teacher leaders are assuming new roles in many schools and school systems to support teachers in the classroom. Some of these teacher leaders are in full-time positions, such as instructional coach, literacy coach, or staff development leader, while others are assuming these roles in addition to their regular duties. Explore the roles teacher leaders take, from data coaches to mentors to catalysts for change. Learn and practice contracting strategies, facilitate data conversations, and work with principals and teachers as part of any change initiative.

Participants will be able to:

- Describe the focus and benefits associated with 10 roles for coaches.
- Utilize a continuum of coaching "stances" to align teacher need with appropriate support.
- Apply components of effective contracting conversations.
- Diagnose teachers' responses to change and design effective interventions.
- Facilitate data conversations.
- Analyze ways evaluation, supervision, and coaching are different.

PC111 CREATING THE CONTEXT AND PROVIDING SUPPORT FOR SCHOOL-LEVEL COLLABORATIVE PROFESSIONAL LEARNING



Victoria Duff, *New Jersey Department of Education, Trenton, NJ, victoria.duff@doe.state.nj.us*

Joellen Killion, *National Staff Development Council, Arvada, CO, joellen.killion@nsdc.org*

NSDC's Learning School Tool Kit offers a framework for collaborative school- and district-level professional learning. Examine research that provides planning teams and learning teams with workable models to focus professional learning on increasing student success.

Gain strategies and tools to develop understanding of collaborative professional learning, strengthen school and district culture, establish focus on common goals, clarify roles of the stakeholders in the school, troubleshoot issues that are perceived as barriers to professional learning, and build a strong evaluation system that ensures revisions are based on needs.

Participants will be able to:

- Identify the components of collaborative learning that focus on student outcomes.
- Identify the major decision areas that impact effective professional learning.
- Assess a school's or district's needs and readiness for implementing collaborative, team-based professional learning.
- Understand how the tool kit supports team development and its focus on student learning.
- Develop an initial plan for powerful professional learning through collaboration.

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EARLY BIRD REGISTRATION



GOING THE DISTANCE
WITH SCHOOL-BASED PROFESSIONAL LEARNING

BOSTON 2009



PC112 PROFESSIONAL LEARNING STRATEGIES THAT ENGAGE THE ADULT BRAIN



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

Cross your arms. Look down and see which one is on top. Now reverse the positions of your arms. How does that feel? Awkward? Unnatural? Impossible? Those are some of the same adjectives used by teachers when other people are trying to change their behaviors. Adult learning theory tells us that teachers do not learn solely by listening to a presenter any more than students learn when the teacher is doing all the talking. Attend this session and learn not only how to give an unforgettable presentation, but also how to ensure that educators have the desire to continue practicing what you taught long after the workshop is over.

Participants will be able to:

- Apply six principles of adult learning theory in their professional development activities.
- Incorporate 20 brain-compatible strategies (i.e. music, storytelling, role-play) when delivering presentations to adult audiences.
- Create a brain-compatible workshop or course.
- Develop a plan for professional learning by asking relevant questions.
- Use follow-up strategies that result in sustained adult behavior change.

PC113 DEVELOPING ACTION PLANS FOR 21st-CENTURY SKILLS



Ken Kay, President, Partnership for 21st Century Skills, Tucson, AZ, kkay@eluminategroup.com

Learn about “framework for 21st-century learning” developed by the Partnership for 21st Century Skills. Reflect on the impact of the 21st-century skills framework on professional development, assessment, and curriculum and instruction. Develop an action plan that integrates and embeds 21st-century skills into classroom and school practice.

Participants will be able to:

- Design an interactive dialogue on the 21st-century skills framework developed by the Partnership for 21st Century Skills.
- Discuss the impact of 21st-century skills on assessment, professional development, and curriculum and instruction.
- Develop “action plans” for 21st-century skill initiatives.

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CONCURRENT SESSION EXAMPLES

SHOW ME HOW IT WORKS WITH MY STUDENTS!

Christina Steinbacher-Reed, Susan Laughman, Kelly Sherbo, and Ami Gereb, all with the Harrisburg School District, Harrisburg, PA

COURAGEOUS LEADERSHIP: STRENGTHENING THE ADULT COMMUNITY OF SCHOOLS

Chip Wood, Gill-Montague Regional School District, Turners Falls, MA, Pamela Seigle, Courage & Renewal Northeast, Wellesley College, Wellesley, MA, and Richard Ackerman, University of Maine, Orono, ME

ACADEMIC LANGUAGE! ACADEMIC LITERACY!

Eli Johnson, California Department of Education, Sacramento, CA

DISTRIBUTED LEADERSHIP AS A SCHOOL REFORM INITIATIVE IN PHILADELPHIA

David Baugh, Shawanna James-Coles, Karen Dean, and Christine Pronzato, all with the School District of Philadelphia, Philadelphia, PA

TURNING WRITING RESEARCH INTO IMPROVED CLASSROOM INSTRUCTION

Carolyn Simmons, Aurora Public Schools, Aurora, CO and Alice Greiner, Centennial, CO

TEAMWORK TOOLBOX: THE REAL WORK IN GROUP TALK AND COLLABORATION

Jana Reiter, Peggy Dersch, and Mary Jo Baker, all with the St. Louis Regional Professional Development Center, St. Louis, MO

INCREASING ELL CLASSROOM PARTICIPATION: STRATEGIES AND PROTOCOLS

Ana Lado, Marymount University, Arlington, VA and Matilde Arciniegas, Arlington County Public Schools, Arlington, VA

TEACHER LEADERSHIP THROUGH COLLABORATIVE COACHING: ENHANCING SCHOOL CULTURE

Kathy Dunne and Susan Villani, both with Learning Innovations at WestEd, Woburn, MA, Amy Rocci, Newmarket New Hampshire School District, Newmarket, NH, Melissa Lewis, Claremont School District, Claremont, NH, and Paula Leger-Cox, Leominster School District, Leominster, MA

Registration Information

2 WAYS TO REGISTER

MAIL:

504 S. Locust Street
Oxford, OH 45056

FAX:

513-523-0638

Registrations will be accepted via mail or fax. If you register by fax, do not mail the registration form. If you mail the form, do not fax. This can cause duplicate charges!

All registrations require payment for processing.

Return your completed registration form and fees to:

NSDC Summer Conference Registration
504 S. Locust Street
Oxford, OH 45056

800-727-7288
Fax: 513-523-0638
www.nsd.org

REGISTRATION POLICIES AND PROCEDURES

To register to attend the conference, please complete the Registration Form. Registration forms may be downloaded from the NSDC web site at www.nsd.org.

Fees for Sunday include materials, lunch, and program attendance. Fees for Monday and Tuesday include breakfasts, lunches, materials, and program attendance. Wednesday's fee includes brunch, materials, and program attendance.

If you are not a current NSDC member, you must add a non-member fee or become a member. "Taste Test" Trial Memberships do not apply.

REGISTRATION DEADLINE

Space is limited for the Summer Conference. Please check www.nsd.org for conference availability.

EARLY REGISTRATION DISCOUNT

If your registration is postmarked on or before February 1, 2009, you may deduct \$75 from a 3- or 4-day registration.

GROUP DISCOUNT

A 10% discount on registration fees for 10 or more persons will be granted to school districts if 10 or more registrations are completed and are included in one envelope with a school district check (no purchase orders or credit cards) for the total amount due. Each registrant may take 10% off their registration fees only, if they meet the criteria above.

CANCELLATION POLICY

A full refund minus a \$50 processing fee will be issued upon written request received in the NSDC Business Office by June 22, 2009; one-half refund minus a \$50 processing fee by July 3, 2009; no refunds will be issued for cancellations received after July 3, 2009. No refunds will be issued until after the conference.

CONFIRMATION

You will receive registration confirmation by e-mail. Session tickets, conference materials, and a nametag can be picked up at the conference. Please call the NSDC Business Office (800-727-7288) if you have NOT received confirmation within two weeks of registering.

REGISTRATION FORM

SECTION I - Registration Data must be filled out completely. Your membership number appears on your address label.

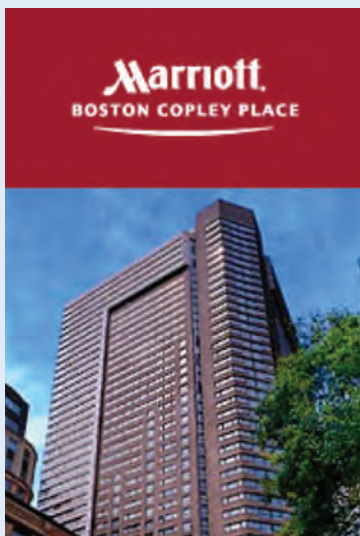
SECTION II - Registration Fees must accompany registration. No registrations will be processed without payment in full.

SECTION III - Form of Payment is your type of payment. Fees are payable by check, Visa/MasterCard, or purchase order. The purchase order must be enclosed with the registration. NSDC will invoice your school/district on the purchase order upon receipt. Payment of the invoice must be received before the conference.

SESSION SELECTIONS

Your registration won't be complete until you submit your session selection form. We will e-mail you the form in February.

NSDC 2009 Summer Conference Hotel Information



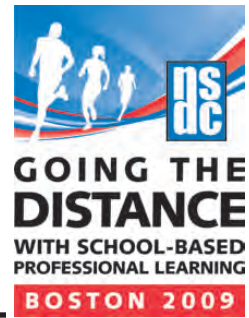
Boston Marriott® Copley Place

110 Huntington Avenue
Boston, Massachusetts 02116 USA
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Fax: 1-617-236-5885

Guest room rates:
Single: \$199.00
Double: \$199.00
Triple: \$229.00
Quad: \$259.00

Conference Rates Available For:
July 17-July 24, 2009

A link to the conference hotel through NSDC's web site will be available in January 2009.



Early Bird Registration Form

Check here if you are willing to be a session host.

SAVE

\$75

when you register by
February 1, 2009 on a
3- or 4-Day registration

JULY 19-22, 2009

**BOSTON MARRIOTT
COPLEY PLACE**

Please note:

Your registration won't be complete until you submit your session selection form. We will e-mail you the form in February.

Remember your conference fees include lunch on Sunday, breakfast and lunch on Monday and Tuesday, and brunch on Wednesday.

Cancellation Policy

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Questions? Phone...

800-727-7288

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FAX:

513-523-0638



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504 S. Locust Street
Oxford, OH 45056
800-727-7288
513-523-0638 fax

SECTION I - REGISTRATION DATA

NSDC Member No. _____
Your membership number appears on your address label.
*Nonmembers add a membership below.

First Name (this will appear on your nametag) _____ Last Name _____

School District / Organization _____ Title _____

Address / Street (all membership materials will be sent to this address) _____

City / State / Province / Zip _____ Is this address: Business Home

Business Telephone _____ Home Telephone _____ Fax _____

E-Mail (Your conference confirmation will be e-mailed to you.) _____ Special dietary needs _____

SECTION II - REGISTRATION FEES Fees are payable in U.S. dollars only. (List each fee that applies)

1-Day Preconference (Sunday 7/19) (No Discount Applicable) \$225 _____

1-Day Regular Conference (indicate day attending) Monday 7/20, Tuesday 7/21, OR Wednesday 7/22 .. \$150 _____
(No Discount Applicable)

3-Day Regular Conference (Monday 7/20, Tuesday 7/21, Wednesday 7/22) \$395 _____

4-Day (1-Day Preconference and 3-Day Regular Conference) \$550 _____

*Nonmembers must add a membership below or pay the \$50 nonmember fee.

You may also renew your membership below

Non-member Fee \$50 _____

Special conference pricing:

1-year Teacher Leader Introductory Membership \$49 _____

1-year Teacher Leader Membership \$99 _____

1-year Principal Leader Membership \$99 _____

1-year System Leader Membership \$99 _____

1-year Comprehensive Membership \$129 _____

1-year Organizational Membership \$179 _____

Three people can attend the conference with one organizational membership. (Forms must be sent together and one person must be designated to receive membership materials)

Subtotal _____

Deduct \$75 early bird discount if postmarked before February 1, 2009 – Available only on 3- or 4-day registrations. _____

10% discount for groups of 10 or more – Must be paid by **check** and 10 or more registrations must be in **one envelope**.
Deduct 10% of registration fees only _____

Current Academy members and Presenters deduct an additional \$50 – Available only on 3- or 4-day registrations. _____
Academy # _____ or Presenter Session # _____

Check here if you do not want to be on our mailing list

TOTAL DUE _____

SECTION III - FORM OF PAYMENT

Registration fees made payable to NSDC must accompany this form. _____
Invoice issued on purchase order must be paid prior to the conference. _____

MasterCard _____
 Visa _____
 Check _____
 Purchase Order (Purchase Order must accompany form) _____

Card No. _____
Expiration Date _____ 3-digit security code _____
Signature _____

You will need to complete your registration by filling out the session registration page which will be e-mailed to you in February