

WINTER CONFERENCE • SAN FRANCISCO, CA • FEB. 18-20, 2022

FEBRUARY CONFERENCE REGISTRATION FORM

OR REGISTER ONLINE AT LEARNINGANDTHEBRAIN.COM

Five ways to register:

Phone: (857) 444-1500 ext. 1 or 2 **Email:** registration@LearningAndTheBrain.com **Fax:** (857) 357-7011
Postal mail: ERI • 78 Brooks Road, New Canaan, CT 06840 **Web:** LearningAndTheBrain.com

PLEASE PHOTOCOPY THIS FORM FOR EACH APPLICANT.

Name	Position
Organization	
Address	
City	State/Province
ZIP/Postal Code	Country
Phone	
Email	

Register Me for the Conference: \$ _____

Early Registration (THROUGH DEC. 10, 2021)

\$549 per person (\$499 per person for groups of 5+)

General Registration (THROUGH FEB. 4, 2022)

\$599 per person (\$549 per person for groups of 5+)

Late Registration (AFTER FEB. 4, 2022)

\$619 per person (\$569 per person for groups of 5+)

I will be attending the conference in person in San Francisco, CA I will be attending the conference virtually

Register Me for a Friday, February 18 Pre-Conference Workshop Add \$30 if not attending the Feb. conference \$ _____

Please select one of five:

- | | | |
|---|--------------------|------------------|
| <input type="radio"/> The Science of Teaching: Moving Brain Research From Lab to Classroom | 8:00 am – 12:00 pm | \$179 per person |
| <input type="radio"/> Applying the Science of Learning and Reading to IEP and 504 Accommodations | 8:00 am – 12:00 pm | \$179 per person |
| <input type="radio"/> Teaching Effective Effort for Growth Mindset Learning | 8:00 am – 12:00 pm | \$179 per person |
| <input type="radio"/> Leveraging Technology to Create Learner-Centered Experiences | 8:00 am – 12:00 pm | \$179 per person |
| <input type="radio"/> Social-Emotional Learning Toolbox | 8:00 am – 12:00 pm | \$179 per person |

Sign Me Up for Professional Development Credit \$ _____

Please certificate send via email (FREE).

Conference Events and Tours (FREE)

Register me for the February 18 *Meeting of the Minds* Reception. (FREE)

Sign Me Up for Emails (FREE)

- Sign me up for LEARNING & the BRAIN®'s monthly newsletter** (FREE)
 Email me information about upcoming Learning & the Brain® events (FREE)

All prices are in U.S. dollars.

GRAND TOTAL: \$ _____

Please check here if you have any special ADA requirements, and call (857) 444-1500 ext.1.

The Fairmont San Francisco is ADA compliant.

PAYMENT METHOD Check enclosed Purchase Order enclosed Credit Card (Circle one: VISA MC AMEX)

Credit Card Number: _____ Exp: _____

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Signature: _____ Date: _____

Make check or purchase order payable to **Educator Resources, Inc. (ERI)**, and mail it along with your registration form to:
ERI, 78 Brooks Road, New Canaan, CT 06840-6250.

P.O.s will be invoiced if sent without a check prior to conference. **Registrations without payment or purchase order will not be confirmed.**

REGISTRATION POLICIES Registrations are taken and confirmed on a first-come, first-served basis according to receipt of full payment or purchase order.

Unpaid registrations without a purchase order will be canceled after 30 days. If you do not receive a confirmation within three weeks after sending full payment or purchase order, call (857) 444-1500 ext. 1 or 2. Early conference registration is \$549 (\$499 per person for groups of 5 or more) through Dec. 10, 2021. General conference registration is \$599 per person (\$549 per person for groups of 5 or more when registering together) through Feb. 4, 2022. After Feb. 4, 2022, late registration is \$619 per person (\$569 per person for groups of 5 or more when registering together).

SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify ERI in writing by fax or mail. Cancellations must be requested no later than Feb. 4, 2022. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$50 per person if you cancel by Dec. 10, 2021, or \$150 per person if you cancel after Dec. 10, 2021, but by Feb. 4, 2022.

CONFERENCE PROGRAM CHANGES Educator Resources, Inc. (ERI) reserves the right, without having to refund any monies to participants, to make changes in the conference, its program, schedule, workshops, sessions, events, location, and/or faculty should ERI, in its sole discretion, deem any such changes necessary or advisable. Similarly, ERI further reserves the right to cancel any workshops, sessions, events, credit courses, or the conference entirely, in which case ERI's liability to participants shall be strictly limited to a refund of those fees. ERI, the Cooperating Organizations, and Sponsors are not responsible for (nor do they necessarily endorse) the efficacy, accuracy, or content of any recommendations, statements, research, or other information provided at the conference.

THE SCIENCE OF IMPROVING TEACHING AND SCHOOLS

COVID-19 highlighted many problems in the educational system, from inflexible schedules to bored students. A May 2021 survey by EdNC found that 43% of educators and parents surveyed want some school changes, 28% want significant changes, and 11% want a completely different learning experience after COVID. At the same time, brain and learning sciences are transforming teaching, classrooms, schedules, and learning spaces. **This conference will combine lessons learned from COVID with the Science of Learning to create a new “Science of Teaching” to improve education. You will explore ways learning sciences, portable EEG devices, and researcher-teacher partnerships are changing teaching, as well as how design science is reshaping school schedules, start-times, and learning environments. Discover ways to create more flexible, personal, engaging, and blended learning; use design thinking and instructional design; rethink grades, assessments, and leadership; and redesign learning spaces to improve learning.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ Ways to create personalized, learner-centered classrooms
- ✓ The science of sleep and improving schedules and start times
- ✓ How COVID lessons learned can be used to improve education
- ✓ The science of teaching and using brain research in the classroom
- ✓ Using design thinking and redesigning spaces for effective learning
- ✓ The science of learning and making learning engaging and personal
- ✓ How EEG devices and partnerships are bringing research into schools
- ✓ Improving blended learning, teen learning, and brain development
- ✓ Strategies for spacing, retrieval practice, memory, and motivation
- ✓ Rethinking reading, grades, assessments, and school leadership
- ✓ Ways to improve mindsets and social-emotional learning



*This hybrid conference will include both a live, in-person audience as well as a virtual option using Zoom. You can choose to travel and see the sights of San Francisco or watch the sessions comfortably from your home or your hotel room. All talks will be recorded and made available to stream for one month afterwards. For more information, visit LearningAndTheBrain.com or call 857-444-1500 Ext. 1. Since COVID guidelines are constantly changing, please check our website for the latest COVID policies for the conference.

CO-SPONSORS

Graduate School of Education, **Stanford University**
Greater Good Science Center, **University of California, Berkeley**
Neuroscape, **University of California, San Francisco**
School Development Program, **Yale University**
Laboratory for Learning Engineering & Neural Systems,
University of Connecticut / UC San Francisco
The Neuro-Education Initiative, **Johns Hopkins University School of Education**
National Association of Elementary School Principals (**NAESP**)
The Dana Foundation
LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND

Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Psychologists, School Psychologists
Learning Specialists, Special Educators
Early Childhood Educators, Professionals
Reading, Math, SEL, Technology Teachers
Assessment, Professional Development Staff
Superintendents, Principals, School Heads
School, Classroom, Instructional Designers
Master Teachers, Teacher Trainers
College, University Professors

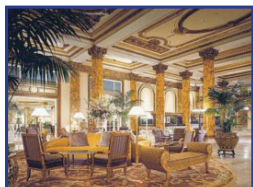
EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, and others by attending in-person or virtually. Visit our website at LearningAndTheBrain.com for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 857-444-1500 ext. 1.

Speech-Language Pathologist Credit: Visit LearningAndTheBrain.com for more information on courses registered to offer ASHA CEUs.



STAY AT THE HISTORIC FAIRMONT HOTEL – SPECIAL RATES



Save on hotel costs by booking a room at a discounted conference rate. LEARNING & the BRAIN® has negotiated discounted rates at the Fairmont Hotel, the site of the conference, and nearby hotels. **Please access LearningAndTheBrain.com for information on how to make reservations and room availability.** If you have trouble making reservations, please call the L&B information line at 857-444-1500 ext. 1 for additional hotel options. LEARNING & the BRAIN® conference hotels are conveniently located atop Nob Hill and in the Union Square area close to cable car routes, shopping, and the sights of San Francisco.

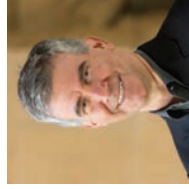


LEARNING & the BRAIN® HYBRID CONFERENCE

61ST International Conference for PreK through University Educators, Clinicians, and Parents

February 18-20, 2022 • At The Historic Fairmont Hotel, San Francisco, CA • Or Virtually from Home

Presented by:
Educator Resources, Inc.
78 Brooks Road
New Canaan, CT 06840



FEATURED SPEAKER:

Daniel L. Schwartz, PhD
I. James James Quillen Dean, **Stanford Graduate School of Education**; Director of Stanford's "Transforming Learning Accelerator"; a major interdisciplinary initiative advancing the science and design of learning

Explore the latest research on:

- Redesigning Learning Spaces
- Design Thinking to Boost Learning
- Creating a New "Science of Teaching"
- COVID Lessons Learned for Education
- Changing Start Times and Schedules
- Restarting and Reinventing Schools
- Teaching to Every Child's Potential
- Making Learning More Engaging
- Student Stress, Sleep, and SEL
- Spacing and Retrieval Practice
- Brain Science to Improve Teaching
- Changing Mindsets and Leadership
- Teen Brain Development and Learning
- Shifting to Learner-Centered Classrooms
- Rethinking Grades and Assessments
- Blended Learning and Class Design

THE SCIENCE OF TEACHING: APPLYING BRAIN SCIENCE AND COVID LESSONS TO IMPROVE TEACHING, SCHOOLS, AND LEARNING SPACES

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EARN PROFESSIONAL DEVELOPMENT CREDIT IN-PERSON OR VIRTUALLY
UPCOMING SPRING L&B 2022 CONFERENCE:

New York, NY: April 1-3, 2022

For information on upcoming conferences, webinars, available PD credit, and in-service training, visit [LearningAndTheBrain.com](https://www.learningandthebrain.com).

"With new discoveries from the brain and learning sciences coupled with innovations in technology, we can help create the satisfying and individually tuned learning experiences all teachers aspire to deliver."

—Daniel L. Schwartz, PhD
Stanford University



THE SCIENCE OF TEACHING: APPLYING BRAIN SCIENCE AND COVID LESSONS TO IMPROVE TEACHING, SCHOOLS, AND LEARNING SPACES

AT THE HISTORIC FAIRMONT HOTEL IN SAN FRANCISCO, CA
OR VIRTUALLY FROM YOUR HOME

FEBRUARY 18-20, 2022

Pre-Conference Workshops: February 18

Early Registration Deadline: December 10, 2021



WINTER LEARNING & *the* BRAIN® HYBRID CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) THE SCIENCE OF TEACHING: USING BRAIN SCIENCE TO IMPROVE PRACTICE



Featured: The Science of Teaching

David B. Daniel, PhD, LEARNING & the BRAIN® Conference Chair; Professor of Psychology, [James Madison University](#); Former Managing Editor, *Mind, Brain, and Education Journal*; Winner of the 2013 *Transforming Education Through Neuroscience Award*; Co-Author, "Educational Neuroscience: Are We There Yet?" (2019, *Wiley Handbook on Education*)



Featured: Rethinking Teaching:

Lessons from the Science of Learning, Remote Learning, and COVID

Barbara A. Oakley, PhD, PE, Professor, Industrial and Systems Engineering Department, [Oakland University](#); Co-Author, *Learn Like a Pro* (2021), *Uncommon Sense Teaching: Practical Insights in Brain Science to Help Students Learn* (2021), and *Learning How to Learn* (2018); Author, *Mindshift* (2017) and *A Mind for Numbers* (2014)

Teachers as "Learning Engineers":

Using Brain Research-Practice Partnerships to Advance Teaching Practice

Melina R. Uncapher, PhD, Director of the Education Program, Neuroscape; Assistant Professor, Department of Neurology, [University of California, San Francisco](#); Research Scientist, [Stanford University](#); Director of the EF+Math Program; CEO / Co-Founder, Institute for Applied Neuroscience; Leader of the Multi-University "Science of Learning Network"; Co-Author, "The Science of Learning and Learning Engineering: Advancing the Relationship Between Learning Sciences and Teaching Practice" (2019, *Learning Sciences*)

Teaching to Every Kid's Potential

Layne M. Kalbfleisch, PhD, MEd, Founder of 2E Consults® LLC; Adjunct Professor, [Northern New Mexico College](#); Adjunct Faculty, Department of Pediatrics, [George Washington University School of Medicine and Health Sciences](#); Co-Principal Investigator, NSF Group Brain Dynamics in Learning Project; Author, *Teaching to Every Kid's Potential: Simple Neuroscience Lessons to Liberate Learners* (2021)

Design Ed: Connecting Learning Science Research to Practice

Angela Elkordy, PhD, Chair and Assistant Professor, Learning Sciences; Director, Learning Technologies, [National Louis University](#); Co-Author, "Competencies, Culture, and Change: A Model for Digital Transformation in K-12 Educational Contexts" (2021, *Digital Transformation for Learning Organizations*) and *Design Ed: Connecting Learning Science Research to Practice* (2019); and **Ayn Keneman, EdD**, Professor, National College of Education, [National Louis University](#); Co-Author, *Design Ed* (2019)

2) THE SCIENCE OF SCHOOL: USING COVID LESSONS TO IMPROVE EDUCATION



Featured: Transforming Schools: The Science and Design of Learning

Daniel L. Schwartz, PhD, I. James Quillen Dean; Professor of Educational Technology, [Stanford Graduate School of Education](#); Director of Stanford's "Transforming Learning Accelerator," a major interdisciplinary initiative advancing the science and design of learning to bring effective and equitable solutions to the world; Director, AAALab, [Stanford University](#); Co-Host, Stanford Podcast and SiriusXM Radio Show "School's In"; Co-Author, *The ABCs of How We Learn* (2016)



Featured: Learners Without Borders: Can COVID Be a Catalyst for Real Change?

Yong Zhao, PhD, Foundation Distinguished Professor, School of Education, [University of Kansas](#); Professor in Educational Leadership, [Melbourne Graduate School of Education](#); Author, *Learners Without Borders: New Learning Pathways for All Students* (2021), "COVID-19 as Catalyst for Educational Change" (2020, *Prospects*), and *An Education Crisis Is a Terrible Thing to Waste* (2019)

Lessons Learned: Restarting and Reinventing Schools

Monica Martinez, PhD, Director of Strategic Initiative, Learning Policy Institute, [Stanford University](#); Presidential Appointee to the White House Commission of Educational Excellence for Hispanics; Co-Author, "Restarting and Reinventing School: Learning in the Time of COVID and Beyond" (2020, *Learning Policy Institute*) and "Playbook for Redesigning Schools for the 21st Century" (2016, *Hewlett Foundation*)

REBOUND: Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools

Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *How Tutoring Works* (2021), *REBOUND: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools* (2021), *Leading the Rebound* (2021), and *The Quick Guide to Simultaneous, Hybrid, and Blended Learning* (2021)

Creating the Schools Our Children Need

Dylan Wiliam, PhD, Professor Emeritus of Educational Assessment, Institute of Education, [University of London](#); Former Dean and Head of the School of Education, [King's College London](#); One of the world's leading authorities on learning sciences and assessments; Author, *Creating the Schools Our Children Need* (2018) and *Leadership to Teacher Learning* (2016)

How Cognitive Science Can Inform the Future of Education

Lindsay Portnoy, PhD, Cognitive Scientist; Associate Teaching Professor, Curriculum, Teaching, Learning, and Leadership Concentration, Doctor of Education Program, [Northeastern University](#); Co-Founder, Killer Snails, LLC, an immersive science learning company; Author, "An Opportunity for an Improved Post-Pandemic Education" (2021, *Age of Awareness*) and *Game On? Brain On!* (2020)



CONFERENCE BEGINS AT 12:30 PM ON FRIDAY, FEBRUARY 18

All times are Pacific Standard Time



3) THE SCIENCE OF DESIGN: REDESIGNING SCHEDULES & LEARNING SPACES



Featured: Kids Under Pressure During COVID: Providing SPACE to Address Student Stress, Sleep, Schedules, and Engagement
Denise C. Pope, PhD, Senior Lecturer, [Stanford Graduate School of Education](#); Co-Founder, Challenge Success; Co-Host, Stanford Podcast and SiriusXM Radio Show "School's In"; Author, *Doing School* (2001); Co-Author, *Overloaded and Underprepared: Strategies for Stronger Schools and Healthy, Successful Kids* (2015)



Featured: Disruptive Thinking: Rethinking and Redesigning Our Schools for an Unknown Future
Eric C. Sheninger, MEd, Associate Partner, International Center for Leadership in Education; Google Certified Teacher; Author, *Disruptive Thinking in Our Classroom: Preparing Learners for Their Future* (2021), *Uncommon Learning* (2015), and *Digital Leadership* (2014); Co-Author, *Learning Transformed: 8 Keys to Designing Tomorrow's Schools Today* (2017)

Design Thinking for Every Classroom: A Practical Guide for Educators

Shelley V. Goldman, EdD, Professor; Associate Dean for Faculty Affairs and for Student Affairs, [Stanford Graduate School of Education](#); Principal Investigator, Research in Education and Design Lab (REDlab), [Stanford University](#); Co-Author, *Design Thinking for Every Classroom: A Practical Guide for Educators* (2021) and *Taking Design Thinking to School* (2016); and **Molly B. Zieleski, PhD**, Founder/CEO, MBZ Labs; Board Member, The Burkard School; Former Teaching Assistant, [Stanford University](#); Co-Author, *Design Thinking for Every Classroom* (2021)

Designed to Learn: Using Design Thinking to Engage Learning

Lindsay Portnoy, PhD, Cognitive Scientist; Associate Teaching Professor, Curriculum, Teaching, Learning, and Leadership concentration, Doctor of Education Program, [Northeastern University](#); Former Teacher; Co-Founder, Killer Snails, LLC, an immersive science learning company; Author, *Designed to Learn: Using Design Thinking to Bring Purpose and Passion to the Classroom* (2019)

Rethinking SPACE: Using Brain Science and COVID Lessons to Redesign Learning Spaces

Robert Dillon, EdD, School Designer, Sustainable Education Solutions; Former Director of Innovative Learning, School District of University City; Co-Founder, ConnectEd Learning; Author, *Leading Connected Schools* (2015); Co-Author, *The SPACE: A Guide for Leaders* (2021), *The SPACE: A Guide for Educators* (2019), and *Redesigning Learning Spaces* (2016)

4) COVID LESSONS LEARNED: RETHINKING GRADES, HYBRIDS, & LEADERSHIP



Featured: Time for Change: Essential Skills for Transformational School Leaders
Anthony Muhammad, PhD, CEO, New Frontier 21 Consulting; Former Middle and High School Principal; Recognized by the Global Gurus organization as one of the "30 Most Influential Educational Thought Leaders" in the world in 2021; Best-Selling Author, *Time for Change: The Four Essential Skills of a Transformational School Leader* (2019) and *The Will to Lead and the Skill to Teach: Transforming Schools at Every Level* (2011)

Making Grades Fair, Accurate, Meaningful, and Equitable: Lessons Learned From COVID

Thomas R. Guskey, PhD, Professor Emeritus, College of Education, [University of Kentucky](#); Fellow, American Educational Research Association; Former Director, Center for the Improvement of Teaching and Learning; Author, *Get Set, Go!: Creating Successful Grading and Reporting Systems* (2020) and *On Your Mark: Challenging the Conventions of Grading and Reporting* (2014)

Embedding Formative Assessments: Practical Techniques for a Pandemic

Dylan William, PhD, Professor Emeritus of Educational Assessment, Institute of Education, [University of London](#); Former Dean and Head of the School of Education, [King's College London](#); One of the World's Leading Authorities on Formative Assessments; Author, *Embedded Formative Assessment* (2017, 2nd Edition) and "The Secret of Effective Feedback" (2016, *Educational Leadership*)

Rethinking Technology and Assessment: A Guide to Simultaneous, Hybrid, and Blended Learning

Douglas B. Fisher, PhD, Chair, Department of Educational Leadership, [San Diego State University](#); Co-Author, *The Quick Guide to Simultaneous, Hybrid, and Blended Learning* (2021), *Distance Learning Playbook* (2020), and *The Assessment Playbook for Distance and Blended Learning* (2020)

CONFERENCE SCHEDULE:

Pre-Conference Workshops

Friday, February 18

8:00 AM – 12:00 PM

Conference Day 1

Friday, February 18

12:30 PM – 5:30 PM

Conference Day 2

Saturday, February 19

8:00 AM – 5:15 PM

Conference Day 3

Sunday, February 20

8:00 AM – 3:00 PM

5) THE SCIENCE OF LEARNING: MAKING LEARNING PERSONAL & ENGAGING



Featured: Bringing Cognitive Science, Adolescent Brain Development, and Personalized Learning Into the Classroom

Terry L. Jernigan, PhD, Professor of Cognitive Science, Psychiatry, and Radiology; Director, Center for Human Development, [University of California, San Diego](#); Co-Director of the Coordinating Center for the National “Adolescent Brain Cognitive Development” (ABCD) Study®; Co-Author, “Meaningful Associations in the Adolescent Brain Cognitive Development Study” (2021, *Neuroimage*)



Featured: Implementing Principles From the Science of Learning Within Educational Practice

Shana K. Carpenter, PhD, Professor, Department of Psychology, [Iowa State University](#); Principal Investigator/Project Lead, “Implementing Principles From the Science of Learning Within Educational Practice,” a \$4.6-million grant to incorporate insights from the “science of learning” into schools; Co-Author, “How to Use Spaced Retrieval Practice to Boost Learning” (2019, [Retrievalpractice.org](#))

Evolving Education: Shifting to a Learner-Centered Paradigm

Katie L. Martin, PhD, Chief Impact Officer, Learner-Centered Collaborative; Chief Impact Officer, Altitude Learning; Former Director of Professional Learning, [University of San Diego](#); Former Director of District Leadership, Buck Institute for Education; Author, *Evolving Education: Shifting to a Learner-Centered Paradigm* (2021) and *Learner-Centered Innovation: Spark Curiosity, Ignite Passion, and Unleash Genius* (2018)

How Learning Works: A Playbook for Promising Principles

John T. Almarode, PhD, Associate Professor in the Department of Early, Elementary, and Reading Education, [James Madison University](#); Co-Editor, *Teacher Educators Journal*; Co-Author, *How Learning Works: A Playbook* (2021), *How Tutoring Works* (2021), *Clarity for Learning* (2018), *Visible Learning for Science* (2017), and *Captivate, Activate, and Invigorate the Student Brain in Science and Math* (2013)

Learning That Sticks: A Brain-Focused Model for K-12 Instructional Design and Delivery

Bryan Goodwin, MA, President and CEO, McREL International; Former Teacher; Co-Author, *Learning That Sticks: A Brain-Based Model for K-12 Instructional Design and Delivery* (2020), *Instructional Models: How to Choose One and How to Use One* (2019), *Pursuing Greatness: Empowering Teachers to Take Charge of Their Professional Growth* (2019), and *Balanced Leadership for Powerful Learning* (2015)

The Engagement Equation: Giving Students the Keys to Control Their Own Learning

Dustin Bindreiff, EdD, Senior Education Consultant; Former Behavior and Mental Health Program Manager, Belmont-Redwood Shores School District; Former Professional Learning Specialist, Mindsets Works; Author, “Giving Students the Keys to Control Their Own Learning Outcomes” (2018, Houghton Mifflin Harcourt Blog), and “Mindsets Impact Perceptions of Student Behavior” (2016, Mindset Works Blog)

For a complete list of speakers, go to [LearningAndTheBrain.com](#). Follow us on Twitter, Facebook, and Instagram.

REGISTER NOW FOR OUR SPRING LEARNING & the BRAIN® CONFERENCE

THE SCIENCE OF KNOWLEDGE: USING BRAIN SCIENCE TO BUILD STUDENT KNOWLEDGE, REASONING, REFLECTION, THINKING, AND PROBLEM-SOLVING SKILLS

APRIL 1-3, 2022, IN NEW YORK, NY

Held at the Sheraton New York Times Square Hotel

FEATURED SPEAKERS INCLUDE:



STEVEN A. PINKER, PHD

Cognitive Psychologist; Johnstone Family Professor of Psychology, [Harvard University](#); Author, *Rationality: What It Is, Why It Seems Scarce, Why It Matters* (2021) and *Enlightenment Now* (2018)



NATALIE WEXLER, JD

Education Writer; Senior Contributor, *Forbes.com*; Author, *The Knowledge Gap: The Hidden Cause of America's Broken Education System—And How to Fix It* (2019)



RON E. RITCHHART, PHD

Senior Research Associate, Harvard Project Zero, [Harvard Graduate School of Education](#); Co-Author, *The Power of Making Thinking Visible: Using Routines to Engage and Empower Learners* (2020) and *Making Thinking Visible* (2011)



DANIEL J. LEVITIN, PHD

Neuroscientist; Visiting Professor at [Dartmouth College](#), [Stanford University](#), and the [University of California, Berkeley](#); Author, *A Field Guide to Lies: Critical Thinking With Statistics and the Scientific Method* (2019)

See [LearningAndTheBrain.com](#) for more information and to learn about early registration discounts.

PRE-CONFERENCE WORKSHOPS (More In-Depth and Hands-on)

FRIDAY, FEBRUARY 18, 2021 8:00 AM – 12:00 PM

Cost per person: \$179. By advance registration only. Select one of five. Cost is \$209 if not also attending the conference.

1. The Science of Teaching: Moving Brain Research From Lab to Classroom

Take this unique opportunity to learn about and experience brain research being done directly in the classroom in this hybrid presentation that will focus on ways research is moving from the lab to the classroom. Join neuroscientist Bruce McCandliss as he explains his lab work, the science of learning, and the Stanford-Synapse Brainwave Learning Center, a first-of-its-kind partnership between Stanford University and Synapse School. The partnership conducts educational neuroscience research with teachers using EEG to explore best practices from the learning sciences for the classroom. Then you will join Brainwave Learning Center Director Elizabeth Toomarian virtually at the Synapse School, where she will show and demonstrate real-world research being done at the school. This workshop will also highlight other school partnerships as well. **Bruce D. McCandliss, PhD**, Head of the Educational Neuroscience Initiative; Professor, [Stanford University Graduate School of Education](#); Professor, Department of Psychology, [Stanford University](#); and **Elizabeth Y. Toomarian, PhD**, Researcher, [Stanford University](#); Director, Stanford-Synapse Brainwave Learning Center

2. Applying the Science of Learning and Reading to IEP and 504 Accommodations

In this workshop, you will gain a greater understanding of why and how the most common instructional and test accommodations can provide access to a meaningful education. Looking beyond common markers such as reading, math, and writing fluency, as well as inattention, you will examine what science tells us about the roles of emotions, working memory, executive functions, and other environmental and experiential factors such as stereotyping, to help educators make better decisions about accommodations. The workshop will be a combination of lecture with slides, breakout sessions for application, case studies, and group interaction. **Fumiko Hoeft, MD, PhD**, Professor of Psychological Sciences; Director, Brain Imaging Research Center, [University of Connecticut](#); Director, Laboratory for Learning Engineering and Neural Systems (brainLENS.org) located at [University of Connecticut](#) and the [University of California, San Francisco](#); Co-Author, "The Role of Grit and Resilience in Children With Reading Disorder: A Longitudinal Cohort Study" (2021, *Annals of Dyslexia*); and **Nicole Ofiesh, PhD**, Chief Innovation Officer, Potentia Institute 21; Former Director, UDL Innovation Studio, [Stanford University](#); Co-Author, *Teaching for the Lifespan* (2015) and "Cognitive Diversity and the Design of Classroom Tests for All Learners" (2012, *Journal of Postsecondary Education and Disability*)

3. Teaching Effective Effort for Growth Mindset Learning

In this workshop, educators will explore how the context of a classroom and school affect learner mindsets, what influences them, and how to help learners pivot their mindset. We will discuss and explore how to design a context in which growth mindset behaviors will thrive and how to explicitly teach the effective effort behaviors that growth mindset learners use. Participants will receive a workbook with tools and reflection space during the session and access to PDF versions of all materials. **Emily Diehl, BA**, Account Executive, Houghton Mifflin Harcourt; Former Director, K-12 Professional Learning and Curriculum Design, Mindset Works; Former Teacher; Author, "Growth Mindsets for Learning: Effective Effort" (2017, *Optimizing Learning Outcomes*)

4. Leveraging Technology to Create Learner-Centered Experiences

This workshop is designed to support professional learning communities as well as individual educators who are seeking to create relevant and innovative learning and blended learning experiences through purposeful integration of technology. It is intended to provide educators with a snapshot of where they currently are in their instructional practice and to generate discussion about how they may want to grow to meet the learners they serve. We will explore case studies of teaching and learning to understand the most impactful intersection of technology and pedagogy to empower learners to take ownership of their learning and create new knowledge and ideas. **Katie L. Martin, PhD**, Chief Impact Officer, Learner-Centered Collaborative; Chief Impact Officer, Altitude Learning; Former Director of Professional Learning, [University of San Diego](#); Author, *Evolving Education: Shifting to a Learner-Centered Paradigm* (2021)

5. Social-Emotional Learning Toolbox: A Guide to Social-Emotional Wellness During Times of Stress

Social-emotional learning has been called the "missing piece" of education. Strong social-emotional skills help students succeed in the classroom and beyond—but many teachers report that they lack the tools and time to effectively support social-emotional learning (SEL). This workshop will provide a practical guide that shows K-5 teachers how to infuse their existing curriculum and routines with high-quality, evidence-based SEL instruction. Learn how to design effective classroom environments and lessons with easy-to-implement, inclusive SEL supports for every student, whether they have ongoing behavior and learning challenges or just need a little extra help. **Kathy Perez, EdD**, Professor, Teacher Leadership Program; Director of Outreach and Professional Development, [Saint Mary's College of California](#); Author, *The Social-Emotional Learning Toolbox: Practical Strategies to Support All Students* (2021)

EVENTS

MEETING OTHER MINDS – WINE & CHEESE RECEPTION

FRIDAY, FEBRUARY 18 from 5:30 PM - 6:30 PM — Free & Open to All Attendees

Enjoy this opportunity to meet other attendees and some of the nation's brightest minds at our wine and cheese reception.

Advance registration required on the registration form.

PRESENT A POSTER SESSION AT THE FEBRUARY CONFERENCE

Share and present your scientific research, the impact of the pandemic on your students or school, or successful programs you implemented in response to COVID for improving schools, teaching, learning, learning loss, or learning environments. Submit a summary of your poster session for review to info@LearningAndTheBrain.com. Proposal deadline is January 21, 2022. For more information, visit LearningAndTheBrain.com, call 857-444-1500 Ext. 1.