

ON-SITE PROFESSIONAL DEVELOPMENT



Bring **LEARNING & the BRAIN**® to your school!

LEARNING & the BRAIN® works with experienced and inspiring speakers who will bring the science of learning to your school or district. Our workshop leaders specialize in executive function, attention, memory, differentiation, motivation, mindset, and a host of other topics.

These interactive workshops — either in person or online — offer both practical classroom suggestions and the research behind them. **LEARNING & the BRAIN**® finds speakers that will work with you to tailor their talks to your school or district's needs and schedule.

For more information, visit LearningAndTheBrain.com/on-site-pd or send inquiries to onsitepd@learningandthebrain.com.

UPCOMING **LEARNING & the BRAIN**® CONFERENCES



NOV. 14-16, 2025 • BOSTON, MA

At the Westin Copley Place Hotel



FEB. 13-15, 2026 • SAN FRANCISCO, CA

At the Historic Fairmont Hotel



APRIL 16-18, 2026 • NEW YORK, NY

At the Sheraton New York Times Square Hotel

Please check the LearningAndTheBrain.com website later this year for more details.

LEARNING & *the* BRAIN® 2025 SUMMER INSTITUTES



L&B Summer Institutes extend the L&B conferences and provide personalized training and practical applications. These in-person institutes are limited in size for a more in-depth experience, so register soon.

For additional Institutes, visit LearningAndTheBrain.com.

IN-PERSON SUMMER INSTITUTES IN SANTA BARBARA, CA

***NEW* FROM THEORY TO PRACTICE:**

FOUNDATIONS OF THE SCIENCE OF LEARNING

JULY 14-18

Workshop Leader: Jared Cooney Horvath, PhD, MEd, Director, LME Global; Neuroscientist

EXECUTIVE SKILLS IN THE CLASSROOM:

APPLYING STRATEGIES TO HELP STUDENTS IMPROVE EXECUTIVE FUNCTIONS

JULY 14-1

Workshop Leader: George M. McCloskey, PhD, Professor and Director of School Psychology Research, School of Applied and Professional Psychology, [Philadelphia College of Osteopathic Medicine](https://www.pcom.edu/)

NEUROSCIENCE FOR OPTIMAL LEARNING: STRATEGIES FOR DEVELOPING STUDENTS' ATTENTION, EMOTIONAL STRENGTHS, MEMORY, AND EXECUTIVE FUNCTIONS

JULY 21-25

Workshop Leader: Judy A. Willis, MD, MEd, Board-Certified Neurologist; Former Teacher

EXECUTIVE FUNCTIONS AND READING, WRITING, AND MATH:

A NEUROPSYCHOLOGICAL PERSPECTIVE

JULY 21-25

Workshop Leader: George M. McCloskey, PhD, Professor and Director of School Psychology Research, School of Applied and Professional Psychology, [Philadelphia College of Osteopathic Medicine](https://www.pcom.edu/)

IN-PERSON SUMMER INSTITUTES IN BOSTON, MA

A TEACHER'S GUIDE TO THE LEARNING BRAIN:

TRANSLATING PSYCHOLOGY AND NEUROSCIENCE RESEARCH FOR THE CLASSROOM

JULY 14-18

Workshop Leader: Andrew C. Watson, MEd, Founder and President, Translate the Brain; Former Teacher

THE NEUROSCIENCE OF READING:

USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS

JULY 21-25

Workshop Leaders: John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences, [Massachusetts Institute of Technology](https://www.mit.edu/); and **Joanna A. Christodoulou, EdD**, Professor, [MGH Institute of Health Professions](https://www.mgh.harvard.edu/)

REGISTER NOW FOR OUR 2025 WEBINAR SERIES



LEARNING & *the* BRAIN® is offering a series of *LIVE* webinars on Saturday mornings in the first half of 2025 on topics such as reading, math, science of learning, attention, and motivation.

Earn professional development from your home.

See LearningAndTheBrain.com for more information.

USING EVIDENCE TO TRANSFORM EDUCATION

Education is facing difficult times. Teachers are stressed, kids are bored, and surveys find that both parents and teachers think that education is getting worse. A [2024 Pew Research Center](#) survey found 77% of K-12 teachers are stressed, 47% say students show little or no interest in learning, and few are optimistic about the future of education. The “Science of Learning” may hold the answer by creating more engaged, effective, efficient, and meaningful learning, teaching, and leadership. A [2019 Deans for Impact](#) survey found that a majority of educators (60%) agree that research-based strategies could make teaching more effective. **This interdisciplinary conference will explore the “Science of Learning” and ways to use evidence-based strategies to transform teaching, assessment, reading, EdTech, and leadership. Learn ways to improve student memory and learning; cultivate curiosity and foster innovation and exploration; transform teaching through effective and sustainable practices; rethink student assessments, feedback, and grades; leverage emerging technologies and learning spaces; improve reading and literacy; and empower school leaders for the future.**

LEARNING OBJECTIVES

You will gain knowledge about:

- ✓ Using research evidence to improve learning and memory
- ✓ Leveraging EdTech and AI for meaningful student engagement
- ✓ Cultivating curiosity and fostering innovator and explorer mindsets
- ✓ Using evidence-based, effective, and sustainable teaching practices
- ✓ The impacts of technology on teen minds, social brains, and learning
- ✓ Rethinking assessment, grades, pre-tests, pre-questions, and feedback
- ✓ Building leadership and empowering school leaders for disruptive times
- ✓ Transforming schools and reading through the Science of Learning
- ✓ Redesigning learning spaces to create engaging environments
- ✓ Creating a culture of innovation, passion, and empowerment



*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 New York or watch the sessions comfortably from your home or hotel room. All talks will be recorded and made available to stream for 45 days after the conference. **For more information, visit LearningAndTheBrain.com or call 857-444-1500 x1.**

CO-SPONSORS

Neuroscience and Education Program,

Teachers College, Columbia University

Social Identity and Morality Laboratory,

New York University

School Development Program, **Yale University**

The Neuro-Education Initiative,

Johns Hopkins Graduate School of Education

National Association for Elementary School Principals (**NAESP**)

National Association for Secondary School Principals (**NASSP**)

LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND

Educators, Parents

Curriculum, Staff Developers

Speech-Language Pathologists

PreK-12 Teachers, Administrators

Psychologists, School Psychologists

Learning Specialists, Special Educators

Teacher Trainers, Leaders, Policy Makers

Superintendents, Principals, School Heads

School Counselors, School Reform Leaders

Literacy, Reading, Technology Teachers

College, University Professors

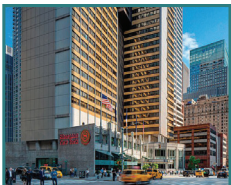
EARN PROFESSIONAL DEVELOPMENT CREDIT

Professional Development Credit: Earn 15-18 hours toward professional development credit for educators, psychologists, speech-language professionals, and others. 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 x1.

Speech-Language Pathologist Credits: Please visit LearningAndTheBrain.com for more information on courses registered to offer ASHA CEUs.



STAY IN THE HEART OF NEW YORK CITY – SPECIAL HOTEL RATES



Save on hotel costs by booking a room at a discounted conference rate. **Book through our website or call the Sheraton New York Times Square Hotel (site of the conference) at 1-888-627-7067 and refer to “LEARNING & the BRAIN.”** The discounted rate of \$309 per night (plus taxes) will no longer apply when the block is full, or after April 1, 2025. If the hotel block is filled, visit our website for additional hotel options. Located in Midtown Manhattan a few blocks from the Theater District, Rockefeller Center, Carnegie Hall, and Central Park, the Sheraton hotel is ideally located to see the sights of NYC.



HYBRID LEARNING & the BRAIN® CONFERENCE

71ST International Conference for PreK Through University Educators, Clinicians, and Parents

April 25-27, 2025 • At the Sheraton New York Times Square, **New York, NY** • Or Virtually From Home

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THE SCIENCE OF LEARNING: USING EVIDENCE TO ENGAGE LEARNERS, TRANSFORM TEACHING, INNOVATE EDTECH, AND EMPOWER LEADERS

Explore the *latest research on:*



FEATURED SPEAKER:

Patricia K. Kuhl, PhD

Co-Director, Institute for Learning
and Brain Sciences, **University
of Washington**; Co-Author,

Developing Minds in the Digital Age
(2019), *How Babies Think* (2001),
and *The Scientist in the Crib* (2000)

- The Science of Learning**
- Improving Memory and Retrieval**
- Effective and Sustainable Teaching**
- The Science of Reading and Literacy**
- Cultivating Curiosity and Exploration**
- Using Evidence to Transform Schools**
- Leveraging EdTech and Class Design**
- Rethinking Assessment and Grades**
- Leading in Disruptive Times**
- Explanations and Explicit Instruction**
- Benefits of Pre-Tests and Pre-Questions**
- Promoting Innovation and Engagement**
- Effective Learning, Tests, and Feedback**
- Developing Teen Minds in a Digital Age**
- Fostering Innovator, Explorer Mindsets**
- Empowering School Leadership**

For more, visit LearningAndTheBrain.com

EARN PROFESSIONAL DEVELOPMENT CREDIT AT THIS HYBRID CONFERENCE

For information on upcoming conferences, summer institutes, webinars, in-service training, and available PD credit, see inside or visit LearningAndTheBrain.com.

"Powerful trends are reshaping education. They accompany calls for change and innovation to meet the demands of rapidly changing technology, new skills, and the need to foster social cohesion. A key pathway to realizing this ambition is to use the best available research evidence on human learning to inform educational practice and policy."

– Patricia K. Kuhl, PhD
University of Washington



THE SCIENCE OF LEARNING: USING EVIDENCE TO ENGAGE LEARNERS, TRANSFORM TEACHING, INNOVATE EDTECH, AND EMPOWER LEADERS

AT THE SHERATON NEW YORK TIMES SQUARE HOTEL,
NEW YORK, NY OR VIRTUALLY FROM YOUR HOME

APRIL 25-27, 2025

Pre-Conference Workshops: Friday, April 25

Early Registration Discount Deadline: March 7



SPRING HYBRID LEARNING & the BRAIN® CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) IMPROVE MEMORY & READING: APPLYING THE SCIENCE OF LEARNING



Featured: The Science of Learning: Memory and the Brain

André A. Fenton, PhD, Director, Center for Neural Science; Professor of Neural Science, [New York University](#); Co-Host of “NOVA Wonders” on PBS; Co-Author, “Aversive Experience Drives Offline Ensemble Reactivation to Link Memories Across Days” (2023, *bioRxiv*) and “Cognitive Control Persistently Enhances Hippocampal Information Processing” (2021, *Nature*)



Featured: Developing Teen Minds in the Digital Age: Research and Innovation Toward a Future Science of Learning

Patricia K. Kuhl, PhD, Co-Director, Institute for Learning and Brain Sciences; Professor, Speech and Hearing Sciences, [University of Washington](#); The Bezos Family Foundation Endowed Chair in Early Childhood Learning; Co-Author, *Developing Minds in the Digital Age: Towards a Science of Learning for 21st Century Education* (2019), *How Babies Think* (2001), and *The Scientist in the Crib* (2000)



Featured: How Learning Happens: What Teachers Need to Know

Carl Hendrick, PhD, Professor of Education, [Academica University of Applied Sciences](#), Amsterdam; Co-Author, *How Teaching Happens: Seminal Works in Teaching and Teacher Effectiveness and What They Mean in Practice* (2022), *How Learning Happens* (2020), and *What Does This Look Like in the Classroom?: Bridging the Gap Between Research and Practice* (2017)

The Science of Reading and Learning

Daniel T. Willingham, PhD, Professor of Psychology, [University of Virginia](#); Member, National Board for Education Sciences; Writer, “Ask the Cognitive Scientist” Column, *American Educator*; Author, *Outsmart Your Brain: Why Learning Is Hard and How You Can Make It Easy* (2023), *Why Don't Students Like School?* (2021, 2nd Edition), and *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads* (2017)

Engage the Brain: 20 Unforgettable Strategies for Growing Dendrites and Accelerating Learning

Marcia L. Tate, EdD, Chief Executive Officer, Developing Minds, Inc.; Author, *Formative Assessment in a Brain-Compatible Classroom* (2024, Updated Edition), *Preparing Children for Success in School and Life* (2022, 2nd Edition), and *100 Brain-Friendly Lessons for Unforgettable Teaching and Learning* (2019); Editor, *Engaging the Brain: 20 Unforgettable Strategies for Growing Dendrites and Accelerating Learning* (2024)

Lessons Learned: What Cognitive Scientists Around the World Say About the Science of Learning

Bradley Busch, MSc, Chartered Psychologist, British Psychological Society; Practitioner Psychologist, Health Care Professionals Council; Director, InnerDrive; Former Associate Lecturer, [The Open University](#), UK; Co-Author, *Teaching and Learning Illuminated* (2023), *The Science of Learning: 99 Studies That Every Teacher Needs to Know* (2021), *Retrieval Practice 2* (2021), and *Release Your Inner Drive* (2017)

2) TRANSFORM TEACHING: USING EVIDENCE FOR EFFECTIVE PRACTICES



Featured: The Sustainability of Teaching for the Future

Andrew P. Hargreaves, PhD, Emeritus Professor, Lynch School of Education, [Boston College](#); Visiting Professor, Director of Change, Engagement, and Innovation in Education, [University of Ottawa](#); Co-Author, *Leadership From the Middle* (2023); Co-Author, *The Age of Identity* (2023), *Well-Being in Schools* (2021), and *The Global Fourth Way* (2012)



Featured: Powerful Teaching: Practical Tips to Unleash Learning in Your Classroom

Pooja K. Agarwal, PhD, Cognitive Scientist; Former Director of K-12 Student Assessment, Illinois State Department of Education; Founder, [RetrievalPractice.org](#); Assistant Professor, [Berklee College of Music](#); Author, “Retrieval Practice: A Power Tool For Lasting Learning” (2020, *Educational Leadership*); Co-Author, *Powerful Teaching: Unleash the Science of Learning* (2019)



Featured: If It's Not Sustainable, It's Not Best Practice

Paul Emerich France, MA, BEd, National Board-Certified Teacher; Literacy Specialist; Founder and Consultant, Make Teaching Sustainable; Author, *My Kids Can't Write, K-5: How to Advance Achievement Through Cross-Curricular Writing* (Forthcoming), *Make Teaching Sustainable* (2023), *Reclaiming Personalized Learning* (2022, 2nd Edition), and *Humanizing Distance Learning* (2020)

Brain-Targeted Teaching: A Framework for Joyful Teaching and Leading

Mariale M. Hardiman, EdD, Co-Founder, Neuro-Education Initiative (NEI); Professor, School of Education, [Johns Hopkins University](#); Author, *The Brain-Targeted Teaching Model: A Framework for Joyful Learning and Leading* (Forthcoming), *Connecting Brain Research With Effective Teaching* (2003), and “Informing Pedagogy Through the Brain-Targeted Teaching Model” (2012, *Microbiology & Biology Education*)

The Science of Teaching

David B. Daniel, PhD, Conference Chair; Program Director, NSF; Professor Emeritus, [James Madison University](#); Recognized in the “Top 1% of Educational Researchers Influencing Public Debate” in the US; Co-Author, “Toward an Ecological Science of Teaching” (2021, *Canadian Psychology*) and “Educational Neuroscience: Are We There Yet?” (2019, *Wiley Handbook on Education*)

The Art and Science of Teaching: The Power of Explanations and Explicit Instruction

Zach Groshell, PhD, Distinguished Teacher; Instructional Coach; Education Consultant; Director, Steplab, North America; Director, Education Rickshaw; Host, “Progressively Incorrect” Podcast and “The Direct Instruction” Podcast; Author, *Just Tell Them: The Power of Explanations and Explicit Teaching* (2024); Contributor, *Amplify Learning: A Global Collaborative - Amplifying Instructional Design* (2022)



CONFERENCE BEGINS AT 12:00 PM ON FRIDAY, APRIL 25, 2025

All times are Eastern Daylight Time



3) INNOVATE EDTECH: LEVERAGING TOOLS & SPACES FOR ENGAGEMENT



Featured: Leveraging Timeless Principles for Learning, AI, and Emerging Technology in a Modern World

George Couros, MEd, Innovative Teaching, Learning, and Leadership Consultant, George Couros Consulting; Adjunct Instructor, Graduate School of Education, [University of Pennsylvania](#); Author, *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity* (2015); and **Katie L. Martin, PhD**, Chief Impact Officer and Co-Founder, 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) and *Learner-Centered Innovations: Spark Curiosity, Ignite Passion, and Unleash Genius* (2018)



Leveraging EdTech for Meaningful Student Engagement

Thomas C. Murray, MA, Director of Innovation, Future Ready Schools®, a project of All4Ed; Former Adjunct Professor, [Wilkes University](#); Named one of the "Top 100 Influencers in Education" in 2024 by *District Administration*; Author, *Personal and Authentic* (2019); Co-Author, *Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today* (2017)

Educating Social Brains: The Impact of Technology on Morality and Identity

Jay J. Van Bavel, PhD, Director, Social Identity and Morality Lab; Associate Professor of Psychology and Neural Science, [New York University](#); Co-Author, "Inside the Funhouse Mirror Factory: How Social Media Distorts Perceptions of Norms" (2024, *Current Opinion in Psychology*) and *The Power of Us: Harnessing Our Shared Identities to Improve Performance, Increase Cooperation, and Promote Social Harmony* (2021)

What's In Your Space? Five Tips to Better School and Classroom Design

Dwight L. Carter, MEd, Instructional Coach; Director of Student Support Systems at Eastland-Fairfield Career and Technical Schools; Co-Author, *Leading Schools in Disruptive Times* (2021) and *What's in Your Space?: 5 Steps for Better School and Classroom Design* (2016)

From Research to Practice: How to Create the Learning Spaces Kids Need

Thomas C. Murray, MA, Director of Innovation, Future Ready Schools®, a project of All4Ed; Former Adjunct Professor, [Wilkes University](#); Named one of the "Top 100 Influencers in Education" in 2024 by *District Administration*; Author, *Personal and Authentic* (2019); Co-Author, *Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today* (2017)

4) EMPOWER LEADERS: BUILDING LEADERSHIP FOR DISRUPTIVE TIMES



Featured: Leading with Learning in Mind: Putting the "Education" in Educational Leadership

Jim Heal, EdLD, Professor of Evidence-Informed Education Leadership, [Academia University of Applied Sciences](#), Amsterdam; Lecturer, [Harvard Graduate School of Education](#); Former Director of Impact Academy, Deans for Impact; Co-Author, *Mental Models: How Understanding the Mind Can Transform the Way You Work and Learn* (Forthcoming) and *How Teaching Happens* (2022)

From Teacher to Leader: Finding Your Way as a First-Time Leader Without Losing Your Mind

Starr M. Sackstein, MS, Massachusetts State Coordinator, Educator Rising, PDK International; Student and Family Advocate; Chief Operating Officer, Partner, Mastery Portfolio, LLC; Author, *From Teacher to Leader: Finding Your Way as a First-Time Leader Without Losing Your Mind* (2019); Co-Author, *Solving School Challenges: The Everything Guide to Transformative Change* (Forthcoming)

Leadership From the Middle

Andrew P. Hargreaves, PhD, Emeritus Professor, Lynch School of Education, [Boston College](#); Visiting Professor, Director of Change, Engagement, and Innovation in Education, [University of Ottawa](#); Co-Author, *Leadership From the Middle* (2023); and **Dennis L. Shirley, EdD**, Professor, Lynch School of Education and Human Development, [Boston College](#); Fellow, [Royal Academy of the Arts](#), UK; Editor, *Journal of Educational Change*; Author, *The New Imperatives of Educational Change* (2017)

Leading Schools During Disruptive Times: Five Steps to Survive Hyper-Change

Dwight L. Carter, MEd, Instructional Coach; Director of Student Support Systems at Eastland-Fairfield Career and Technical Schools; Author, *Be Great: Five Principles to Improve School Culture From the Inside Out* (2022); Co-Author, *Leading Schools in Disruptive Times* (2021) and *What's in Your Space?: 5 Steps for Better School and Classroom Design* (2016)

CONFERENCE SCHEDULE:

Pre-Conference Workshops
Conference Day 1
Conference Day 2
Conference Day 3

Friday, April 25
Friday, April 25
Saturday, April 26
Sunday, April 27

8:00 AM – 11:00 AM
12:00 PM – 5:00 PM
8:00 AM – 5:45 PM
8:30 AM – 3:00 PM

5) ENGAGE LEARNERS: FOSTERING INNOVATOR & EXPLORER MINDSETS



Featured: Creating a Culture of Innovation and Engagement

Thomas C. Murray, MA, Director of Innovation, Future Ready Schools®, a project of All4Ed; Former Teacher and Principal; Former Adjunct Professor, **Wilkes University**; Author, *Personal and Authentic: Designing Learning Experiences That Impact a Lifetime* (2019); Co-Author, *Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today* (2017); Contributor, *10 Perspectives on Innovation in Education* (2018)



Featured: The Science of Learning: Building a Culture of Cognitive Engagement and Learning

Doug Lemov, MBA, Founder and Chief Knowledge Officer, Think Like a Champion; Former Managing Director, Uncommon Schools; Author, *Teach Like a Champion 3.0* (2021) and *Teach Like a Champion 2.0* (2015); Co-Author, *Reconnect: Building School Culture for Meaning, Purpose, and Belonging* (2022), *Reading Reconsidered* (2016), and *Practice Perfect* (2012)

The Science of Real-World Exploration Across Development: Novelty, Choice, and Curiosity

Catherine A. Hartley, PhD, Associate Professor of Psychology and Neural Science, **New York University**; Co-Director, NYU Institute for the Study of Decision Making; Co-Author, "Novelty and Uncertainty Differentially Drive Exploration Across Development" (2023, *eLife*) and "Real-World Exploration Increases Across Adolescence and Relates to Affect, Risk Taking, and Social Connectivity" (2022, *Psychological Science*)

Learning With an Explorer Mindset: Cultivating Engagement and Empowerment in the Classroom

Kelly M. Koller, MS, Technology Integration Specialist; Graduate of the Advanced Leadership in Teaching and Learning Graduate Studies Program, **University of Wisconsin Green Bay**; Researcher; EdTech Developer; National Geographic Certified Educator; Author, "Integrating Exploration as a Learning Context Impacts Feelings of Empowerment and Engagement" (2024, *International Journal of Educational Research*) and "Teaching and Learning With an Explorer Mindset" (2019, *Wisconsin School News*)

Laying the Foundation for Innovation in Education

George Couros, MEd, Innovative Teaching, Learning, and Leadership Consultant, George Couros Consulting; Adjunct Instructor, Graduate School of Education, **University of Pennsylvania**; Author, *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity* (2015); Co-Author, *What Makes a Great Principal* (2024) and *Innovate Inside the Box* (2023)

The Evolving Role of the Educator:

Creating Experiences to Spark Curiosity and Passion in a Digital Age

Katie L. Martin, PhD, Chief Impact Officer and Co-Founder, 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 Innovations* (2018)

6) ASSESS LEARNERS: RETHINKING ASSESSMENT, GRADES, & FEEDBACK



Featured: Enhancing Learning and Assessment: The Benefits of Pre-Tests, Pre-Questions, and Feedback

Shana K. Carpenter, PhD, Professor, School of Psychological Science, **Oregon State University**; Author, "Prequestioning and Pretesting Effects" (2024, *PsyArXiv*), "Encouraging Students to Use Retrieval Practice" (2023, *Educational Psychology Review*), and "Prequestions Enhance Learning, But Only When They Are Remembered" (2020, *Experimental Psychology Applied*)

The Science of Learning and Formative Assessment

Dylan A.R. Wiliam, PhD, Professor Emeritus of Educational Assessment, Institute of Education, **University of London**, UK; Former Dean and Head of the School of Education, **King's College London**, UK; One of the World's Leading Authorities on Formative Assessment; Author, *Embedded Formative Assessment: Strategies for Classroom Assessment That Drives Student Engagement and Learning* (2017, 2nd Edition)

Hack Assessment and Go Gradeless in Any School Environment

Starr M. Sackstein, MS, Massachusetts State Coordinator, Educator Rising, PDK International; Chief Operating Officer, Partner, Mastery Portfolio, LLC; Author, *Student-Led Assessment* (2024), *Hacking Assessment: 10 Ways To Go Gradeless in a Traditional Grades School* (2022, 2nd Edition) and *Assessing With Respect: Everyday Practices That Meet Students' Social and Emotional Needs* (2021)

Facilitating Effective Student Learning Through Testing and Feedback

Andrew C. Butler, PhD, Professor, Department of Education; Professor, Department of Psychological and Brain Sciences, **Washington University in St. Louis**; Member, Governing Board of the Society for Applied Research in Memory and Cognition; Co-Author, "Learning From Feedback in College Courses: Student Beliefs, Practices, and Preferences" (2023, *Applied Cognitive Psychology*)

Grading With Integrity: Ensuring Grades Are Fair, Accurate, Meaningful, and Equitable

Thomas R. Guskey, PhD, Professor Emeritus, College of Education, **University of Kentucky**; Fellow, American Educational Research Association; Author, *Grading With Integrity* (2024), *Engaging Parents and Families in Grading Reforms* (2024), *Implementing Mastery Learning* (2023), and *Get Set, Go!: Creating Successful Grading and Reporting Systems* (2020); Co-Author, *Life Skills for All Learners* (2024)

FRIDAY, APRIL 25 8:00 AM – 11:00 AM

Cost per person: \$199. By advance registration only. Select one of five. Add \$30 if not also attending the conference.

1. Evidence-Informed Learning: Transforming Schools Through the Applied Science of Learning

Developing excellent teachers who understand how learning happens and what that means for teaching is a game-changer for schools and districts. This workshop will articulate a simple model of the mind, describing how learning happens; identify key learning science principles that ensure instructional effectiveness; analyze identified components of successful evidence-to-practice implementation in classroom practice and professional learning; and outline initial steps for building capacity for evidence-informed, equity-driven professional learning in your school or district. **Jim Heal, EdLD**, Professor of Evidence-Informed Education Leadership, [Academia University of Applied Sciences](#), Amsterdam; Lecturer and Former Director of Practice at Research Schools International, [Harvard Graduate School of Education](#); Co-Author, *Mental Models: How Understanding the Mind Can Transform the Way You Work and Learn* (Forthcoming) and *How Teaching Happens* (2022); and **Margaret (Meg) A. Lee, MEd**, Director, Organizational Development Department, Frederick County Public Schools; Advisor, Implementation of Evidence-Informed Practice, [Academia University of Applied Sciences](#); Amsterdam; Author, *Mindsets for Parents: Strategies to Encourage Growth Mindsets in Kids* (2023, 2nd Edition)

2. My Students Can't Write: Advancing Achievement Through Cross-Curricular Writing in K-8

Countless teachers have identified a problem: their students can't write. We are all writing teachers, and we have a responsibility to ensure writing is embedded into instruction across the disciplines. Writing about learning leads to greater brain activity, improved outcomes in reading, and the increased likelihood that students will retain and transfer knowledge and skills. In this workshop, you will explore cognitive writing in journals as a sustainable solution for writing to learn across subjects, including how to scaffold writing properly for all learners, multilinguals, and students with disabilities. **Paul Emerich France, MA, BEd**, National Board-Certified Teacher; Literacy Specialist; Consultant, Make Teaching Sustainable; Author, *My Kids Can't Write, K-5: How to Advance Achievement Through Cross-Curricular Writing* (Forthcoming) and *Make Teaching Sustainable: Six Shifts That Teachers Want and Students Need* (2023)

3. Formative Assessment in a Brain-Compatible Classroom: How Do We Really Know They're Learning?

If you wait until you have planned your lesson to decide how you will assess it, you have waited too late! If you wait until the end of the lesson to determine if students have mastered essential learning, again, you have waited too late! Once you have decided what you want students to know and be able to do, the next question becomes, how will you know when they can do it? This workshop will enable you to: (1) create a brain-compatible environment conducive to optimal learning; (2) delineate over 50 products and performances that students can use to demonstrate what they are learning; and (3) develop practical rubrics for assessing those authentic forms of assessment. You will leave this session with four ways that enable students to succeed at any test. **Marcia L. Tate, EdD**, Chief Executive Officer, Developing Minds, Inc.; Author, *Formative Assessment in a Brain-Compatible Classroom: How Do We Really Know They're Learning?* (2024, Updated Edition) and *Preparing Children for Success in School and Life* (2022, 2nd Edition)

4. "What Does the Research Say?":

Practical Strategies to Critically Evaluate 'Research-Based' Teaching Advice

Teachers often hear that you should change the way you teach because "research says so." And yet, of course, we should think critically before we accept research-based advice. Our experience matters! How do we get that balance just right? In this workshop, you will explore the questions to ask, the answers to doubt, and the responses to trust. Through expert questions and insider terminology, you can make thoughtful and balanced decisions about complex research topics. As a result, you can avoid fads and champion teaching practices that fit your classroom, your curriculum, your students, and the research. **Andrew C. Watson, MEd**, Classroom Teacher; Founder/President of Translate the Brain; Author, *The Goldilocks Map: A Classroom Teacher's Quest to Evaluate 'Brain-Based' Teaching Advice* (2021), *Learning Grows: The Science of Motivation for the Classroom Teacher* (2019), and *Learning Begins* (2017); Blogger, *Learning & the Brain* Blog

5. What Makes Great?: Using the Science of Learning to Define Your School's Guiding Principles for Leadership

Designed for leadership teams, this workshop will bridge cognitive science research with school-specific contexts to establish guiding principles for high-impact teaching. It will provide a framework for defining what the research says about effective teaching and adapting it to a school's unique environment. The presenters will provide several examples of how this has been done in schools. **Tricia Taylor, MEd**, Founder and Executive Director, TailoredPractice; Head of English, and Teaching and Learning Lead at an international school in Spain; Fellow, Royal Society of the Arts; Former Associate Lecturer, [Goldsmiths University](#), UK; Author, *Connect the Dots: The Collective Power of Relationships, Memory, and Mindset in the Classroom* (2019); and **Nina Dibner, MEd**, Educational Consultant; Founder and Executive Director, PowerTools, LLC; Former Teacher and Advisory Program Coordinator in Brooklyn; Certified DISC practitioner and Member, Inclusion Allies Coalition; Contributor, *Connect the Dots: The Collective Power of Relationships, Memory, and Mindset in the Classroom* (2019)

SPECIAL EVENTS

PRESENT A POSTER SESSION AT THE APRIL CONFERENCE

Share and present your scientific research or programs on using the Science of Learning and evidence to improve memory, assessments, tests, EdTech, reading, exploration, or engagement, or show ways that you promote evidence-based learning in your classroom. Submit a summary of your poster session for review to info@LearningAndTheBrain.com. **Proposal deadline is April 4, 2025. For more information, visit [LearningAndTheBrain.com](https://www.LearningAndTheBrain.com)**

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SUBSTITUTIONS AND CANCELLATIONS Substitutions are permissible up to seven days before the conference, but you must notify ERI in writing by email to registration@learningandthebrain.com. Cancellations must be requested no later than April 17, 2025. No cancellations can be accepted after April 17, 2025. Because cancellations incur substantial administrative costs, we regret that it is necessary to charge a cancellation fee of \$75 per person if you cancel by March 7, 2025, or \$150 per person if you cancel after March 7, 2025, but by April 17, 2025.

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