Innovative Solution Session Application

January 14-16, 2024 | Hyatt Grand Cypress | Orlando, FL

Get ready for unparalleled learning and networking for school nutrition operators and industry partners. Whether you're new to SNA's School Nutrition Industry Conference (SNIC), or a seasoned attendee, the 2024 conference promises to provide the ideas, information, and insight you need during these complex times. A major focus will be on working together to address emerging challenges such as upcoming regulation changes, AI technologies and more.

Innovative Solution Sessions encourage face-to-face discussion time for your representatives and operators to exchange ideas, concerns, and find answers to everyday issues that arise in the cafeteria. Your session format should focus on providing relevant, educational information for operators in addition to sharing information about your product or services. (Review topics that will be covered at SNIC and plan how you can integrate these ideas into your session). Consider sharing trend information related to your product, research or benchmarking studies with kids or even invite an operator to share the creative ways they are solving school nutrition challenges to ensure your session is helping operators improve their programs.

Information for Program

Company Name

Street Address

City, State, ZIP

Telephone   Email

Main Contact Name

Payment

☐ Credit card | Please email payment link to:
(We will send an online credit card payment link from our Clover system to the email address listed)

☐ Check: Make payable to SNA | P.O. Box 719297, Philadelphia, PA, 19171-9297

Total amount due: $

** PLEASE SEE PAGE 2 FOR ADDITIONAL LOGISTICS AND REQUIREMENTS INFORMATION. **

Innovative Solution Session Requirements

To share accurate session information and provide relevant content to attendees, a session description along with learning objectives must be submitted by **October 31, 2023,** for internal review in addition to this application (see pages 3-6 for guidelines). Failure to meet the submission guidelines will result in the denial of your session. **You will be notified by November 15 if all information is satisfactory.**

Session Format & Eligibility

- Fifteen (15) Innovative Solution Sessions are available on a first-come, first-served basis. **SNA must receive a completed application and payment of $4,000 to reserve a session for your organization.**
- The Innovation Solution Sessions (ISS) are scheduled for January 14 & 15, 2024.
- Each session will be 60 minutes in length. There will be seating for approximately 40-50 school nutrition professionals in each session.
- Your company must have a current SNA Industry Membership to present a session.
- **Industry representatives participating in an Innovative Solution Session must register for the conference (Full Registration: $1,000; One-day registration: $575).**
- **Meeting room set-up:** theater-style, screen and LCD projector will be provided. You must bring your own laptop.
- **Your organization can serve food samples during the ISS.** Please contact the Catering Department for food & beverage and storage costs.

Additional Sign-up Options

- Networking Luncheon & Tabletop Showcase: Fifty (50) Tabletop Displays will also be allotted on a first-come, first-served basis; scheduled for Monday, January 15 (12:30-2:30 p.m.). Reserve a Session and Tabletop Display and save $500.
  ☐ Check this box if you wish to also reserve a table with your session for $6,000.

CANCELLATIONS: All cancellations must be made in writing to SNA Industry Relations/Crystal Harper-Pierre at charper@schoolnutrition.org. If notice of cancellation is received prior to **October 31, 2023,** a refund less 25% of the total will be issued. **Please note that after October 31, 2023, NO REFUNDS WILL BE ISSUED.**

Authorized Corporate Representative	Title	Date
SNA Representative	Title	Date

Return **signed** application and **payment** to:
School Nutrition Association | 2900 S. Quincy Street Suite 700 | Arlington, Virginia 22206
Attn: Crystal Harper-Pierre at charper@schoolnutrition.org or Nita Artis at nartis@schoolnutrition.org

Innovative Solution Session Description
Due October 31, 2023

To share accurate session information and provide relevant content with attendees, a session description and two to three learning objectives must be submitted by October 31 for internal review (see pages 4-6 for guidance). Failure to meet the submission guidelines will result in the denial of your session. **You will be notified by November 15 if all information is satisfactory.**

Session Description (75-word maximum):

Your description should consist of two or three sentences that describe your session. The description will be used for operator sign-up and will be published in the conference *Learning Journal* to describe your session (the description may be edited or shortened at SNA's discretion).

Learning Objectives (2-3)

- Learning objectives should address how participants will benefit from the session.
- Learning objectives should be action statements, defined in terms of knowledge, skills or attitudes participants will learn by attending the session.

Tips for Writing Descriptions & Learning Objectives

Learning Objectives
- Learning objectives are brief measurable statements that describe what an attendee is expected to learn from the educational instruction.
- The learning objectives must provide a detailed description of what the attendee will be able to do when the instruction has concluded.
- Learning objectives should be used as a learning directive to help attendees make practical use of the information being imparted during the instruction.
- Learning objectives should be measurable, meaning that upon the conclusion of the instruction ,the attendee should be able to evaluate the session as to the extent in which the learning objective(s) were achieved.

How Do I Write Learning Outcomes?
Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) provides the methodology to express learning outcomes in a way that reflects cognitive skills. Utilizing this approach has become the standard and affords attendees with the ability to evaluate the degree in which the objectives have been achieved.

There are six levels of cognitive skills:
- Creating (Synthesis)
- Evaluating
- Analysis
- Applying
- Understanding
- Remembering (Knowledge)

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

HIGHER-ORDER THINKING SKILLS

CREATING — Use information to create something new

EVALUATING — Examine information and make judgments

ANALYZING — Take apart the known and identify relationships

APPLYING — Use information in a new (but similar) situation

UNDERSTANDING — Grasp meaning of instructional materials

**REMEMBERING** — Recall specific facts

LOWER-ORDER THINKING SKILLS

Learning Objectives are introduced by stating:
"Upon the conclusion of this session the attendees will be able to":
- Create a separate objective for each action.
- End each objective with a period.
- Use upper and lower case appropriately.
- Do not abbreviate or use unusual characters.

The participant "outcome" should be measurable, actionable, or observable.
It is important to note that there are some verbs to avoid* when writing learning outcomes. These verbs are
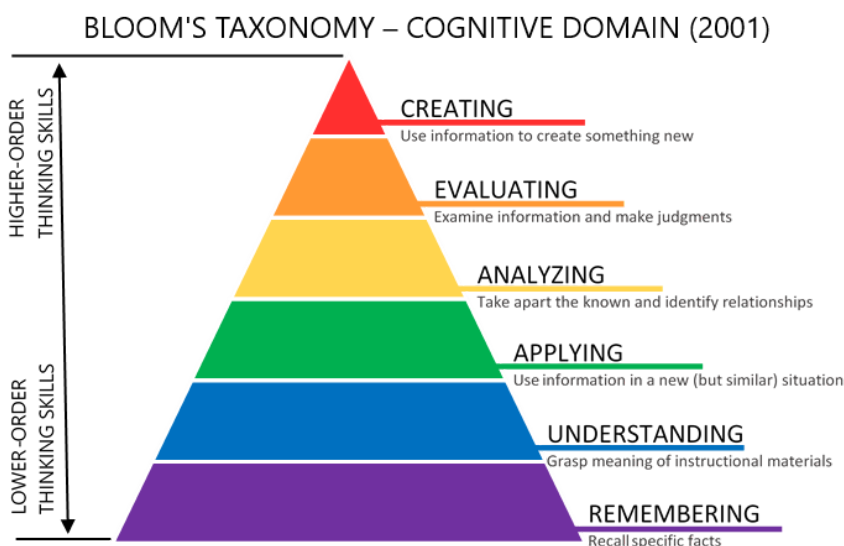
vague and oftentimes are not observable or measurable. For example, how would you measure whether someone has "become familiar with" a particular tool? Use a more specific verb. Use a more specific verb. See Bloom's Taxonomy on the following page for recommendations.

Verbs to avoid: Understand | Appreciate | Know | Familiar with | Learn about | Become aware of

Examples of Learning Objectives
"Upon the conclusion of this session the attendees will be able to":

Poorly Written Objectives	Well-Written Objectives
1. Understand the benefits of implementing healthy food and beverage standards/policies for middle and high schools. 2. Become familiar with three (3) strategies for effective marketing of healthy foods and beverages.	1. Describe the benefits of implementing healthy food and beverage standards/policies for middle and high schools. 2. Identify three (3) strategies for effective marketing of healthy foods and beverages.

Bloom's Taxonomy (Revised)

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different "solutions."
Verbs*	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.