

2012

Michigan School Testing Conference



February 21-23, 2012
Kensington Court Hotel, Ann Arbor

General Conference Information

Pre-conference Workshops Tuesday, February 21, 2012:

A continental breakfast and a light lunch will be provided on site; both are included in the registration fee. Confirmation of your registration will be emailed.

Register for the pre-conference early to assure your participation!

Registration fees are as follows:

(Space is limited and if space requirements are not met, the workshops may be cancelled)

Pre-Conference All Day Workshops: \$125.00

½ Day Pre-Conference Workshops: \$75.00

Both Workshop C and Workshop D: \$125.00

You must attend the workshop for which you registered

Two-Day Conference Information, Wednesday and Thursday, February 22 & 23, 2012:

Registration Information:

Registration fees include: all conference materials, one session of the audio CD of your choice from the two (2) day conference, breaks and lunches. Confirmation of your registration will be emailed.

Registration Hours:

Wednesday, February 22, 2012: 8:00 a.m.-5:00 p.m.

Thursday, February 23, 2012: 8:00 a.m.-5:00 p.m.

Conference Program Hours:

Wednesday, February 22, 2012: 9:00 a.m.-4:30 p.m.

Thursday, February 23, 2012: 8:50a.m.-4:30p.m.

Conference Registration and Fees:

Early registration is highly recommended. Registrations received on or before February 3, 2012 receive discounted fees. Registration received after February 3, 2012 must pay the regular fee.

TWO-DAY CONFERENCE FEES: February 22-February 23

EARLY Two-Day Fee (received on or/before 2/3/12): \$185.00

REGULAR Two-Day Fee (received after 2/3/12): \$210.00

ONE-DAY CONFERENCE FEES: February 22 or February 23

EARLY One-Day (received on or/before 2/3/12): \$110.00

REGULAR One-Day Fee (received after 2/3/12): \$135.00

STUDENT FEES: (Student ID# is required)

One-Day Fee: \$30.00

Two-Day Fee: \$60.00

Meals:

Breaks and lunches are provided as part of your registration fee.

Exhibit Hours:

Wednesday, February 22, 2012: 8:00 a.m.-4:30 p.m.

Thursday, February 23, 2012: 8:00 a.m.-4:30p.m.

Cancellation/Refunds:

A \$25 service fee will be retained for cancellations. No refunds are given for cancellations within two weeks of the conference. Substitutions may be made at anytime. If possible, please notify us in advance of the substitution. No refunds are given because of inclement weather, unless the weather results in the cancellation of the day(s) of the conference for which you are registered.

Payment:

Payment must be received by the date of the conference or a \$25 late fee will be assessed.

Substitutions:

If you find that you are unable to attend the conference, you may send a substitute in your place. The substitute will be eligible to attend whatever days you originally registered for. If possible, please notify us in advance of the substitution.

Location:

All conference sessions and meals will be held at the Kensington Court Hotel, Ann Arbor, MI, 48108, located at 610 Hilton Boulevard near the intersection of I-94 and State Street, adjacent to the Briarwood Shopping Center. (If you use I-94, then use State Street exit.) Kensington Court phone: 1.800.344.7829 or 734.761.7800.

Lodging:

Kensington Court has a limited number of overnight rooms that conference participants may reserve. Call the Kensington Court directly at 1.800.344.7829 or 734.761.7800 to make a reservation. A special rate of \$102.00 (single or double) is available for those who make their reservations by January 21, 2012.

Parking:

Parking is available at the Kensington Court free of charge.

Continuing Education Credits:

SB-CEUs will be provided by MIEM.

Pre-conference: All Day Workshops: .5 SB-CEU credit* and 1/2 day Workshops: .3 SB-CEU credit*

Two-day conference: 0.5-1.0*

**pending approval*

For further conference registration information contact:

MIEM Registrar, 1001 Centennial Way, Ste. 300, Lansing, MI 48917
Phone: 517.327.2589; fax: 517.327.0771 or email: miem@gomiem.org

TUESDAY

Pre-conference Workshops February 21, 2012

8:30 a.m.-4:30 p.m.

Registration for Pre-Conference Workshops (pick up materials)

9:30 a.m.-4:00 p.m.

All Day Workshops

Workshop A: Designing Quality Classroom Assessments

Karen Bailey, Consultant

High quality classroom assessments need to be both accurate and valid in order to provide educators with the information they need to assess student understanding and adjust instruction as needed. In order to assure that educators are utilizing selected and constructed response assessment options as effective tools in this process, an understanding of how to create new items or restructure current items is essential. This highly interactive, full-day work session will provide educators with an opportunity to explore the power of quality classroom assessment items as a tool for both assessing student understanding of Common Core Standards and for targeted, student-specific differentiation. Participants will also learn the key components of test item construction as they relate to quality, clarity, bias, and student feedback by designing and sharing newly created selected response and constructed response items.

Workshop B: Instructional Feedback: Assessing for Growth, Evaluating Student Learning—The “New Assessment Literacies” for 2012

Jim Gullen and Kristine Gullen, Oakland Schools

This interactive and collaborative workshop is designed to deepen professional practice by clarifying, enhancing and growing highly effective instruction and assessment to enhance student learning.

Participants will: Refine definitions of instruction, create feedback to grow highly-effective lessons, examine assessments for cognitive demand and proportionality, lead conversations to deepen professional practice, and articulate plans to take back to their classrooms or districts.

Participants should bring to the workshop one or more assessments of at least 20 items.

9:30 a.m.-12:45 p.m.

Morning Workshop

Workshop C: Measurement Issues in Evaluating Educators

Bruce Fay, Wayne RESA and Ed Roeber, MSU

There are a number of different approaches to educator evaluation, and these approaches incorporate a variety of evaluation strategies and tools. Embedded in these strategies and tools are a considerable number of significant measurement issues, which this workshop will present and explore. The Michigan Assessment Consortium has prepared a set of materials that will assist local educators faced with complying with the State law to perform educator evaluations in a thoughtful and technically-sound manner.

10:45 a.m.-11:00 a.m.

Morning Break

12:00 p.m.-1:30 p.m.

Lunch will be served for all workshops (lunch times will be staggered for the full day workshops)

1:15 p.m.-4:30 p.m.

Afternoon Workshop

Workshop D: Tuning Up Your Common Assessment

Kim Young, MDE, Ellen Vorenkamp, Wayne RESA and Ed Roeber, MSU

Preventative maintenance on a new car is essential to keep it running smoothly. The common assessments you may be using in your grade, course, building and/or district also need maintenance to keep them running smoothly. In today's climate, it's more important than ever to have assessments that are valid and reliable. By performing a few “maintenance” procedures, you can keep your assessments in top operational condition.

Participants in this workshop are encouraged to bring a colleague with them. Participants should bring a common assessment that is currently being used in your district for the purpose of learning about an assessment audit process and then trying it out on their common assessment during the workshop. The presenters will guide participants through the assessment analysis. You'll be in good hands!

2:30 p.m.-2:45 p.m.

Afternoon Break

WEDNESDAY

February 22, 2012

9:00 am-10:05 am-General Session

A0 The Frank B. Womer Invitational Keynote: (Title tentative) Value-Added Measurement—Problems and Promises

Dan McCaffrey, The RAND Corporation

(Description tentative) Drawing from his extensive research and writing on this topic, the speaker will discuss what he sees as the most problematic—and the most promising—issues in the use of value-added measurement. Given the increasing attention to this topic across the nation, it is important that value-added measurements be conducted in such a manner as to produce valid and useful results. This is especially true since this type of measurement is being widely used to assess student achievement, classroom teacher performance and district accountability.

10:20 am-11:35 am—A Clinics

A1 Update from the Washington

Sue Rigney, US Department of Education

The speaker will provide information on the status of NCLB, the reauthorization of the current version of the Elementary and secondary Education Act (the No Child Left Behind Act), and other interesting Washington DC goings-on.

A2 Transitioning to Assessments Based on the Common Core

Andrew Middlestead and Vince Dean, MDE

Significant challenges loom as Michigan plans to transition to new assessments based on the Common Core State Standards (CCSS) during the 2014-15 school year. This session will discuss the state's plans during the intermediary years, and what initiatives are being considered and implemented in order to prepare schools and districts. Updates on the work of the SMARTER Balanced Assessment Consortium (SBAC) and Dynamic Learning Maps (DLM) consortium will be shared, with special emphasis on the types of items and tasks being considered as part of the assessment design.

A3 Formative Assessment Strategies for Motivating Learners

Karen Bailey, Bailey Educational Consulting

Never before have the demands for academic achievement been as pressing for educators and as imperative for students. In the standard's driven curriculum, instruction, and assessment cycle, assessment research overwhelmingly verifies that the most powerful way to increase student learning and motivation is through the use of quality formative assessments as part of a balanced assessment system. This breakout session will provide an overview of formative assessment (assessment for learning) and its advantages within a comprehensive and coordinated assessment system of state, district, and classroom assessments. Participants will explore strategies for using classroom formative assessment not only as a meaningful tool for accountability, but also a catalyst for dramatically increasing student achievement.

A4 Combatting Educator Assessment Illiteracy

Ed Roeber and Amelia Wenk Gotwals, MSU and Kathy Dewsbury-White, Ingham ISD

The lack of pre-service assessment preparation of future teachers and school leaders has been well documented. In spite of accreditation agency and MDE requirements for such instruction, most educators complete their pre-service programs without much learning or experience of this kind. In this session the presenters will share some options for addressing this lack of preparation. With the attention being paid to assessment of all types, it is high time that such illiteracy be eliminated.

A5 A Conversation with the Keynote

Dan McCaffrey, The RAND Corporation

Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions which invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about an issue the speaker did not comment on. Here's your chance to have an informal conversation with today's keynote speaker, Dan McCaffrey.

A6 Can a CCSS Literacy Framework Impact Formative Assessment, Student Achievement, and Teacher Change?

Linda Denstaedt, Oakland Writing Project, Peter Haun and Steven Sneed, Oak Park High School

Participants will examine key components of the Literacy Design Collaborative Framework, a CCSS (Common Core State Standards) curriculum initiative by the National Writing Project and the Gates Foundation. Discussion of the impact of the framework on formative assessment, achievement, and teacher change will be examined in small group conversations.

12:00 pm-1:30 pm—Luncheon and Speaker

B0 Luncheon Keynote: (Title Tentative) Michigan Citizens' Education Wishes—How They Line Up with The Governor's Education Agenda

Phil Power, President and Founder of The Center for Michigan

The Center for Michigan conducted a series of public forums across the state that were focused on what our citizens wanted to see in and from the state's education system. Mr. Power will summarize the findings from these forums and compare these results to Governor Snyder's educational agenda.

WEDNESDAY February 22, 2012

1:45 pm-3:00 pm—B Clinics

B1 What I Think I Know: Reflections on Forty Years in the Testing Business

Mark Reckase, MSU Distinguished Professor

This presentation indicates what I now know for certain, what I think is true but cannot document, and the opinions that I have developed about the conduct of educational testing after both doing it and analyzing it for forty years.

B2 Measurement Issues in Evaluating Educators

Ed Roeber, MSU and Jim Gullen, Oakland Schools

There are a number of different approaches to educator evaluation, and these approaches incorporate a variety of evaluation strategies and tools. Embedded in these are a considerable number of significant measurement issues which will be explored in this session.

B3 Learning Progressions and Assessments

Alicia Alonzo and Amelia Wenk Gotwals, MSU

Learning progressions—descriptions of increasingly sophisticated ways of thinking about or understanding a topic—have been proposed as a means of providing coherence between curriculum, instruction, and assessment. They may exert particular influence on state and national standards and, thus, new large-scale assessments. In addition, learning progressions may provide a framework for formative and interim benchmark assessments and for links to summative assessment systems. This session will discuss how learning progressions can support all levels of assessment.

B4 A Conversation with the Luncheon Speaker

Phil Power, President and Founder of The Center for Michigan

Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions which invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about an issue the speaker did not comment on. Here's your chance to have an informal conversation with today's luncheon speaker, Phil Power.

B5 Common Core Standards: ISDs & LEAs Respond

Michael Yocum, Oakland Schools

We will describe the process and products that Oakland School and our partner ISDs and LEAs have developed and will continue to develop to support implementing the Common Core Standards.

B6 Exploring the Framework for Success in Postsecondary Writing: Not Just One More Curricular Document

Cathy Fleischer, Eastern Michigan University

What does it mean to be truly "college and career ready" in writing? This interactive session gives you a chance to become familiar with the ideas that inform the Framework for Success and brainstorm with others some ways to incorporate its ideas into your curriculum.

3:15 pm-4:30 pm—C Clinics

C1 Michigan School Accreditation

Venessa Keesler and Chris Janzer, MDE

The Michigan Department of Education has been engaged in an effort to fundamentally redesign the school accreditation system in Michigan so that schools are held to more rigorous standards and parents and stakeholders are better informed as to the true performance of their local schools. This presentation will provide an overview of the proposed standards for accreditation in Michigan, including details regarding the Top to Bottom ranking methodology, the additional factors, and an overview of the dashboard display for all accountability results.

C2 The Dynamic Learning Maps Alternative Assessments: What are they and what are the key features?

Adam E. Wyse and Linda Howley, MDE

The Dynamic Learning Maps (DLM) assessments are new alternative assessments that are being developed for students that have or function as if they have the most significant cognitive disabilities. The DLM assessments will be based on essential elements from common core state standards in math and ELA and the analog for the 1% population to the assessments being developed by the Smarter Balanced Assessment Consortium (SMAC) and the Partnership for Assessment of Readiness for College and Career (PARCC). This session will describe some of the key features of the DLM assessments. A discussion of the similarities and important differences between the DLM assessments and those being developed by SBAC and PARCC will also be provided.

C3 Assessing Career Readiness the Way Michigan Used To

Ed Roeber, MSU, Paul Stemmer, MDE, Bill Brown, MDE-ret. and Phyllis Grummon, Society for College and University Planning

Over 20 years ago, Michigan had a state requirement that all graduating high school seniors leave high school with an Employability Skills Portfolio, documenting their work readiness on the 26 academic, personal, and team skills deemed essential for students to become employable. These skills were developed by a Governor-appointed task force of business and labor leaders. Although lost in past political tussles, this assessment model would serve today's students well. The educators who worked on this assessment system recreate the model in today's session in the hopes that what once was might again be useful.

WEDNESDAY

February 22, 2012

C4 What's New with Writing Assessment?

Christi Dennis, Wendy Gould and Andrew Middlestead, MDE

This session will provide an update on the continuing efforts to provide a robust and reliable writing assessment for students in grades 4 and 7. The presenters will also discuss the MEAP-Access Writing assessment which was new in the Fall of 2011 along with the similarities with and differences to the MEAP assessment.

C5 Effective Mathematics Teacher Education: Lessons from an International and Comparative Study

Maria Teresa Tatto, MSU

This presentation will report the results of a large international and comparative research study on the effects of teacher education on mathematics knowledge. The presentation will discuss factors that seem to influence the high levels of mathematics knowledge observed among future teachers of mathematics in countries such as Poland, Russia, Singapore and Taiwan.

C6 Alternative Pathways to Graduation: Rigor, Relevance and Relationships in Washtenaw's W-A-Y and Early College Alliance

Sarena Shivers, Assistant Superintendent--Washtenaw Intermediate School District and Monique Uzelac, Program Director--W-A-Y Washtenaw

Attempting to increase the countywide graduation rate, Washtenaw County educational leaders devised a plan that created multiple, challenging, innovative routes through high school. In this session, two promising pathways will be described and early findings will be presented.

THURSDAY

February 23, 2012

8:50 am-10:05 am--General Session

D0 Keynote: Ensuring Integrity in Testing--Current Context and Educator Responsibilities

Greg Cizek, University of North Carolina

This presentation will provide an overview of current controversies related to educator involvement in cheating on tests. A brief introduction to the area of test score integrity will be presented, including the major reasons why cheating occurs and why it appears to be on the rise. The presentation will then focus on what educators and others can do to insure integrity in testing.

10:20 am-11:35 am--D Clinics

D1 Educator Evaluation in Michigan

Venessa Keesler and Carla Howe Olivares, MDE

In the past several years, Michigan has enacted two sets of laws regarding educator evaluations, with the most recent placing an even stronger emphasis on student growth as a factor in these evaluations. This presentation will provide an overview of the current laws, as well as reviews of the statewide assessment data available in Michigan for measuring student growth. The presentation will also discuss methods and mechanisms for integrating state-provided student growth data into assessments; for utilizing local and national assessments to measure student growth; and for measuring growth in content areas and grades that are not currently assessed. The presenters will review the recommendations made by the Governor's Council on Educator Effectiveness and discuss implications for Michigan schools. Best practices from districts currently engaged in high-quality educator evaluations will be highlighted.

D2 Computerized Adaptive Testing: What Is It and How Does It Work for Students?

Dong Seo and Steve Viger, MDE

Computerized adaptive testing (CAT) is the computer-based test measuring examinee's ability level. In CAT settings, items are tailored to an individual examinee while he/she is taking a test. Specifically, CAT allows a test administrator to control measurement precision and to maximize the efficiency of the testing processes. Thus, CAT has been used as an alternative test to measure students' abilities instead of traditional paper and pencil tests. CAT programs are currently being used by approximately 900 school districts across the United States. This session will provide information on the origins and approaches of CAT. Characteristics of CAT (e.g. a pre-calibrated item bank, determination of entry points, item selection procedures, scoring methods, and criteria for terminating the test) will be described. In addition, the session will discuss Michigan's most likely approach to using CAT.

D3 A Conversation with the Keynote

Greg Cizek

Large group presentations seldom lend themselves to productive question and answer sessions. However, some conference participants want to ask questions which invite the speaker to clarify or comment in greater depth about portions of the presentation or to ask about an issue the speaker did not comment on. Here's your chance to have an informal conversation with today's keynote speaker, Greg Cizek.

THURSDAY

February 23, 2012

D4 Formative Assessment for Michigan Educators—The State Project

Kim Young, MDE and Amelia Wenk Gotwals, MSU

The Formative Assessment for Michigan Educators project is in the middle of its fourth year. This session will describe the current professional development project and its related research effort. Also included will be a description of how the work may be expanded to additional schools in the near future.

D5 Update on MI-Access and MEAP-Access—Michigan's Alternative Assessments for Students with Disabilities

Linda Howley and Dan Evans, MDE

This session will provide an overview of the current activities and future plans for MI-Access and MEAP-Access assessment programs. These assessments are based on Alternative and Modified achievement standards respectively.

D6 What We're Learning About College Readiness: UM College of Engineering

Mary Beth Damm, Director—UM Office of Engineering Outreach and Engagement

In this session, the presenter will explain what the UM College of Engineering has been learning from its work in a Detroit-based MEZ (Michigan Engineering Zone), from M-STEM Academy, and from other efforts to work with underserved students in Michigan schools.

1:00 pm-2:15 pm—E Clinics

E1 Career and College Readiness Definitions

Steve Viger and Vince Dean, MDE

A topic of significant discussion nationally and within Michigan is around what types of skills and levels of proficiency are necessary to ensure that students are ready to be successful in a post-secondary employment and/or educational experience. This session will frame how this debate is taking shape across the country, and provide an update on how Michigan is proceeding to develop definitions based on current and future systems.

E2 Update on Michigan Merit Examination (MME)

Jim Griffiths and Martha Caswell, MDE

This session will provide an overview of the current activities and future plans for the MME and related high school assessment activities. Participants will see a preview of the 2012 reporting package including the new career and college readiness performance standards. A portion of the session will be devoted to important guidelines for a successful assessment administration. School test administration errors and pitfalls that have resulted in invalid student results and resulting accountability consequences will also be reviewed.

E3 Developing an Educator Evaluation System: Guidelines for School Districts and Unions

Mike Polzin and Donna Winthrop, MSU

The Education Alliance of Michigan has created a resource guide and provided training for local school districts on educator evaluation systems. In this session, the developers will describe these resources and share their ideas about this important topic.

E4 Formative Assessment for Michigan Educators—The District Perspective

Kim Young, MDE, Jennifer McFarlane, Warren Woods Middle School and Sean Carmody, Holt Public Schools

This session will describe the manner in which the MDE Formative Assessment for Michigan Educators work on formative assessment practice has impacted teachers' instructional practices and student achievement.

E5 Comparison of the Results of a Proctored and Unproctored Mathematics Placement Test

Samuel Drake, MSU

The scores on a proctored and unproctored mathematics placement examination will be used to predict the success of students in their first university mathematics course.

2:30 pm-3:45 pm—F Clinics

F1 Common Core General Assessment Consortia Update

Vince Dean and Joseph Martineau, MDE

Through the Race to the Top Assessment Competition, groups of states have come together to develop the next generation of assessments based on the Common Core State Standards (CCSS). Two consortia, the SMARTER Balanced Assessment Consortium (SBAC) and the Partnership for the Assessment of Readiness for College and Career (PARCC) have been funded by the U.S. Education Department for this purpose. This session will provide an update on the activities of both consortia and information about Michigan's key roles in SBAC as a governing state.

F2 Update on Michigan Educational Assessment Program (MEAP)

Jim Griffiths and Kate Cermak, MDE

This session will provide an overview of the current activities and future plans for the Michigan Educational Assessment Program (MEAP). Updated MEAP reports including the new career and college readiness performance levels at grades 3-8 will be reviewed. Test administration tips—including a checklist—will be presented to help schools and districts insure a successful testing experience.

THURSDAY

February 23, 2012

F3 MAC Common Assessment Training Modules

Kim Young, MDE, Bruce Fay, Wayne RESA and Jim Gullen, Oakland Schools

The set of online training modules designed to assist local educators to create and use sound common assessments will be described and illustrated. These modules are an online resource for all Michigan schools.

F4 Does Our Work Make a Difference?

Lucie Howell, UM College of Engineering and Angela Newing, Ann Arbor Public Schools

This clinic will look at the development of an impact evaluation of the Residential Summer Engineering Program for 10th–12th graders. The presenters will provide an overview of the results to date and an indication of additional issues to be addressed.

F5 NAEP in 2012

Paul Stemmer, MDE

Where is NAEP heading in light of the common core? What are NAEP's current assessments? How do they relate to MEAP and other assessment activities? How does Michigan compare to the nation and to other states? What are the results? Where should NAEP head in the future? We will explore these and many other questions in this session. Some of the questions may require constructed responses.

2012 Michigan School Testing Conference

February 21-23, 2012 at Kensington Court Hotel, Ann Arbor

Print and duplicate for each participant.

Please select your choices below:

Pre-Conference Workshops (Tuesday, 2/21/12)

Registration for the pre-conference workshops must be received by February 3, 2012. Space is limited and if space requirements are not met, the workshops may be cancelled)

All Day Workshop—Workshop A: Designing Quality Classroom Assessments **\$125.00**

Presenter: Karen Bailey, Consultant

9:30am - 4:00pm

All Day Workshop—Workshop B: Instructional Feedback: Assessing for Growth, Evaluating Student Learning—The “New Assessment Literacies” for 2012 **\$125.00**

Presenters: Jim Gullen and Kristine Gullen, Oakland Schools

9:30am-4:00pm

Morning Half Day Only—Workshop C: Measurement Issues in Evaluating Educators **\$75.00**

Presenters: Bruce Fay, Wayne RESA and Ed Roeber, MSU

9:30am - 12:45pm

Afternoon Half Day Only—Workshop D: Tuning Up Your Common Assessment **\$75.00**

Presenters: Kim Young, MDE, Ellen Vorenkamp, Wayne RESA and Ed Roeber, MSU

1:15pm - 4:30pm

Workshops C & D \$125.00

Wednesday-Thursday Conference 2/22/12-2/23/12

One-Day Fee (○ Wednesday only ○ Thursday only) \$135.00 (\$110)*

Attending Wednesday and Thursday \$210.00 (\$185)*

** Register and pay by 2/3/12 and save \$25*

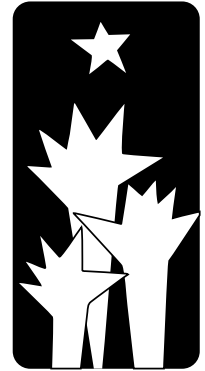
Student Fees (Student ID # required below)

One-Day Fee (○ Wednesday only ○ Thursday only) \$30.00

Two-Day Fee \$60.00 (Wednesday-Thursday)

Registration fees include breakfasts, breaks and lunches plus Reception on Wednesday afternoon. To receive confirmation of your registration, forms must be post-marked by February 14, 2011.

MIEM



Register online at:
www.gomiem.org

Send form to:

MIEM
1001 Centennial Way
Suite 300
Lansing, MI 48917
Phone: 517.327.2589
Fax: 517.327.0771

Participant Information (Please print)

Name: _____

Position: _____

District/Company: _____

Address: _____

City/State/Zip: _____

Email (required): _____

Phone number: _____

Student ID# (if applicable): _____

Special requests (vegetarian meals, other dietary needs, interpreter, wheelchair, etc.) _____

Payment Information

Grand Total (from above): _____

Payment option:

Check enclosed payable to MIEM

Purchase Order #: _____
(a po is not payment)

Credit Card: ○ Visa ○ MasterCard

Name on card: _____

Card #: _____

Expiration date: _____

Signature: _____

A \$25 service fee will be retained for cancellations. No refunds are given for cancellations within two weeks of the event or because of inclement weather, unless the weather results in the cancellation of the day(s) of the conference for which you are registered. If you find that you are unable to attend the

conference, you may send a substitute in your place. Payment must be received by the date of the event or an invoice including the \$25 late fee will be assessed. Pre-registration is strongly recommended. Drop in registration will be accepted only on space availability basis.