

LEARNING & THE BRAIN® 2018 SUMMER INSTITUTES

L&B Summer Institutes extend the L&B conferences, and provide personalized training and practical applications. These workshops are limited in size for a more in-depth experience so register soon. **For more information**, visit LearningAndTheBrain.com.

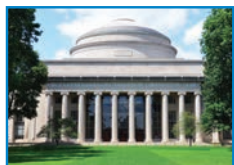


THE POWER OF MINDSETS: PROMOTING POSITIVE SCHOOL CLIMATES AND MOTIVATION IN STUDENTS

JUNE 25-29 or JULY 9-13

On the campus of Boston University, Boston, MA

Workshop Leader: Robert B. Brooks, PhD, Assistant Professor of Psychology, Department of Psychiatry, [Harvard Medical School](http://HarvardMedicalSchool.com)



THE NEUROSCIENCE OF READING: USING RESEARCH TO UNDERSTAND READING ACQUISITION AND DISORDERS

JUNE 25-28

On the campus of Massachusetts Institute of Technology, Cambridge, MA

Workshop Leader: John D. E. Gabrieli, PhD, Professor of Brain and Cognitive Sciences, [Massachusetts Institute of Technology](http://MassachusettsInstituteofTechnology.com)



TEACHING FROM A NEUROCOGNITIVE PERSPECTIVE: USING MINDSETS AND METACOGNITION FOR STUDENT SUCCESS

JULY 9-13

On the campus of UCSB, Santa Barbara, CA

Workshop Leaders: Kathleen M. Kryza, MA, Master Teacher, International Educational Consultant/Coach; and **Jack A. Naglieri, PhD**, Research Professor, [University of Virginia](http://UniversityofVirginia.com); Senior Research Scientist, Devereux Center for Resilient Children



NEUROSCIENCE AND CLASSROOM ENGAGEMENT: STRATEGIES FOR MAXIMIZING STUDENTS' ATTENTION, FOCUS, AND POTENTIAL

JULY 9-13

On the campus of UCSB, Santa Barbara, CA

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



THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES: DEVELOPING INTERVENTIONS TO HELP STUDENTS

JULY 16-20

On the campus of UCSB, Santa Barbara, CA

Workshop Leader: Steven G. Feifer, DEd, NCSP, ABSNP, Neuropsychologist; 2009 National School Psychologist of the Year



NEUROSCIENCE AND EXECUTIVE SKILLS: STRATEGIES FOR EXECUTIVE FUNCTIONS, MEMORY, AND CLASSROOM LEARNING

JULY 16-20

On the campus of UCSB, Santa Barbara, CA

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



A TEACHER'S GUIDE TO THE LEARNING BRAIN: TRANSLATING PSYCHOLOGY AND NEUROSCIENCE RESEARCH FOR THE CLASSROOM

JULY 16-20

On the campus of Boston University, Boston, MA

Workshop Leaders: Andrew Watson, MEd, Founder and President, Translate the Brain; Former Teacher; and **Scott MacClintic, BS**, Director of the Henry R. Kravis '63 Center for Excellence in Teaching Science, Loomis Chaffee School

REGISTER FOR THE SPRING 2018 L&B CONFERENCE



EDUCATING MINDFUL MINDS: USING THE SCIENCE OF STRESS TO IMPROVE RESILIENCE, BEHAVIOR, AND ACHIEVEMENT

APRIL 19-21, 2018 IN NEW YORK, NY at the Sheraton NY Times Square Hotel

Co-sponsors include: Mindful Education Lab, [New York University](#) and The Dana Alliance for Brain Initiatives, NYC

REDUCING STRESS AND BEHAVIOR PROBLEMS IN SCHOOLS

Numerous studies are finding that stress, anxiety, and mental health issues are on the rise in children and adults. The American Psychological Association's (APA) 2017 Stress in America™ survey found that two-thirds of adults are stressed about the future. The survey also found that Millennials reported higher average stress than before and that teens are the most stressed people in America, with 27 percent reporting "extreme stress" during the school year. Additionally, a 2016 report by the Robert Wood Johnson Foundation found that 46 percent of American teachers feel high daily stress. Fortunately, new brain and psychological research is showing that meditation and social-emotional learning (SEL) programs can dramatically reduce stress and improve wellbeing and achievement.

Discover the benefits of mindfulness meditation, class management, and SEL in schools; strategies to reduce student stress and behavioral problems and raise resilience; and ways to reduce teacher burnout and boost retention.

FEATURED SPEAKERS:

Robert M. Sapolsky, PhD, MacArthur "Genius" Fellow; John A. and Cynthia Fry Gunn Professor of Biological Sciences, Neurology, and Neurological Sciences, [Stanford University](#); Author, *Behave: The Biology of Humans at Our Best and Worst* (2017) and *Why Zebras Don't Get Ulcers* (2004, 3rd Edition)

Angela P. Watson, MA, Former Education Content Creator, BrainPOP; Former Classroom Teacher; Author, *Unshakeable: 20 Ways to Enjoy Teaching Every Day...No Matter What* (2015), *Awakened: Change Your Mindset to Transform Your Teaching* (2011), and *The Cornerstone: Classroom Management That Makes Teaching More Effective, Efficient, and Enjoyable* (2009)

Richard J. Davidson, PhD, William James and Vilas Professor of Psychology and Psychiatry, [University of Wisconsin-Madison](#); Founder and Director of the Center for Healthy Minds; *Time* named Dr. Davidson one of "The 100 Most Influential People in the World" in 2006; Co-Author, *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body* (2017) and *The Emotional Life of the Brain* (2012)

Christine L. Carter, PhD, Sociologist; Senior Fellow, Greater Good Science Center, [University of California, Berkeley](#); Author, *The Sweet Spot: How to Find Your Groove at Home and Work* (2015) and *Raising Happiness: 10 Simple Steps for More Joyful Kids and Happier Parents* (2011)

Rick Hanson, PhD, Senior Fellow, Greater Good Science Center, [University of California, Berkeley](#); Founder, Wellspring Institute for Neuroscience and Contemplative Wisdom; Author, *Hardwiring Happiness: The New Brain Science of Contentment, Calm, and Confidence* (2013), *Just One Thing* (2011), and *Buddha's Brain* (2009); Co-Author of the new book, *Resilient: Growing the 12 Strengths of Lasting Happiness, Fulfillment, and Calm* (2018)

Todd B. Kashdan, PhD, World Recognized Authority on stress, anxiety, and well-being; Professor of Psychology; Senior Scientist at the Center for the Advancement of Well-Being, [George Mason University](#); Winner of the American Psychological Association's "Distinguished Scientific Award"; Co-Author, *The Upside of Your Dark: Why Being Your Whole Self--Not Just Your "Good" Self--Drive Success and Fulfillment* (2014) and *Mindfulness, Acceptance, and Positive Psychology* (2013)

Joshua M. Aronson, PhD, Associate Professor of Applied Psychology; Co-Director, Mindful Education Lab; Director, the Metro Center for Achievement Research and Evaluation (Metro CARE); Founding Director of the Center for Research on Culture, Development, and Education, Steinhardt School of Culture, Education, and Human Development, [New York University](#); Board of Advisors, Center for Mindfulness and Human Potential; Co-Author, "Minding and Mending the Gap" (2015, *Contemporary Educational Psychology*); Editor, *Improving Academic Achievement* (2002)

Register online at [LearningAndTheBrain.com](#) by March 2, 2018 and save, or call 781-449-4010 ext. 101 or 102.

INSPIRING INNOVATIVE STUDENTS AND SCHOOLS

According to researchers at the University of Oxford, 47 percent of current jobs will become obsolete over the next 10-20 years due to computers and automation, and that many of the remaining jobs will require creativity and social skills. New findings from the brain, behavior, organizational, and social sciences have shown that creativity and innovation can be trained. **Discover the research behind the “Science of Innovation,” new strategies to train creativity and innovation, ways to develop innovative mindsets, schools, and leaders, and why promoting imagination and daydreaming can improve student achievement.**

LEARNING OBJECTIVES

At the conference, you will:

- ✓ Explore the brain science of innovation, creativity, and curiosity
- ✓ Discover the academic benefits of mindfulness and mind wandering
- ✓ Teach innovation with technology, design thinking, and improvisation
- ✓ Examine the brain science of creative thinking, reflection, and daydreaming
- ✓ Apply an innovator’s mindset to students, teachers, professors, and leaders
- ✓ Discover how to inspire kids, create innovative schools, and promote change
- ✓ Explain the creative mindsets of creative geniuses and innovative teachers
- ✓ Connect creativity and visualization to dyslexia, math, and STEM education
- ✓ Investigate the brain science and power of play, literacy, and storytelling
- ✓ Examine ways to promote risk-taking, imagination, and critical thinking
- ✓ Use technology, collaboration, making, and art for creative classrooms



CO-SPONSORS

Graduate School of Education, **Stanford University**
Neuroscape, **University of California, San Francisco**
Building Blocks of Cognition, **University of California, Berkeley**
Laboratory for Educational NeuroScience (brainLENS),
University of California, San Francisco
The Neuroscience Research Institute, **University of California, Santa Barbara**
Mind, Brain, and Education Program, **Harvard Graduate School of Education**
Comer School Development Program, **Yale University School of Medicine**
The Dana Alliance for Brain Initiatives, **The Dana Foundation**
National Association of Elementary School Principals (**NAESP**)
National Association of Secondary School Principals (**NASSP**)
Edutopia, **The George Lucas Educational Foundation**
LEARNING & the BRAIN® Foundation

WHO SHOULD ATTEND

Educators, Parents
Curriculum, Staff Developers
Speech-Language Pathologists
PreK-12 Teachers, Administrators
Learning Specialists, Special Educators
Psychologists, Social Workers, Counselors
Innovation, Design Thinking Specialists
Reading, Technology, Math, STEM Teachers
Superintendents, Principals, School Heads
Occupational, College, Career Readiness Staff
Gifted, Play, Early Childhood Educators
Vocational Teachers, College Professors
Learning Differences Professionals

EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT

Professional Development Credit: Earn 16-20 hours toward professional development credit for educators, psychologists, speech-language professionals, social workers, and educational therapists. Visit our website at **LearningAndTheBrain.com** for more information on the availability of CEUs, PDPs, CEs, and other professional development credit, or call 781-449-4010 ext. 104.

University Graduate Credit: You can earn three academic graduate credits through the **University of North Dakota**. For details on the course and to register, visit **LearningAndTheBrain.com**.

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



STAY IN THE HEART OF SAN FRANCISCO – SPECIAL RATES



Save on hotel costs by booking a room at a discounted conference rate. LEARNING & the BRAIN® has negotiated discounted rates at several hotels near the Fairmont Hotel, the site of the conference. Please access **LearningAndTheBrain.com** or call PIRI’s reservations center at (781) 449-4010 ext. 101 or 102 to see what hotels still have availability. 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® CONFERENCE

Winter 2018 International Conference for Pre-K through University Educators, Parents, and Clinicians
February 15-17, 2018 • At The Historic Fairmont Hotel, Nob Hill • **San Francisco, CA**

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THE SCIENCE OF INNOVATION: TEACHING STUDENTS TO THINK, INNOVATE, IMAGINE, AND INSPIRE

Explore the latest research on:



FEATURED SPEAKER:

DAVID M. EAGLEMAN, PHD

Adjunct Associate Professor,

Stanford University School of Medicine

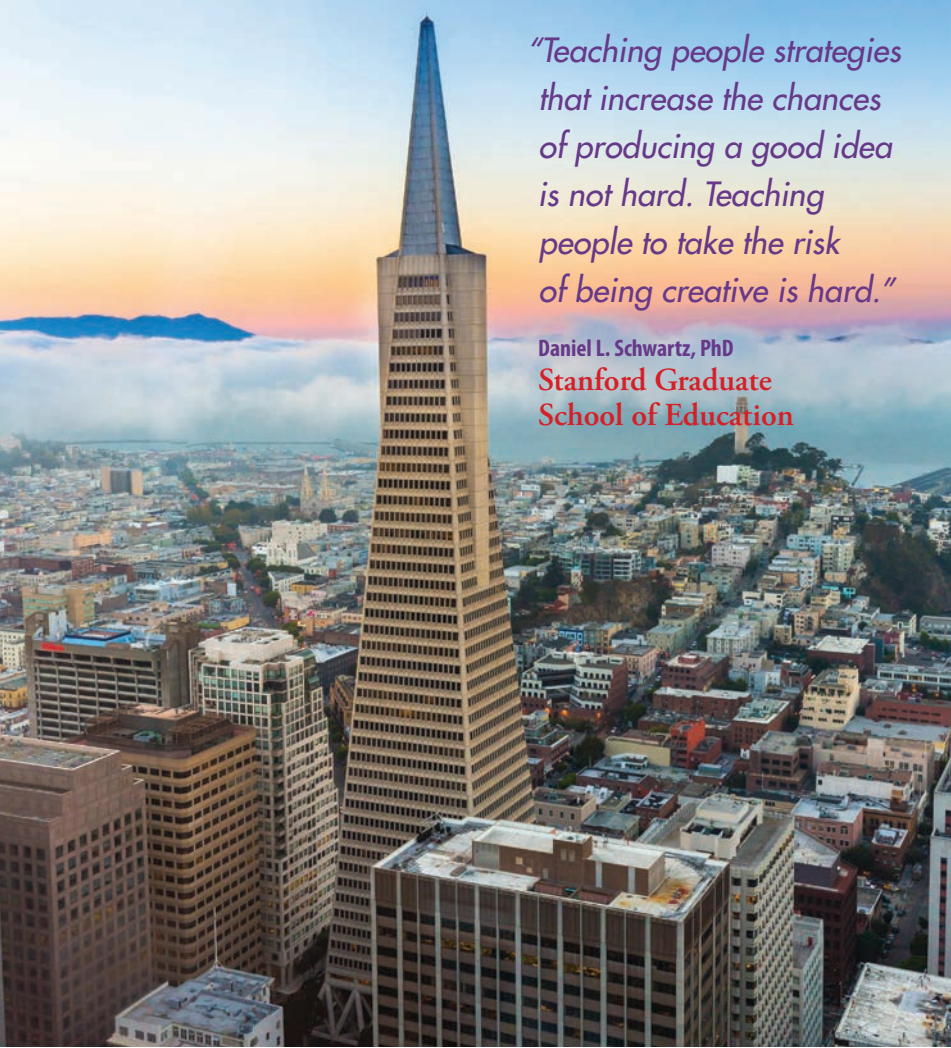
Co-Author, *The Runaway Species: How Human Creativity Remakes the World* (2017)

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| The Science of Innovation and Curiosity | Imagination, the Arts, and Reflection |
| How to Develop an Innovator's Mindset | How Mind Wandering Improves Memory |
| Teaching to Make, Create, and Innovate | How to Train the Brain to Be More Creative |
| Developing Critical and Creative Thinkers | Inspiration and Visualization in Math (STEM) |
| Imagination, Daydreaming, and Achievement | Creativity, Giftedness, and Learning Disorders |
| The Power of Collaboration and Improvisation | The Mindsets of Successful, Creative Teachers |
| Inspiring Innovative Schools and Teachers | Leading Innovative Schools with Technology |
| The Science of Stories, Play, and Literacy | Nurturing Innovators and Entrepreneurs |

For more, visit LearningAndTheBrain.com

**EARN PROFESSIONAL DEVELOPMENT AND GRADUATE CREDIT
UPCOMING L&B SPRING CONFERENCE AND SUMMER INSTITUTES**

See inside or visit LearningAndTheBrain.com for information on conferences, seminars, summer institutes, and in-service training



"Teaching people strategies that increase the chances of producing a good idea is not hard. Teaching people to take the risk of being creative is hard."

Daniel L. Schwartz, PhD
Stanford Graduate
School of Education

THE SCIENCE OF INNOVATION: TEACHING STUDENTS TO THINK, INNOVATE, IMAGINE, AND INSPIRE

AT THE HISTORIC FAIRMONT HOTEL,
ATOP NOB HILL, SAN FRANCISCO, CA

FEBRUARY 15-17, 2018

Pre-Conference Workshops: February 15
General Registration Deadline: February 2



WINTER LEARNING & the BRAIN[®] CONFERENCE

CONFERENCE PROGRAM TOPICS

WITH A DISTINGUISHED FACULTY

1) THE SCIENCE OF INNOVATION: HOW OUR BRAINS CREATE & INNOVATE

The Runaway Species: How Human Creativity Remakes the World and Education

David M. Eagleman, PhD, Adjunct Associate Professor, Department of Psychiatry and Behavioral Sciences; Director, Laboratory for Perception and Action, [Stanford University School of Medicine](#); Host of the PBS Series, *The Brain*; Co-Author, *The Runaway Species: How Human Creativity Remakes the World* (2017); Author, *The Brain: The Story of You* (2017) and *Incognito: The Secret Lives of the Brain* (2012)

The Creativity Challenge in Schools: How We Can Recapture American Innovation

Kyung Hee Kim, PhD, Professor of Innovation and Creativity, [College of William & Mary](#); Author, *The Creativity Challenge: How We Can Recapture American Innovation* (2016) and “The Creativity Crisis” (2011, *Creativity Research Journal*)

The Neuroscience of Creativity: From Bird Brains to Human Genius

Robert M. Bilder, PhD, Co-Director, Tennenbaum Center for the Biology of Creativity, David Geffen School of Medicine, [University of California, Los Angeles](#); Co-Author, “Creative Cognition and Systems Biology on the Edge of Chaos” (2014, *Frontiers of Psychology*)

Jump-Starting Our Innovating Mind

Wilma Koutstaal, PhD, Professor of Psychology, College of Liberal Arts, [University of Minnesota](#); Blogger, *Minds-Brains-Environments and Psychology Today*; Author, *The Agile Mind* (2013); Co-Author, *Innovating Minds: Rethinking Creativity to Inspire Change* (2017)

“You’re Doing It Wrong” – What We Know and What We Miss About Creativity in the Classroom

Larry Robertson, MBA, Founder and President, Lighthouse Consulting; Former Adjunct Professor, [Georgetown University](#); Columnist, *Inc.*; Author, *The Language of Man: Learning to Speak Creativity* (2016) and *A Deliberate Pause* (2009)

Mindsets, Creativity, and Innovation: Creating Energetic, Flexible Learners

Emily Diehl, BA, Director of School Partnerships, Revolution Prep; Director, K-12 Professional Learning and Curriculum Design, Mindset Works; Author, “Growth Mindsets for Learning: Effective Effort” (2017, *Optimizing Learning Outcomes*)

2) THE SCIENCE OF IMAGINATION: HOW DAYDREAMING IMPROVES LEARNING

Being Creative Is a Choice

Daniel L. Schwartz, PhD, Dean, [Stanford Graduate School of Education](#); Director, AAALab, [Stanford University](#); Co-Author, “Give Your Ideas Some Legs: The Positive Effects of Walking on Creative Thinking” (2014, *Journal of Experimental Psychology*) and “A Pragmatic Perspective on Visual Representation and Creative Thinking” (2014, *Journal of Visual Studies*)

How Social-Emotional Imagination Facilitates Deep Learning and Creativity in the Classroom

Mary Helen Immordino-Yang, EdD, Professor of Education, Psychology, and Neuroscience, Brain and Creativity Institute and Rossier School of Education, [University of Southern California](#); Co-Author, “How Social-Emotional Imagination Facilitates Deep Learning and Creativity in the Classroom” (2016, *Nurturing Creativity in the Classroom*)

The Wandering Brain: Daydreaming, Creativity, and Cognitive Flexibility

Kieran C. R. Fox, PhD, Postdoctoral Research Fellow, Neurology and Neurological Sciences, [Stanford University](#); Co-Author, “The Wandering Brain: Meta-Analysis of Functional Neuroimaging Studies of Mind-Wandering and Related Spontaneous Thought Processes” (2015, *NeuroImage*)

Memory Activation During Learning and (Mental) Rest Promotes Reasoning

Alison R. Preston, PhD, Associate Professor, Departments of Psychology and Neuroscience, [University of Texas at Austin](#); Co-Author, “Hippocampal-Medial Prefrontal Circuit Supports Memory Updating During Learning and Post-Encoding Rest” (2016, *Neurobiology of Learning and Memory*)

Finding the Right Balance Between Mindfulness and Mind Wandering for Creativity and Achievement

Jonathan W. Schooler, PhD, Professor, Psychological and Brain Sciences; Primary Investigator, Memory Emotion Thought Awareness (META) Lab, [University of California, Santa Barbara](#); Co-Author, “Mind Wandering ‘Ahas’ versus Mindful Reasoning: Alternative Routes to Creative Solutions” (2015, *Frontiers in Psychology*)

The Science of Imagination: New Measures, Brain Networks, and Openness to Experience

Rex E. Jung, PhD, Clinical Professor of Neurosurgery, [University of New Mexico](#); Co-Author, “A New Measure of Imagination Ability” (2016, *Frontiers in Psychology*) and “Personality and Complex Brain Networks” (2016, *Human Brain Mapping*)

UCSF “NEUROSCAPE” TOUR: THE BRAIN IN ACTION

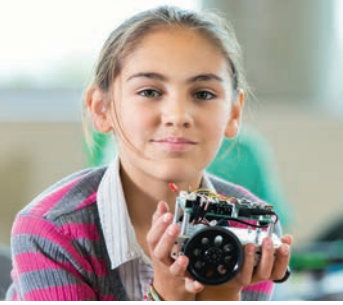
WEDNESDAY, FEBRUARY 14— 2:00, 3:00, or 4:00 PM (COST PER PERSON: \$149)

Sponsored by **Neuroscape**, [University of California, San Francisco](#)

Take this special opportunity to tour the Neuroscape Lab at UCSF run by Adam Gazzaley, MD, PhD. Take a tour of this translational neuroscience center, where you will view an MRI in action; visit cutting edge cognitive neuroscience lab space and see different ways to record brain activity (via EEG); demo different forms of non-invasive brain stimulation (TMS, TES) that rely on MRI data for targeting; and see how video games from tablet-based to virtual reality are being used for research purposes. Tour will take place offsite at the UCSF campus in San Francisco, CA. The Neuroscape building is accessible from the Fairmont San Francisco via public transit. Directions will be provided. **(Space is limited. For conference registrants only.)**



CONFERENCE BEGINS 1:00 PM, FEBRUARY 15



3) THE INNOVATOR'S MINDSET: TEACHING TO CREATE, INNOVATE, & INVENT

The Neuroscience of Creativity and Its Enhancement

Allan L. Reiss, MD, Professor of Psychiatry and Behavioral Sciences, [Stanford University](#); Co-Author, "Changes in Brain Activation Associated With Spontaneous Improvisation and Figural Creativity After Design-Thinking-Based Training" (2016, *Cerebral Cortex*)

The Innovator's Mindset: Empowering Teaching and Leading a Culture of Innovation

George Couros, MEd, Division Principal of Innovative Teaching and Learning, Parkland School Division, Alberta, Canada; Former Classroom Teacher; Author, *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity* (2015)

Creative Mindsets and Approaches: Learning from Successful, Creative Teachers

Danah Henriksen, PhD, Assistant Professor of Educational Leadership and Innovation, [Arizona State University](#); Author, *The Seven Transdisciplinary Cognitive Skills for Creative Education* (2016) and "Learning from Creative Teachers" (2013, *Educational Leadership*)

Nurturing Young Innovators With Creativity, Innovation, and Technology

Stephanie Smith Budhai, PhD, Director of Graduate Education, [Neumann University](#); and **Laura McLaughlin Taddei, EdD**, Associate Professor of Education, [Neumann University](#); Co-Authors, *Nurturing Young Innovators: Cultivating Creativity in the Classroom, Home, and Community* (2017) and *Teaching the 4C's with Technology* (2015)

4-D Education for an Age of Artificial Intelligence: Teaching Creativity, Curiosity, and Collaboration

Charles K. Fadel, MBA, Founder and Chairman, Center for Curriculum Redesign; Senior Fellow at the Partnership for 21st Century Learning; Visiting Practitioner, [Harvard Graduate School of Education](#); Co-Author, *Four-Dimensional Education: The Competencies Learners Need to Succeed* (2015) and *21st Century Skills: Learning for Life in Our Times* (2009)

How to Teach Innovation: No Buzzwords, No Theory, Just Actual Results

Don Wettrick, BS, Founder, StartEdUp Innovation, LLC; Innovation Specialist, Noblesville High School; Author, *Pure Genius: Building a Culture of Innovation and Taking 20% Time to the Next Level* (2014)

Building the Habitudes of Creativity for All Learners

Angela Maiers, MA, Educator; Entrepreneur; Founder and CEO, Choose2Matter, Inc.; Author, *Classroom Habitudes* (2012, Revised Edition); Co-Author, *The Passion-Driven Classroom* (2017) and *Liberating Genius* (2016)

4) THE STORYTELLER'S MIND: TEACHING THE POWER OF STORIES & LITERACY

Evolution of the Young Mind: Creativity, Imagination, and Learning from Stories

Alison M. Gopnik, PhD, Professor of Psychology and Affiliate Professor of Philosophy, [University of California at Berkeley](#); Author, *The Gardener and the Carpenter: What the New Science of Child Development Tells Us About the Relationship Between Parents and Children* (2016); Co-Author, "Learning to Learn from Stories" (2017, *Child Development*) and "What Happens to Creativity As We Age?" (2017, *NY Times*)

The Creative, Storytelling Animal

Jonathan A. Gottschall, PhD, Distinguished Fellow, English Department, [Washington & Jefferson College](#); Author, *The Storytelling Animal: How Stories Make Us Human* (2013) and *The Literary Animal: Evolution and the Nature of Narrative* (2005)

Literacy and Imagination in a High-Risk, High-Tech World

James Paul Gee, PhD, Mary Lou Fulton Presidential Professor of Literacy Studies, [Arizona State University](#); Author, *Teaching, Learning, Literacy in Our High-Risk High-Tech World* (2017), *What Video Games Have to Teach Us About Learning and Literacy* (2014, 2nd Edition), and *The Anti-Education Era* (2013)

Your Brain on Story: Using the Science of Stories to Persuade, Inspire, and Teach

Kendall Haven, PhD, Distinguished Visiting Scholar, [Stanford University](#); Author, *Story Smart: Using the Science of Story to Persuade, Influence, Inspire, and Teach* (2014), *Story Proof: The Science Behind the Startling Power of Story* (2007), and *Super Simple Storytelling* (2000)

Visible Learning in Literacy: Promoting Intellectual, Social, and Creative Growth

Douglas B. Fisher, PhD, Professor, Language and Literacy Education, Department of Teacher Education, [San Diego State University](#); Classroom Teacher, Health Sciences High and Middle College; Co-Author, *Visible Learning for Literacy* (2016) and *Rigorous Reading* (2013)

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|-------------------------|--------------------------|-----------------------|--------------------|
| CONFERENCE SCHEDULE: | Pre-Conference Workshops | Thursday, February 15 | 8:30 AM – 12:30 PM |
| | Conference Day 1 | Thursday, February 15 | 1:00 PM – 5:30 PM |
| | Conference Day 2 | Friday, February 16 | 8:15 AM – 5:30 PM |
| | Conference Day 3 | Saturday, February 17 | 8:15 AM – 3:00 PM |

5) THINKING MINDS: TEACHING CRITICAL THINKING & PROBLEM SOLVING

Creative Mathematics: Investigating the Brain, Visualization, Inspiration, and Big Ideas

Jo Boaler, PhD, Professor, [Stanford Graduate School of Education](#); Author, *Mathematical Mindsets: Unleashing Students' Potential Through Creative Math, Inspiring Messages, and Innovative Teaching* (2015); Co-Author, *Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 4* (2017)

Critical Thinking in 21st Century Schools: More Than Just an Experiment?

Karen L. Hypolite, PhD, Assistant Professor of Chemistry, [Kennesaw State University](#); Founder, ThinkS.T.E.M. Technologies; Author, *Think, Create, Innovate: 21st Century Keys to Advancing in Science, Technology, Engineering, and Math* (2017)

A New Scientific Framework of Curiosity and Agility

Todd B. Kashdan, PhD, Professor of Psychology; Senior Scientist at the Center for the Advancement of Well-Being, [George Mason University](#); Author, "3 Ideas to Prevent Schools from Killing Creativity, Curiosity, and Critical Thinking" (2011, *Psychology Today*) and *Curious?* (2009)

Innovation in Schools: New Technology, Making, Art, and Creatial Thinking

Jason B. Ohler, PhD, Director of the Masters in Learning, Design, and Technology; Professor Emeritus of Educational Technology and Virtual Learning, [University of Alaska](#); Professor, Media Psychology PhD Program, [Fielding Graduate University](#); Author, *Four Big Ideas for the Future—Understanding Our Innovative Selves* (2016) and *Digital Storytelling in the Classroom* (2013)

Creativity and Improvisation in the Classroom: Teaching Creative Thinking and Problem Solving

Katherine S. McKnight, PhD, Educator and Consultant; Author, *Literacy and Learning Centers for the Big Kids* (2017); Co-Author, *The Second City Guide to Improv in the Classroom: Using Improvisation to Teach Skills and Boost Learning* (2008)

Creativity, Imagination, and Play: Essential Elements in University Learning

Stephen D. Brookfield, PhD, John Ireland Endowed Chair, [University of St. Thomas](#); Author, *Becoming a Critically Reflective Teacher* (2017, 2nd Edition) and *Teaching for Critical Thinking* (2011); and **Alison James, PhD**, Professor of Learning and Teaching, [University of Winchester](#); Co-Authors, *Engaging Imagination: Helping Students Become Creative and Reflective Thinkers* (2014)

6) INSPIRED MINDS: LEADING INNOVATION IN SCHOOLS & TECHNOLOGY

Fostering Design Thinking and Innovation in Schools

Sandy Speicher, MA, BFA, Partner and Managing Director of Education, IDEO; Strategic Advisor, K-12 Lab Network, d.school; Lecturer and Advisor, Hasso Plattner Institute of Design, [Stanford University](#); Member, Thought Leadership Council, Khan Academy

Renegade Leadership: Creating Innovative Schools for the Digital Age

Brad Gustafson, EdD, Principal of Wayzata Public Schools; National *Digital Innovation in Learning* Award Winner; 2016 National Distinguished Principal; Author, *Renegade Leadership: Creating Innovative Schools for Digital-Age Students* (2016)

Courageous Edventures: Discover Classroom Innovation

Jennie Magiera, MS, Chief Program Officer, EdTechTeam; Former Chief Innovation Officer, Des Plaines School District; Author, *Courageous Edventures: Navigating Obstacles to Discover Classroom Innovation* (2016)

The Wonder Wall: Leading Creative Schools in a Complex Age

Peter M. Gamwell, PhD, Retired Superintendent, Ottawa-Carleton District School Board; Co-Author, *The Wonder Wall: Leading Creative Schools and Organizations in an Age of Complexity* (2017)

Moving the Rock: An Audacious Roadmap for Tackling the Big Challenges of Education Transformation

Grant Lichtman, MS, Chief Provocateur, The Future of K-12 Education; Senior Fellow, The Martin Institute for Teaching Excellence; Author, *Moving the Rock: Seven Levers WE Can Press to Transform Education* (2017) and *#EdJourney: A Roadmap to the Future of Education* (2014)

Capturing the Spark: Learning From Inspired Teachers and Thriving Schools

David B. Cohen, PhD, National Board Certified Teacher; English Teacher, Palo Alto High School; Co-Director, Teacher Leadership Network-Accomplished California Teachers (ACT); Author, *Capturing the Spark: Inspired Teaching, Thriving Schools* (2016)

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PRE-CONFERENCE WORKSHOPS

THURSDAY, FEBRUARY 15 8:30 AM –12:30 PM

(Cost per person: \$189. By advance registration only. Select one of six. Add \$25 fee if you are not attending the conference.)

1) Learning and Literacy Centers: Where Content Knowledge and Literacy Intersect (Grades 4-12)

In this workshop, Dr. McKnight will explore schools that have implemented Learning and Literacy Centers (LLC), and why LLC implementation has resulted in substantial student performance gains in rural, urban, and suburban contexts. Discover how LLCs provide a practical context for the integration of reading, writing, formative assessment, differentiated instruction, multi-tiered interventions, movement, and technology, and how you can implement them in your school. **Katherine S. McKnight, PhD**, Educator and Consultant; Author, *Literacy and Learning Centers for the Big Kids: Building Literacy Skills and Content Knowledge in Grades 4-12* (2017)

2) Cultivating Creativity, Curiosity, and Collaboration in the Differentiated Classroom

This interactive workshop provides guidance for teachers and administrators who are interested in creating learning environments that address the diversity within their classrooms, schools, and districts. Discover multiple approaches to content, process, and product, and how to blend whole-class, group, and individual instruction to foster greater collaboration. Improve your instructional practice to reflect 21st Century innovative practices and learn to teach with your students' minds as the catalyst for creativity and curiosity in your classroom. **Kathy Perez, EdD**, Professor of Education; Director of Outreach and Professional Development, *Saint Mary's College of California*; Author, *200+ Proven Strategies for Teaching Reading* (2016) and *New Inclusion: Differentiated Strategies to Engage ALL Students* (2014)

3) Engagement by Design: The Impact of Relationships, Clarity, and Challenge

This workshop will explore the ways in which educators can build and maintain healthy, growth-producing relationships with students. In addition, you will explore teacher clarity so that teachers know what students need to learn, how to communicate learning expectations to students, and ways to reach agreements on what learning success looks like. You will consider a range of tasks that build students' academic fluency, stamina, strategic thinking, and expertise. Finally, you will explore the role of challenging learning tasks, and understand the role that difficulty and complexity play in students learning. **Douglas B. Fisher, PhD**, Professor of Educational Leadership, *San Diego State University*; Teacher Leader, Health Sciences High and Middle College; Co-Author, *Visible Learning for Literacy* (2016)

4) "Imagine, Build, Share, Reflect": Design Thinking in K-12 Education

Join us for an interactive workshop where we create solutions for the key challenges facing education. We will practice a design process that is grounded in divergent and convergent thinking, empathy-fueled need-finding, and rapid experimentation. You will walk away with the mindset of a designer, a framework for innovative leadership, and the ability to bring design thinking to your school. **Michael Schurr, MA**, 3rd Grade Co-Teacher, Riverdale Country School; Learning Catalyst, Plussed; Co-Creator, *Design Thinking for Educators Toolkit*; **Charles Shryock IV, MA**, Academic Dean, Bishop McNamara High School; Mentor, Google for Education Certified Innovator Program; and **Grace Hawthorne, PhD**, Entrepreneur; Adjunct Professor, d.School, *Stanford University*; Instructor of the course, "Creative Gym"

5) Choose to Matter: Disruptive Innovation from the Inside Out

Liberating the genius in our students is not an inspirational goal or a utopian hope for reforming education. It is an urgent educational and societal imperative. As leaders, we have the dual charge of ensuring the principles and practices of a passion-driven work, such as disciplined study, fostered imagination, active participation, and community contribution, are present and implemented across all spectrums of the teaching and learning process with students and teachers. This leadership and learning framework is guaranteed to fuel innovation, amplify creativity, and advance the ability for learners to make an impact in their community and world. There is genius within; together let's unleash it. **Angela Maiers, MA**, Founder and CEO, Choose2Matter, Inc.; Co-Author, *Liberating Genius* (2016)

6) The Neuroscience of Learning Difficulties and Giftedness:

Rethinking 504 Accommodations (For Parents, Teachers, and Psychologists)

This workshop will focus on helping teachers and psychologists understand the links between 504 accommodations and relative strengths, giftedness, innovation, and the cognitive neuroscience behind these. You will begin with an overview of learning difficulties from the neuroscience perspective, and of accommodations as a way for students to display their innate gifts and abilities. In small groups, led by psychologists and educators, you will discuss several cases of students with LD, explore the cognitive underpinnings of a variety of instructional and test accommodations, and generate effective teaching strategies. This workshop will emphasize collaboration between parents, teachers, and psychologists to maximize the creative learning potential and engagement for all students. **Fumiko Hoeft, MD, PhD**, Director, Laboratory for Educational Neuroscience (brainLENS), *University of California, San Francisco (UCSF)*; **Nancy Cushen White, EdD**, Clinical Professor of Pediatrics, Division of Adolescent and Young Adult Medicine, *University of California, San Francisco (UCSF)*; **Nancy Redding, MEd**, Past President of Northern CA Branch of International Dyslexia Association (IDA); and **Nicole Ofiesh, PhD**, Executive Director of Schwab Learning Center (SLC), *Stanford University*

SPECIAL EVENTS

"MEETING OF THE MINDS" RECEPTION

THURSDAY, FEBRUARY 15 from 5:30 PM - 6:30 PM — Free and Open to All Attendees

Enjoy this opportunity to meet other attendees and some of today's leading thinkers.

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Please Register Me for a Thursday, Feb. 15 Pre-Conference Workshop Add \$25 if not attending the Feb. conference \$ _____

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| <input type="radio"/> Learning and Literacy Centers | 8:30 am – 12:30 pm | \$189 per person |
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| <input type="radio"/> Engagement by Design: The Impact of Relationships, Clarity, and Challenge | 8:30 am – 12:30 pm | \$189 per person |
| <input type="radio"/> “Imagine, Build, Share, Reflect”: Design Thinking in K-12 Education | 8:30 am – 12:30 pm | \$189 per person |
| <input type="radio"/> Choose to Matter: Disruptive Innovation from the Inside Out | 8:30 am – 12:30 pm | \$189 per person |
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