

# THE SCHOOL Administrator

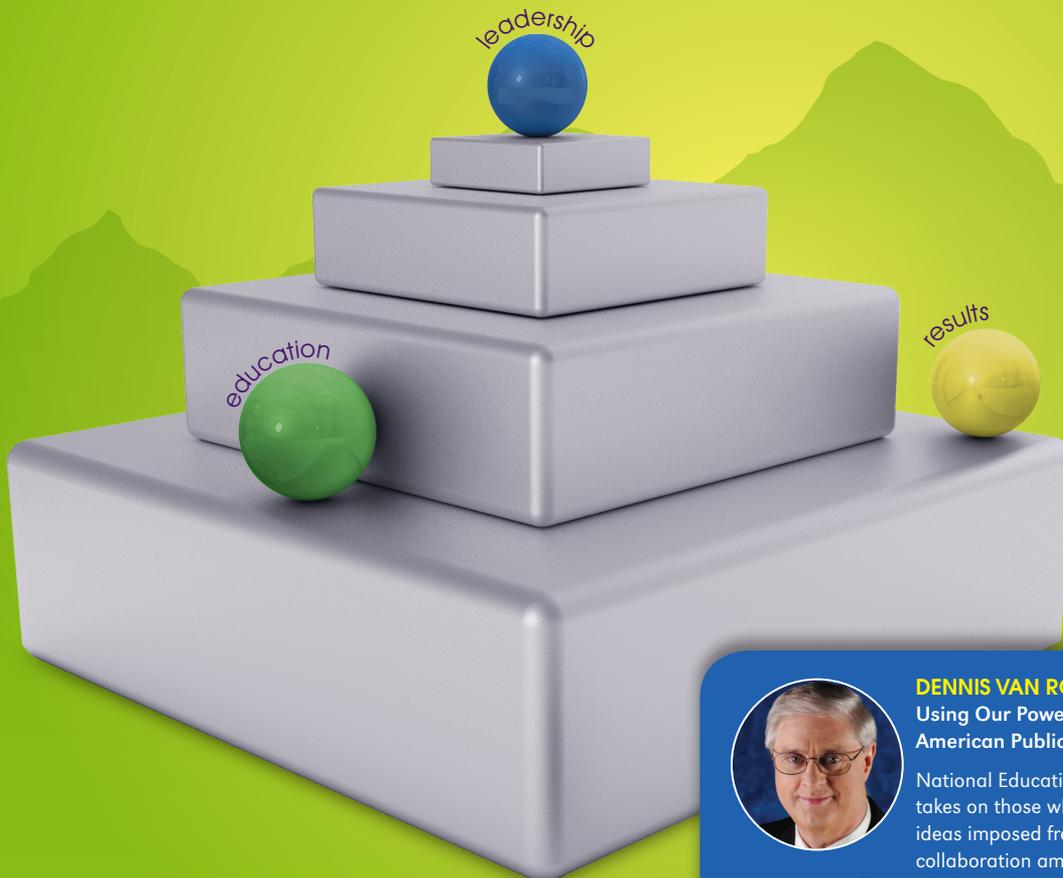
AMERICAN ASSOCIATION OF  
SCHOOL ADMINISTRATORS

SPECIAL NATIONAL CONFERENCE ON EDUCATION PREVIEW

## THE GREAT EDUCATION CONVERSATION

FEBRUARY 17-19, 2011 • DENVER, COLORADO

Register before Jan. 17 and save \$110 per person



NATIONAL CONFERENCE ON  
EDUCATION

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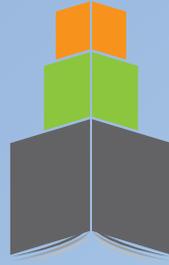
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### JUST ADDED!



**DENNIS VAN ROEKEL**, *president, National Education Association*  
Using Our Power to Change — Solutions for an Era of Great  
American Public Schools

National Education Association President Dennis Van Roekel takes on those who believe that schools can only be changed by ideas imposed from the outside. Instead, he calls for a smarter collaboration among federal, state and local authorities, all making a top priority of using the know-how in school districts. He urges local educators — unions and administrators alike — to act now and meet with community partners so that problems, as well as solutions, can be identified.



## NATIONAL CONFERENCE ON EDUCATION

# THE SKY'S THE LIMIT

The sky's the limit at the National Conference on Education – the premier destination to learn new approaches and to challenge your thinking. At this conference, you will get a 360-degree perspective from public school systems large and small, urban, suburban and rural, and you'll have the opportunity to talk to your peers face-to-face about their best practices. You will also hear from a host of nationally renowned speakers who are leaders in the field of public education. Challenge your thinking as you explore innovative solutions, and make professional connections that will elevate your career. Join us for three days in Denver – rejuvenate your passion for education and take home concepts that will help your district strive toward a new summit.

### AASA'S NATIONAL CONFERENCE ON EDUCATION HAS SOMETHING FOR EVERYONE

Your whole team will benefit from the educational sessions and the spark of new ideas. Bring more team members and receive special registration pricing.

- **New Superintendents** – As you prioritize unexpected responsibilities in your new job, learn from seasoned pros effective strategies for improving not just your own performance, but also your district's.
- **Experienced Superintendents** – You need fresh approaches to today's host of challenges – some long-standing, some fairly recent. Hear speakers and ideas that influence the national trends, and make connections with other administrators.
- **Cabinet Members** – You have an increasingly strong voice in shaping the future of public education. Learn valuable lessons from what others are achieving in their districts.
- **School Board Members** – We encourage you to attend with your district superintendent. You will gain a better understanding of each other's job challenges and a broader perspective on how your roles have an impact on the entire school system.

# NEW FOR 2011!

## WHAT DOES SCHOOL REFORM MEAN TO YOU? JOIN THE GREAT EDUCATION CONVERSATION.

**A one-of-a-kind forum where public school educators will share their passion and successes with external reformers. Can we find common ground?**

Today, in a culture of pervasive media, criticism often finds a louder voice than acclaim. Let's change the education *debate* to an education *conversation* among educators and external reformers. As a champion of education, join us as we come together to celebrate the successes of our schools and discuss innovative concepts that can improve the schools truly in need of dramatic change.

### AASA SPEAKERS WHO WILL BRING YOU NEW PERSPECTIVES INCLUDE:

**RICK HESS**, *director of education policy, American Enterprise Institute*

#### **Creating a "Greenfield" Environment for Sustainable School Reform**

The key to breakthrough school improvement, according to Rick Hess, is to challenge the notions of mandated standards, pedagogical practices and assessment. Hess will cover why reform may mean dislodging entrenched bureaucratic barriers and rethinking restrictive education norms entirely.

**DIANE RAVITCH**, *research professor of education, New York University, and senior fellow, Brookings Institution*

#### **The Death and Life of the Great American School System**

Diane Ravitch returns to AASA in 2011 by popular demand to elaborate on the themes of her best-selling book *The Death and Life of the Great American School System*. The former assistant secretary of education once led the federal effort to promote the creation of state and national standards. She will share her changed perspective.

**PARKER BAXTER**, *director of Charter Schools, Denver Public Schools*

#### **Shared Resources, Shared Responsibilities and Shared Opportunities in Denver Public Schools**

Denver Public Schools are working on exciting collaborative projects that bring traditional schools and charter schools together to provide a better education for all students. Through the Northwest Shared Enrollment Zone, three middle schools — two charters and one district — share a common enrollment zone. Through the Share Campus Initiative, the Denver Public Schools leverage excess capacity in districtwide buildings to encourage new school development, reduce districtwide inefficiency, and facilitate the right-sizing and turnaround of existing programs.

**ADAM PORSCH**, *program officer, Bill & Melinda Gates Foundation*

#### **Opportunities and Challenges to District-Charter Collaboration to Improve Outcomes for Students**

One of the original arguments used to support the creation of charter schools was that charters would use their flexibility and nimbleness to uncover effective practices, and those identified practices would eventually spread into traditional districts. This theory has not often happened in practice, as politics and various tensions have often inhibited shared learning and collaboration between districts and charters. However, there

are several district and charter leaders who are making a real public commitment to change the historically antagonistic relationship between districts and charters, and making plans to work together so districts and charters can leverage each other's relative strengths to improve outcomes across all schools in a city. This panel will explore the opportunities, risks and best practices related to district/charter collaboration to accomplish more for all students.

**ERIC PAISNER**, *vice president, Knowledge and Partnerships, National Alliance for Public Charter Schools*

#### **Successful School Leaders Have Autonomy and Are Held Accountable**

Public charter schools are designed to give school leaders autonomy over decisions concerning personnel, scheduling, curriculum and instruction in exchange for higher expectations of student achievement. Paisner will discuss a new report which reveals seven ways autonomy works in five highly successful charter schools that are closing the achievement gap.

**ROBERT E. SLAVIN**, *chairman, The Success for All Foundation*

#### **School Reform with or without Charters**

Meaningful reform is about helping all students and schools succeed with proven approaches that can be sustained over time. Robert Slavin is chairman of the Success for All Foundation, which was recently awarded a federal i3 scale up grant. He is considered a leading expert in school reform because of his three decades of experience in comprehensive school improvement and his extensive research on what works and what doesn't in school reform for K-12. Dr. Slavin will discuss how proven programs that change core teaching practices can make substantial, scalable and lasting differences in student achievement, in all types of schools.

**NAOMI RUBIN DEVEAUX**, *director of School Quality, Friends of Choice in Urban Schools (FOCUS)*

#### **Using School Data to Make Informed School Choices**

The No Child Left Behind Act, soon to be reauthorized under the Elementary and Secondary Education Act, requires states to administer a standardized test to students in public schools — both charter and traditional. These results, when linked to other important factors (e.g., school's demographic composition, location and size), can help the public make informed decisions. Learn how FOCUS created the interactive and easy-to-understand School Quality Dashboard so that parents can compare all types of schools and make an informed school choice.

# The Same Thing Over and Over

RICK M. HESS, *director of education policy, American Enterprise Institute*

We have witnessed decade after decade of hyped reforms found by decorated academics and bombastic advocates. Yet, while we have nearly tripled real per pupil spending since 1970, student achievement has barely budged and a superintendent who nodded off in 1950 would feel almost uncannily at home in most of today's school districts. What's the deal?

While we reform at a frenzied pace, we have rarely dug deeply enough into the underlying system of schools and teachers to start reshaping the educational landscape. As Albert Einstein so eloquently put it, "The definition of insanity is doing the same thing over and over again and expecting different results." Escaping that fate begins by understanding why all of our seemingly varied reform strategies add up to little more than doing the same thing over and over again. We do this by, for once, not focusing on the hot reforms of the moment, but by asking what we are trying to accomplish, whether today's schools are equipped for that task, and how we might use 21st-century tools and talent to do better.

We need to emancipate ourselves from the institutions and habits of mind that make school reform a pointless, aimless charade. Doing this requires distinguishing the purpose of schooling from its established practice, so as to determine where today's means do not serve our ends. This exercise is a task best accomplished by looking in the rearview mirror.

It would be a shame if our seeming advantages ultimately hindered us. Yet, that appears only too possible. For our vast edifice of schooling also has an enormous appetite for resources: dollars, people and energy that are poured into programs, curricula and professional development carried out within the confines of the status quo. We are allowing systems and schools to claim their \$600 billion a year, and then fuel reinvention — whether it involves pay systems, training, school design or technology — with dollars sprinkled around the edges. Redesign requires freeing up the dollars and talent and energy that state, local and federal government pump into K-12 schooling day in and day out.

Because ascendant international competitors like India and China did not mirror our enormous investment in erecting school systems in the 19th and 20th centuries, they find themselves today with a far less developed educational infrastructure. By clinging so fiercely to what we've built, however, we risk allowing nations less wedded to aged designs to slingshot past us. Having never made the investments in schools and teachers that we did in the pre-industrial and industrial eras, they find themselves free to erect

policies and institutions particularly geared to the tools and challenges of this century. It would be a bitter irony indeed if our inability to leave behind anachronistic routines and stale habits of

mind meant that the achievements of the Common Schoolers and Progressives that fueled American success in the 20th century were to hold us back in the 21st. We have the

power to take another road, if we find the strength to free ourselves from the heavy hand of the past. The choice that lies before us is whether or not to do so.

While we reform at a frenzied pace, we have rarely dug deeply enough into the underlying system of schools and teachers to start reshaping the educational landscape.



# Join the Great Education Conversation

DAN DOMENECH, *executive director, AASA*

Public education seems to be under attack. A motion picture released this September actually proposes the interesting hypothesis that bad schools create bad communities, rather than vice versa.

Those of us that have been part of the public school system for many years will readily acknowledge that we have always had problems, and we have been at work for many years attempting to correct those problems. However, we can also be justifiably proud of our successes. The most recent Phi Delta Kappa/Gallup Poll tells us that 77 percent of parents assign a grade of A or B to the school attended by their oldest child. Forty-nine percent of Americans assign a grade of A or B to the school in their community. Both of these numbers are the highest percentages ever obtained in the two categories. Parents and the public seem to be pleased with their schools. So where is this constant dissatisfaction with public education as reported by the media coming from?

Currently, a legitimate focus has been placed on the lowest performing schools in the country. They are identified as being 5 percent of the total. They include the so called drop-out factories and are believed to be the most dysfunctional schools in the land. Education Secretary Arne Duncan has zeroed in on these schools and he wants to transform them. Every state has been asked to identify their bottom 5 percent and federal dollars are available to assist with the change.

An unfortunate byproduct of this effort, however, is that the lowest performing 5 percent of our schools are erroneously defining what is happening in the other 95 percent. All of the attention being given to the failures is detracting from the broader, bigger picture.

America can boast of having some of the best public schools in the world. Every June, thousands of high school students graduate with honors, with Advanced Placement courses and International Baccalaureate certificates, with earned college credits, and they are accepted into some of the best institutions of higher education in the world. School systems abound throughout the land where over 90 percent of the students graduate from high school and where over 80 percent of the graduates go on to further their education. But, we don't hear

about the success stories. We only hear about the failures.

Teachers are disrespected and looked upon with suspicion as contributing to the failures. Administrators are regarded as guardians of the status quo and impediments to change. They are perceived as part of the problem rather than the solution. Solutions to fix the dysfunctional schools disregard the many working examples of schools that have succeeded with the same public demographics and economic backgrounds as the dysfunctional schools.

Admittedly, we all have the same goal. So, what do you say we stop the squabbling and work

together to address the needs of our underserved students? In Denver this Feb. 17-19, AASA's annual National Conference on Education will provide us with the opportunity to do

77 percent of parents assign a grade of A or B to the school attended by their oldest child.

just that. Those of us who lead America's public schools and those who propose reform will meet together and ask each other the tough questions. National leaders like Diane Ravitch and Rick Hess will help us think through the thorny issues. Do join us for what promises to be some exciting and fruitful conversation. To register, go to [www.aasa.org/nce](http://www.aasa.org/nce).

# The Message of “Superman” Is Wrong, and So Are the Facts

DIANE RAVITCH, *research professor of education, New York University; senior fellow, Brookings Institution*

Last fall, the nation’s public school educators were surprised by a barrage of negative publicity emanating from the film “Waiting for Superman.” The release of the film was accompanied by a high-powered publicity campaign that included a cover story in *Time* magazine, two episodes of the Oprah show, and a week of programming on NBC. As the publicity kick-off wound down, the Gates Foundation added another \$2 million to keep the momentum going, and President Obama invited the five children featured in the film to the White House.

The message of the film is a celebration of privatization: public education is a failed enterprise in every state. Achievement is very poor in every state. Families that seek a better education have only one choice: privately managed charter schools, many of which get “amazing results.” Four of the children fleeing public education in the film live in urban districts, and one lives in a California district whose public high school gets excellent results. Nonetheless, all of them enter a lottery to try to gain admission to a charter school. The film further asserts that resources don’t matter because the nation already spends enough on education and that poverty doesn’t matter because poor kids in certain charter schools make incredible academic gains despite their poverty.

Much of the publicity around the film noted that its director, Davis Guggenheim, had won an Academy Award for his film about global warming, “An Inconvenient Truth.” Nothing was said about the fact that the CEO of one of the producers, from Participant Media, was previously CEO of a chain of for-profit postsecondary institutions or that the owner of another producer, from Walden Media, makes large contributions to think tanks advocating vouchers, charters and privatization ([www.schoolsmatter.info/2010/10/philip-anschutz-and-walden-media-what.html](http://www.schoolsmatter.info/2010/10/philip-anschutz-and-walden-media-what.html)). Or that the only expert researchers presented in the film are proponents of school choice. Or that the film does not portray a single successful regular public school.

It’s important to do some fact checking, as I did when I reviewed the film for the *New York Review of Books* ([www.nybooks.com/articles/archives/2010/nov/11/myth-charter-schools/?pagination=false](http://www.nybooks.com/articles/archives/2010/nov/11/myth-charter-schools/?pagination=false)). Geoffrey Canada is the hero of the film, the one who talks about how he “waited for Superman” as a boy and was disappointed to learn that there is no Superman. Canada is justly lauded for creating the Harlem Children’s Zone, which provides social and medical services for children and families in Harlem in New York City. But Canada’s success is used to support the claims that resources don’t matter, that poverty doesn’t matter, and that charter schools (like his) can make every child successful without regard to resources or poverty.

Unfortunately, this narrative is not true. To begin with, the Harlem Children’s Zone has a very wealthy board of trustees that has raised vast sums of money for the HCZ operation. HCZ currently has over \$200 million in assets, and Canada was paid \$400,000 in the last year (which does not include speaking fees, consulting fees, etc.). So HCZ is certainly not in a position to say that resources don’t matter. The only people who say that resources don’t matter are those who have plenty of

them. The film does not acknowledge what Paul Tough described in his admiring book about HCZ: Canada recruited students and told them that if they attended his charter school, they would go to college. He called the school the Harlem Promise Academy to demonstrate that his promise to his students was real. But when the scores of the first class of middle-school students didn’t go up enough to satisfy the board of trustees, Canada kicked out the entire grade and told them to find a place in a public high school (it was late in the season, and most schools had already made their decisions in New York City’s choice-based system). Davis Guggenheim also did not admit that many students in Canada’s charter schools did not meet state standards in 2010: 60 percent in one of them and 50 percent in the other. These results are better than neighborhood public schools, but they are not the 90–100 percent that Guggenheim

implies. Perhaps if the nearby public schools had the same resources, they would get the same results.

The film also presents SEED charter boarding school in Washington, D.C., as another of its exemplary schools. But Guggenheim does not point out that the school costs \$35,000 per year or that it has a remarkable attrition rate: about 150 students enter in 7th grade, but fewer than 20 remain to graduate in 12th grade.

Guggenheim’s presentation of academic results for American public schools is absurdly distorted. He claims in the movie and in the accompanying press materials that 70 percent of 8th grade students read “below grade level.” This is supposedly based on data from the National Assessment of Educational Progress. It is false. NAEP does not report grade levels. As I explain in the review, the “advanced” level on NAEP represents the very highest performance, probably equivalent to a 750–800 on the SAT. Only 3 percent of students in 8th grade are advanced. The “proficient” level is equivalent to an A or a very strong B; this is 32 percent of those who are sampled. The next level is “basic,” which is akin to a C, the students who have partially mastered the skills and knowledge they need for proficiency, and 75 percent of students are basic or above. The remaining students — 25 percent — are “below basic.” So when Guggenheim cites data for the nation and states, he wrongly treats all those who are below “proficient,” as below grade level, when in fact he should be citing only those who are “below basic.” They are 25 percent of 8th graders, not 70 percent. That 25 percent below basic includes students who are learning English and students in special education. But you won’t learn that in “Waiting for Superman.”

The film is the public edge of a movement to advance privatization and to replace professional educators with earnest amateurs. Such a widespread effort to erode the foundations of public education is unprecedented in our history. Educators must organize to build support for the public nature of public schooling, which belongs to the public, not to the mayor or the business community.

# A New Vision for Educational Accountability

DOUG REEVES, founder, *The Leadership & Learning Center*

As the nation passes through one of the most contentious political and turbulent economic times in its history, it is useful to consider the things on which we agree: values that bind us together are stronger than the issues of the day that divide us. For example, we want our children and grandchildren to have better opportunities than we had. We are careful with how we spend a dollar and we keep a watchful eye on how the government spends our money. But we are generous in how we share our resources with those in need and we are willing to invest now to assure the success of future generations. What people of every political persuasion ask in return for our generosity is that we have the confidence that our investments in governmental services are sound.

Billions of dollars are invested every year at the local, state and national level in education. What have we received in return for our investment? In the past several decades, the answer has included a vague mix of test scores and bland reassurances which fall far short of meaningful accountability and have a host of unintended consequences. Test scores alone lead teachers and administrators to focus narrowly on tested subjects and skills.

But without assessment that is consistent, fair and rigorous, we do not know how effective our educational system is. What is the right balance?

The National Conference on Education, sponsored by AASA, will bring world-class research and expertise to this question. AASA members are not “waiting for Washington” to solve the accountability challenge, but are providing new models of educational accountability that offer insights into effective teaching and leadership.

Most importantly, the conference will help leaders and policymakers implement accountability systems that engage the community and serve students, parents and citizens.

Specifically, conference participants will explore the essentials of accountability systems that include not only test scores, but also indicators of effective teaching, leadership, parental engagement and policy support. We will consider how accountability is a “learning system” rather than a system of punishments, humiliations and rewards. In a nation that has been deeply divided on the matter of educational accountability, this conference is an opportunity for every stakeholder to find common ground.

Without assessment that is consistent, fair and rigorous, we do not know how effective our educational system is.

Some of the essential questions we will consider are:

- How can educational systems assess teaching and leadership in ways that are fair and accurate?
- What role should student achievement data play in assessing teaching and leadership?
- How can schools go “beyond the Common Core Standards” to meet the needs of students and communities?
- How can superintendents and other senior leaders use the information from effective accountability systems to create and sustain reliable high-performing organizations?

In addition to a preview of this new vision of educational accountability during the general session, the NCE will provide Thought Leader sessions in which participants can engage in interactive discussions with researchers in the field. Expect a challenging and engaging experience at this very important conference.



# CONFERENCE-AT-A-GLANCE:

PLAN AHEAD SO YOU DON'T MISS A SINGLE MOMENT

## THURSDAY, FEBRUARY 17

- 8:00 A.M. – 3:30 P.M.** Registration Open
- 8:30 A.M. – 3:00 P.M.** NCE Marketplace Open
- 9:00 – 10:00 A.M.** Coffee Break in the NCE Marketplace
- 10:00 – 11:00 A.M.** Thought Leader Sessions
- ▲ **Transforming Schools: From Technology to Information and Global Communications Planning**  
**ALAN NOVEMBER**, senior partner, November Learning
  - ▲ **Central-Office Transformation for Districtwide Teaching and Learning Improvement**  
**MEREDITH HONIG**, associate professor, Educational Leadership & Policy Studies, University of Washington  
*This session made possible by The Wallace Foundation*
- 11:15 A.M. – 12:15 P.M.** Education Sessions
- 12:15 – 12:45 P.M.** Dedicated Exhibit Hall Time
- 12:45 – 1:45 P.M.** Education Sessions
- 2:00 – 3:00 P.M.** Thought Leader Sessions
- ▲ **Education Leaders and 21st-Century Education**  
**KEN KAY**, CEO, e-Luminate Group Inc.
  - ▲ **Getting Accountability Right: A Blueprint for 21st-Century Accountability Systems from the Classroom to the Boardroom**  
**DOUG REEVES**, founder, The Leadership & Learning Center
- 3:15 – 5:15 P.M.** **OPENING GENERAL SESSION**
- ▲ **All Systems Go**  
**MICHAEL FULLAN**, professor emeritus, Ontario Institute for Studies in Education, University of Toronto
- 5:30 – 6:30 P.M.** Welcome Reception

## FRIDAY, FEBRUARY 18

- 7:30 A.M. – 1:30 P.M.** Registration Open
- 8:00 – 10:00 A.M.** General Session
- ▲ **Will School Reform Improve the Schools?**  
**DIANE RAVITCH**, research professor of education, New York University, and senior fellow, Brookings Institution
- 10:00 A.M. – 4:15 P.M.** NCE Marketplace Open
- 10:30 – 11:00 A.M.** Coffee Break in the NCE Marketplace

- 10:30 – 11:30 A.M.** Thought Leader Sessions
- ▲ **Creating a “Greenfield” Environment for Sustainable School Reform**  
**RICK HESS**, director of education policy, American Enterprise Institute
  - ▲ **Failure Is Not an Option®: Building Sustainable Improvement**  
**ALAN BLANKSTEIN**, founder and president, HOPE Foundation
  - ▲ **Insulating the Education Pipeline to Increase College and Career Readiness**  
**KAREN PITTMAN**, president and CEO, Forum for Youth Investment
- 10:30 A.M. – 3:30 P.M.** Job Central Open
- 11:45 A.M. – 12:45 P.M.** Education Sessions
- 12:00 – 1:30 P.M.** Federal Relations Luncheon
- 12:45 – 1:15 P.M.** Dedicated Exhibit Hall Time
- 1:15 – 2:15 P.M.** Education Sessions
- 2:30 – 3:30 P.M.** Thought Leader Sessions
- ▲ **Confronting Today’s School Reform Juggernaut with 21st-Century Knowledge, Models and Technologies**  
**CHUCK SCHWAHN**, Schwahn Leadership Associates, and **BILL SPADY**, director, HeartLight International
  - ▲ **Deliberate Excellence**  
**JERRY WEAST**, superintendent, Montgomery County Public Schools (MD)
- 3:30 – 4:15 P.M.** Happy Hour in the Hall
- 4:30 – 6:00 P.M.** AASA Awards Ceremony and Reception

## SATURDAY, FEBRUARY 19

- 8:00 A.M. – 12:00 P.M.** Registration Open
- 8:30 – 10:30 A.M.** **CLOSING GENERAL SESSION**
- ▲ **Rachel’s Challenge**  
**DARRELL SCOTT**, founder, Rachel’s Challenge
- 10:00 A.M. – 1:30 P.M.** Job Central Open
- 10:15 – 11:15 A.M.** Education Sessions
- 11:30 A.M. – 12:30 P.M.** Thought Leader Sessions
- ▲ **The Battle for America’s Future**  
**BILL MILLIKEN**, founder and vice chairman, Communities In Schools
  - ▲ **The State of the Superintendancy**  
**BOB McCORD**, associate professor, University of Nevada Las Vegas
- 11:30 A.M. – 1:30 P.M.** Dr. Effie H. Jones Memorial Luncheon

# NATIONAL CONFERENCE ON EDUCATION 2011 REGISTRATION FORM

**FEBRUARY 17-19, 2011 DENVER, COLO.**

AASA Member ID#: \_\_\_\_\_

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Nickname (for badge) \_\_\_\_\_

Job Title \_\_\_\_\_

School District \_\_\_\_\_

Preferred Address \_\_\_\_\_

Address Line 2 \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Preferred E-mail \_\_\_\_\_ Secondary E-mail \_\_\_\_\_

Office Phone \_\_\_\_\_ Fax \_\_\_\_\_

**Gender:**  Male  Female

If you would prefer your e-mail address not be included on AASA registration lists that may be purchased by exhibiting and sponsoring companies, please check this box.

**Type of registration (check one):**

Individual Registration  Team Registration (see team registration requirements at right)

**How many AASA National Conferences on Education have you attended?:**

First Conference  2-5  6-10  More than 10

**Do you have any special needs?:**  Yes  No

If yes, please specify: \_\_\_\_\_

**Job category (check one):**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Superintendent                      | <input type="checkbox"/> Executive Director/<br>Director or Assistant | <input type="checkbox"/> Professor/Graduate<br>Student |
| <input type="checkbox"/> Assistant Superintendent            | <input type="checkbox"/> Director                                     | <input type="checkbox"/> Other Cabinet Member          |
| <input type="checkbox"/> School Board Member                 | <input type="checkbox"/> Consultant                                   | <input type="checkbox"/> Retired                       |
| <input type="checkbox"/> Curriculum Director                 | <input type="checkbox"/> Central-Office<br>Administrator              | <input type="checkbox"/> Other _____                   |
| <input type="checkbox"/> Principal or Assistant<br>Principal |   |  |

**Type of district (check one):**

Rural/Small School  Suburban  Urban  N/A

**What is your district's total annual budget for education products?:**

Under \$499,999  \$1,000,000-\$4,999,999  Uncertain  
 \$500,000-\$999,999  More than \$5 million

**Primary decision to attend (check one):**

Education  Exhibits  Location  Networking Opportunities

**How many years have you been in the field of education?:**

1-5  6-10  11-15  16-20  21+

**FOR COMPLETE POLICIES,  
visit [www.aasa.org/nce](http://www.aasa.org/nce)**

## COMPLETE REGISTRATION

<b>FAX REGISTRATION TO:</b> AASA Registration 415-293-4070	<b>MAIL REGISTRATION TO:</b> AASA Registration 33 New Montgomery Street, Suite 1100 San Francisco, CA 94105
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### QUESTIONS?

Call AASA Registration, 866-226-4939 or 415-268-2097 (9:00 a.m.-9:00 p.m. EST).  
Registrations cannot be taken over the phone.

CONFERENCE REGISTRATION	REGULAR Nov. 1- Jan. 17	LATE After Jan. 17
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#### STEP 1. ATTENDEE REGISTRATION FEES

Each paid individual or team registration fee includes admission to all conference sessions, the NCE Marketplace and coffee breaks.

<input type="checkbox"/> AM - Attendee Member*	\$740	\$850
<input type="checkbox"/> NM - Nonmember Attendee	\$940	\$1,050
<input type="checkbox"/> PSM - Professor Member/ Graduate Student*	\$440	\$550
<input type="checkbox"/> RM - Retired Member*	\$440	\$550
<input type="checkbox"/> EM - Emeritus Member*	C O M P L I M E N T A R Y	
<input type="checkbox"/> CR - Comprehensive Registration**	\$1,100	\$1,230

\* Membership status will be verified and the appropriate rate will be applied.

\*\* Comprehensive Registration (CR) includes conference registration and full Active Member dues. It excludes ticketed events and tours.

#### Team Registration

<input type="checkbox"/> TR - Team Registration	\$700 ea.	\$835 ea.
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Minimum of 3 people are required from the same school district to be eligible for the Team Discount. At least 1 person must be a current Active Member. ALL forms MUST be submitted at the same time, NO EXCEPTIONS. Discount is not valid without school district and Member #.

School District: \_\_\_\_\_

ID# of AASA Member: \_\_\_\_\_

#### STEP 2. GUEST REGISTRATION

<input type="checkbox"/> SP - Spouse	\$69	\$69
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First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

<input type="checkbox"/> CU - Children Under 18	C O M P L I M E N T A R Y	
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First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Spouse/guest registration includes admission to the general sessions, NCE Thought Leaders, coffee breaks and the NCE Marketplace. Spouse/guests are considered to be persons that are NOT AASA Members and those who do not work in the field of public education. If spouses/guests would like to participate in educational sessions, they need to be registered as regular attendees.

#### AASA CANCELLATION POLICY

Cancellation refund requests received in writing on or before Jan. 17, 2011, will be processed by April 20, 2011. AASA will apply a \$100 processing fee on all approved refund requests and a \$25 P.O. fee if registration was paid by a P.O. Requests for refunds will not be honored after Jan. 17, 2011. Refunds are not granted for failure to attend, late arrival, unattended events or early departure. AASA is not responsible for weather-related cancellations, airfare, hotel or other costs that are associated with the conference if the registrant is unable to attend.

# NATIONAL CONFERENCE ON EDUCATION 2011 REGISTRATION FORM

FEBRUARY 17-19, 2011 DENVER, COLO.

STEP 3. LOCAL TOURS			
<b>THURSDAY, FEBRUARY 17, 2011</b>			
<input type="checkbox"/> T1	Denver City Swing Tour, 9:00 a.m.-Noon	\$35	_____ # of tickets
<b>FRIDAY, FEBRUARY 18, 2011</b>			
<input type="checkbox"/> T2	Discover Colorado Springs Tour, 8:30 a.m.-6:30 p.m.	\$165	_____ # of tickets
<input type="checkbox"/> T3	Best of Boulder Tour, 10:00 a.m.-3:00 p.m.	\$47	_____ # of tickets
<input type="checkbox"/> T4	Denver Brewers Tour, 1:00-4:00 p.m.	\$39	_____ # of tickets
<b>SATURDAY, FEBRUARY 19, 2011</b>			
<input type="checkbox"/> T5	Snowshoeing, 8:00 a.m.-Noon	\$125	_____ # of tickets
<input type="checkbox"/> T6	Behind the Velvet Curtain Tour, 10:00 a.m.-Noon	\$25	_____ # of tickets
STEP 4. TICKETED EVENTS			
<input type="checkbox"/> E1	Federal Relations Luncheon, Friday, February 18, 2011, Noon-1:30 p.m.	\$65	_____ # of tickets
<input type="checkbox"/> E2	Effie Jones Memorial Luncheon, Saturday, February 19, 2011, 11:30 a.m.-1:30 p.m.	\$65	_____ # of tickets

**EMERGENCY CONTACT (REQUIRED)**

\_\_\_\_\_

Emergency Contact Name

\_\_\_\_\_

Day Phone/Cell Phone

- REGISTRATION INSTRUCTIONS**
- Be sure to print or type your registration. Your name will appear on your badge exactly as you write it.
  - Register your spouse/children in the space provided and note appropriate fees.
  - Register for events and lunches and note appropriate fees. Photocopy the form to register additional attendees and keep a copy for your records.

- 3 WAYS TO REGISTER**
- 1. Online** – register online at [www.aasa.org/nce](http://www.aasa.org/nce) and receive your confirmation right away by e-mail.  
*Note: Registrations with P.O. or check payments must be mailed or faxed. Use of the registration form will delay receipt of your National Conference on Education registration confirmation ID required to access online housing.*
  - 2. Fax** your registration to AASA Registration, 415-293-4070
  - 3. Mail** your registration to:  
AASA Registration  
33 New Montgomery Street, Suite 1100  
San Francisco, CA 94105

**AASA CANCELLATION POLICY**

Cancellation refund requests received in writing on or before Jan. 17, 2011, will be processed by April 20, 2011. AASA will apply a \$100 processing fee on all approved refund requests and a \$25 P.O. fee if registration was paid by a P.O. Requests for refunds will not be honored after Jan. 17, 2011. Refunds are not granted for failure to attend, late arrival, unattended events or early departure. AASA is not responsible for weather-related cancellations, airfare, hotel or other costs that are associated with the conference if the registrant is unable to attend.

**FOR COMPLETE POLICIES,  
visit [www.aasa.org/nce](http://www.aasa.org/nce)**

STEP 5. PAYMENT INFORMATION	
1. Total Attendee Registration Fee(s)	\$ _____
2. Total Guest Registration Fee(s)	\$ _____
3. Total Local Tour Fee(s)	\$ _____
4. Total Ticketed Events Fee(s)	\$ _____
<b>5. PURCHASE ORDER FEE</b> * Add \$25 P.O. Processing Fee (if applicable)	\$ _____

\*Purchase order, inclusive of the \$25 P.O. fee, must be attached to the registration to process your registration. All purchase order invoices must be paid within 30 days of receipt or cash/credit card payment will be required onsite. Partial payments will delay your registration. Purchase orders will not be accepted after Jan. 17, 2011.

TOTAL REGISTRATION FEE	
(add 1-5 above): Full payment/P.O. must accompany your registration form. If paying by credit card, your signature below authorizes AASA to charge your credit card the total payment and acknowledges there are no refunds after Jan. 17, 2011. AASA reserves the right to charge the correct amount.	\$ _____

**METHOD OF PAYMENT (check one):**

**Check or money order #** \_\_\_\_\_

**Purchase order # (must add \$25 for P.O. fee)** \_\_\_\_\_

**Credit Card:**  
 American Express    Discover Card    MasterCard    Visa

Name on Card: \_\_\_\_\_

Card No.: \_\_\_\_\_

Exp. Date: \_\_\_\_\_

Card Holder's Signature: \_\_\_\_\_

# NATIONAL CONFERENCE ON EDUCATION 2011 REGISTRATION & HOUSING DETAILS

FEBRUARY 17-19, 2011 DENVER, COLO.

## QUESTIONS

If you have any questions regarding registration, call AASA Registration, 866-226-4939 or 415-268-2097 (9:00 a.m.-9:00 p.m. EST) or e-mail: AASAReg@cmrus.com. Registrations cannot be taken over the phone.

Forgot your AASA membership ID number or have questions about your membership status? Please contact AASA at 703-875-0766 or e-mail Kimberly Carter at [kcarter@aasa.org](mailto:kcarter@aasa.org) for assistance.

## REGISTRATION CATEGORIES

### Comprehensive Registration

This registration fee includes conference registration and full Active Member dues; fee excludes ticketed events and tours.

### Team Registration

This registration category provides a discount to districts that bring a team of three or more to the conference. This discount requires a minimum of three attendees from the same school district. At least one person must be a current Active Member.

To receive the team discount, all registrations and payments must be received at one time whether registering online or via hard-copy form.

If registering online, be sure to select the option for "Online Team Registration."

If registering with hard-copy forms, AASA must receive a completed registration form for ALL team members. One member of the team MUST be an Active Member of AASA. Fax all forms to the number listed on the registration form.

AASA suggests sending housing forms together to expedite the housing process.

### Professors/Graduate Student Registration

This registration fee is for AASA Members only. Nonmembers must first acquire AASA membership as college professors or aspiring school system leaders (graduate students), obtain an AASA Member ID number and then register for the conference. You can become a member online at [www.aasa.org/member/index.cfm](http://www.aasa.org/member/index.cfm) or call 703-875-0766.

## TICKETED EVENTS

All registered attendees must purchase a ticket to attend any planned tours and the Dr. Effie H. Jones and Federal Relations Luncheons.

Badges are required for entry into the General Sessions, NCE Thought Leaders Series, educational sessions and the NCE Marketplace. Please have your badge with you at all conference events.

## LOCAL TOURS

Tour tickets are available on a first-come, first-served basis and will be picked up onsite when you check in at registration. If space is available, tickets may be purchased onsite. Tour refunds are given only for full conference cancellations that are requested before Jan. 17, 2011. Refunds will not be provided for cancellations of individual tickets.

## PAYMENT INFORMATION

Full payment, by check or credit card, must accompany your registration form (with the exception of a P.O.). There are no refunds after Jan. 17, 2011.

Only AASA Members in good standing will receive the published AASA Member rate. The Non-Member rate will be applied to registrations that do not include an AASA Member number. If you have any questions regarding your membership status, please contact AASA at 703-875-0766 or e-mail Kimberly Carter at [kcarter@aasa.org](mailto:kcarter@aasa.org).

## BALANCES DUE

Attendees who arrive onsite with a balance due will not be provided their badge or registration materials until they have paid in full.

### Purchase Orders:

- Purchase orders may be used for pre-registration, but a full payment must be received by AASA for you to receive your registration materials.
- If AASA has not received full payment before you arrive onsite, you will be required to pay the balance due with a credit card in order to receive your registration materials.
- A \$25 processing fee applies to all purchase orders.
- Purchase orders will not be accepted after Jan. 17, 2011.
- Purchase orders will not be accepted onsite.

## REGISTRATION CANCELLATION/SUBSTITUTION POLICIES

- Cancellation refund requests must be received in writing no later than Jan. 17, 2011. Requests for refunds will not be honored if received after this date.
- Mail cancellation requests to:  
AASA NCE Registration  
33 New Montgomery Street, Suite 1100  
San Francisco, CA 94105
- AASA will apply a \$100 processing fee on all approved refund requests and an additional \$25 P.O. fee if paid by P.O.
- All approved conference refunds will be processed by April 30, 2011.
- Refunds are not granted for failure to attend, late arrival, unattended events or early departure. AASA is not responsible for weather-related cancellations, airfare, hotel or other costs that are associated with the conference if the registrant is unable to attend.
- Substitutions or name changes will be honored for those wishing to be replaced by another representative from their school district. Written requests for substitutions must be received by Jan. 17, 2011, and must contain a completed registration form for the substitute.

### Substitutions must be sent by mail to:

AASA Registration  
33 New Montgomery Street, Suite 1100  
San Francisco, CA 94105

After Jan. 17, 2011, substitutions will only be processed at the onsite registration counter.

## CONFIRMATIONS AND REGISTRATION MATERIALS

You will receive a confirmation at the e-mail that you provided either during online registration or on the hard copy form you submitted for registration. Be sure to bring this form with you onsite. **You will need it to receive your registration materials, including your name badge and tickets.** No registration materials, including your badges and tickets, will be mailed prior to the conference. If you do not receive a confirmation e-mail within one week of registering, please call AASA Registration at 866-226-4939 or 415-979-2097. All balances must be paid before materials can be provided onsite.

## SPECIAL REQUESTS

If you have a disability or dietary specifications that require special services, please mark the appropriate box on the registration form and attach a written description of your needs.



AMERICAN ASSOCIATION  
OF SCHOOL ADMINISTRATORS

801 N. Quincy Street, Suite 700  
Arlington, VA 22203



## NATIONAL CONFERENCE ON EDUCATION

93% OF 2010 ATTENDEES  
WOULD RECOMMEND NCE TO A COLLEAGUE.  
HEAR FROM A FEW OF THEM:

*"Great opportunity to hear speakers and ideas that influence the national trends, and to make connections with fellow administrators."*

**ALVIN BUERKLE**, superintendent  
Sweet Grass County High School

*"One of the best professional conferences I have attended. The sessions were filled with quality information and not advertising."*

**DANIELLE ROOT**, director, curriculum and instruction  
Sierra Vista Unified School District

*"AASA is an excellent compilation of research, practice, inspiration and collegiality."*

**ANNE SULLIVAN**, associate clinical professor  
University of Iowa College of Education

*"I found precise products to solve some of my district's most pressing problem areas. The fact that the scope of educational offerings is so large, and so concentrated in one location, is time-saving, cost-saving and guaranteed to be good!"*

**ARTHUR H. HIMMLER**, superintendent  
Omak School District 019, Omak, Wash.

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